

# **THESIS**

## **The Effect of Picture-Cued Task to Improve Students' Understanding in Degree of Comparison at SMPN 1 Candi Sidoarjo**



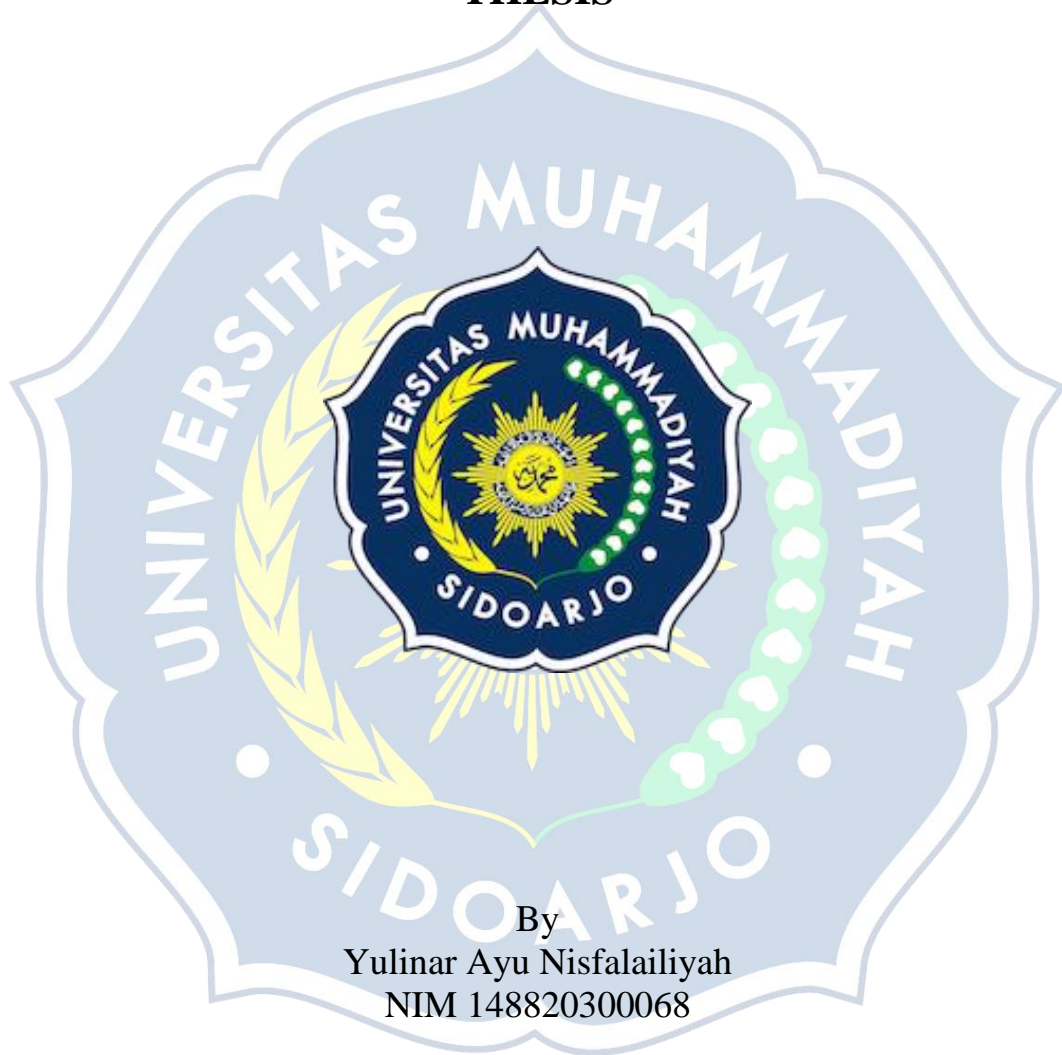
By  
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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHERS TRAINING OF EDUCATION  
UNIVERSITAS MUHAMMADIYAH SIDOARJO  
2018**



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2018**

APPROVAL SHEET

This thesis is written by Yulinar Ayu Nisfalailiyah was approved

On 12<sup>th</sup> June, 2018



A handwritten signature in black ink, appearing to be "Wahyu Taufiq", is written on a light blue rectangular background.

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This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education Universitas Muhammadiyah Sidoarjo and accepted as the requirements to achieve Sarjana Degree in English Education on July 24<sup>th</sup> 2018

Approved by

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Universitas Muhammadiyah Sidoarjo

Dean,

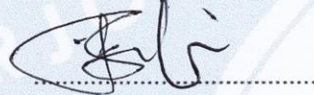


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## PERNYATAAN KEASLIHAN TULISAN

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Judul Skripsi : The Effect Of Picture-Cued Task to Improve Students' Understanding in Degree of Comparison at SMPN 1 Candi Sidoarjo

Dosen Pembimbing : Wahyu Taufiq, M.Ed

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri, bukan pengambilan karya orang lain atau pikiran orang lain yang saya akui sebagai hasil tulisan atau hasil pemikiran saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis

Pernyataan ini dibuat sebagai salah satu syarat penempuh ujian skripsi

Sidoarjo, Juni 2018

  
Yulinar Ayu Nisfalailiyah  
148820300068

## MOTTO AND DEDICATION

Motto:

“... have courage and be kind”. -Cinderella’s Mother-

### Dedication

This thesis is dedicated for my parents Mr. Agus Sunaryo and Mrs. Sumarsiyah.

(Thank you for everything mom, dad. No word can describes how lucky I am become your daughter and nothing I can say except thank you, thank you, and thank you very much for your support, your love and all your sacrifice for me. Mark my word mom, dad insha allah I will never let you down and makes you always proud for having me)

My lovely sisters and brother Miftakhu Nurun Nisa’, Khodijah Faradiba N,  
Muhammad Saiful Rizal.

(Thank you for being a part of my life, because of you three I learn how to be a old sister that one day you can bragged about around your friend)



## ABSTRACT

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Learning English especially grammar is difficult because grammar has confusing rules to learn and has different pattern from students mother language, many of students have problem in using degrees of comparison, especially in comparative and superlative forms. The purpose of this research is to find an alternative way and suitable method to help students learn grammar, especially in using degree of comparison through picture-cued. The method that used in this research is quasi experimental research which compare two classes in SMP Negeri 1 Candi Sidoarjo Sidoarjo. The first class as experimental class which ware taught degree of comparison using picture-cued and second class as control class thought degree of comparison thought using conventional teaching method. The researcher gives pre-test first than gives treatment and the last the researcher gives post-test. The data collected and counted using t-test formula. The result of t-test was 5.57 and t-table at significance 5% was 1.9983. Thus, t-test ( $t_0 = 5.57$ ) was higher than t table ( $t_t 5\% = 1.993$ ). It can be said that picture-cued has an effect for students' understanding in degree of comparison. Eta-squared was 0.30 which means there is significant effect. Based on the data analysis, it was proved the picture-cued could gave an effect to the students understanding in degree of comparison and the effect was significant or large.

Keyword: Laearning grammar, Degree of comparison, Picture-cued.

## ABSTRAK

Nisfalailiyah, Yulinar Ayu. 2018. *The Use of Picture-Cued Task to Improve Students' Understanding in Degree of Comparison at SMPN 1 Candi Sidoarjo*. Skripsi. Program Study Pendidikan Bahasa Inggris. Fakultas Keguruan Dan Ilmu Pengetahuan. Universitas Muhammadiyah Sidoarjo. Pembimbing: Wahyu Taufiq, M.Ed.

Belajar Bahasa Inggris terutama *grammar* sangatlah sulit karena *grammar* memiliki aturan yang membingungkan untuk dipelajari, hal tersebut memiliki pola yang berbeda dengan Bahasa Ibu siswa, banyak dari siswa memiliki masalah menggunakan perbandingan *degrees of comparison*, terutama pada bagian *comparative* dan *superlative forms*. Penelitian ini bertujuan untuk menemukan alternatif dan metode yang tepat untuk membantu siswa belajar *grammar*, terutama dalam menggunakan *degree of comparison* melalui *picture-cued*. Metode yang digunakan dalam penelitian ini adalah *quasi experimental* yang mana peneliti membandingkan dua kelas di SMP Negeri 1 Candi Sidoarjo. Kelas pertama sebagai kelas eksperimen yang mana pemberian materi perbandingan *degree of comparison* menggunakan *picture-cued* sedangkan kelas kedua sebagai kelas control yang mana pemberian materi perbandingan *degree of comparison* menggunakan pembelajaran konvensional. Peneliti memberikan pre-test sebelum treatment, setelah treatment peneliti melakukan post-test. Data yang telah terkumpul dihitung menggunakan rumus t-test. Hasil dari t-test adalah 5.57 dan tabel-t pada signifikan 5% adalah 1.9983. iadi, t-test ( $t_0 = 5.57$ ) lebih tinggi dari tabel-t ( $t_t 5\% = 1.993$ ). dapat dikatakan bahwa *picture-cued* memiliki efek dalam mengajarkan perbandingan *degree of comparison*. Hasil dari eta-squared adalah 0.30 yang mana menunjukkan adanya efek yang signifikan. Berdasarkan dari analisis data, dapat dibuktikan bahwa *picture-cued* dapat memberikan efek yang sangat signifikan bagi siswa dalam menggunakan perbandingan *degree of comparison*.

Keyword: Belajar *grammar*, *Degree of comparison*, *Picture-cued*.



## ACKNOWLEDGEMENT

**In the name of Allah SWT, the Most Gracious, the Most Merciful.**

All praises be to Allah SWT, the Lord of the world who has blessed upon the researcher in finishing this thesis. Peace and blessing be also upon to our prophet Muhammad SAW, his family, his companion, and his adherence.

This thesis is written as one of the graduation requirements of S.Pd, English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidoarjo.

First of all, the researcher would like convey her special gratitude for her beloved parents Mr. Agus Sunaryo and Ms. Sumarsiyah who have given love, care, motivation, sacrifice and so much opportunities for the researcher to study more. So that, the researcher can finish this thesis.

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May Allah bless them all.

The researcher realize there are still some mistakes in this thesis because the researcher still has limited knowledge. However, the researcher really expects that this thesis paper can give advantages for the researcher and also people in general. The researcher hopes this thesis can give a contribution in education especially for teaching English.

Sidoarjo June 2018

Yulinar Ayu Nisfalailiyah

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## CHAPTER I

### INTRODUCTION

This chapter is focused on the idea related to the study, those are background of the study, statement problem, research question, objectives of the study, significance of study, scope and limitation of the study, and also the definition of key terms.

#### 1.1. Background of The Study

Learning English or others foreign languages is not an easy task. After few years of studying at elementary to high schools, many students still have low competence in understanding or expressing themselves in English. This fact makes the teacher of English particularly who are teaching at higher level work hard to improve their capability. On the other hand, the students still face some difficulties in learning English. Because Indonesian language and English are different grammatically.

To learn English, there are four skills that learner should master, they are listening, speaking, reading and writing. Those skills are related to one another because of some reason. Being able to competence in those skills students should have the ability in grammar and vocabulary. As stated by Kurniawan (2017:02) that grammar is taught to furnish the basis for a set of language skill; listening, speaking, reading and writing. Furthermore, according to Kurniawan (2016:03) states that grammar rules enable students to know and apply how the sentences pattern should be put together.

Actually there are many aspects that discussed in English grammar; one of them is degree of comparison. Degree of an adjective or adverb it uses to describing different level of quality, quantity, or relation. But this study is only focused on adjective. From the explanation above, it is very important for students to comprehend and express the fact about two things or people are similar or different.

However, different with Bahasa Indonesia that does not have the degree of comparison pattern. Such as pattern put suffix in the end of the word and add prefix if the word has more than one syllable. This condition promote difficulties in learning degrees of comparison, most of students have problem in using degrees of comparison, especially in comparative and superlative forms. Their problems were usually still confused to put suffix *-er /-est* or prefix *more/most* omit or misplaced the use of be (*is, am, are, was, were* ) and the use of article *the* in the superlative form. For example “*Lisa is smart students than all her friend in this class*”. It should be “*Lisa is smartest students than all her friends in this class*”. And “*Angelina Jolie is the famous female actress in the world*”. It should be “*Angelina Jolie is the most famous female actress in the word*”. The researcher thinks that it is necessary to find out an alternative way to create suitable and interesting technique related to the researcher background. It also proved by some researcher such as Hidayatulloh who research about *An Analysis on Students’ Grammatical Error in Using Degree of Comparison*, Renaningtyas who conducted a research about *Improving the Writing Skills*

*of Class VII a Students' In SMP II Wates by Using Picture-Cued Task in Academic Year of 2012/2013.* Therefore, the researcher thinks that it is necessary to find out an alternative way to create interesting technique related to the students' condition.

In this study, it is focused on structure that based on the consideration that structure is the core of the language. Degree of comparison are one aspect that is taught in structure and understanding that researcher means is the students' are able to distinguish between comparative and superlative degree, and also student understand where is put suffix **-er** and **-est**. Furthermore, the researcher hopes that students can distinguish about irregular degree of comparison.

The researcher chooses SMPN 1 Candi Sidoarjo as the scope of the study is because when the researcher did an observation interview to the English teacher, the teacher stated that many students' in SMPN 1 Candi Sidoarjo especially 8<sup>th</sup> grade still have problem with degree of comparison pattern and they need media to deliver about material given by a teacher and picture cued sounds like appropriate media to answer that problem.

Having the clearly description of students understanding in comparison of degree. Moreover, it is carried out the study which is oriented the students' ability at SMP by entitles; **“The Effect of Picture-Cued Task to Improve Students' Understanding in Degree of Comparison at SMPN 1 Candi Sidoarjo”**.

## **1.2. Research Question**

Based on the background that researcher has been mentioned above, the problem of this research are formulated as follows:

1. What is the effect of picture-cued task to improve eighth grade students' understanding to use degree of comparison at SMPN 1 Candi Sidoarjo?

## **1.3. Objective of The Study**

According to the research question above, this research aimed to know about some objectives of the study, as follow:

To know the effect of picture-cued task to improve eighth grade students' understanding to use degree of comparison at SMPN 1 Candi Sidoarjo.

## **1.4. Hypothesis**

There is an effect of the student's score that using picture-cued task for their understanding in writing degree of comparison than the students who does not use picture-cued task.

## **1.5. Significance of The Study**

The result of this study are expected to:

1. For the English teacher, this research can be used as a method or technique to improving students' understanding in degree of comparison by using picture-cued.
2. For the students, this research hopes that it can improve their understanding in learning degree of comparison.
3. For the readers, this research can be used as a reference about learning style that suitable for teaching comparison degree.



4. For further researcher, hopping that this study can be reference to conduct similar research.

### **1.6. Scope and Limitation of The Study**

In this study, the researcher focused on the process of teaching that is enjoyable and interesting for student to improve their ability in using degree of comparison. The researcher focused on the eighth grade students at SMPN 1 Candi Sidoarjo academic year 2017/2018.

### **1.7. Definition of Key Term**

#### **1. Degree of Comparison**

Degree of comparison is a form of an adjective to compare one, two or more nouns that are used to describing persons, places, and things. There are three kinds of comparison degree in English. They are positive degree, comparative degree, and superlative degree.

#### **2. Picture-cued task**

Define picture-cued or series of pictures is used as non-verbal media, while picture-cued task is a kind of designing assesssh for intensive speaking, selective reading, imitative and intensive writing so, that is mean picture-cued task to stimulate student's response in material that given by teacher. In other hand, picture-cued task as stimulus to the student in writing a degree of comparison sentence.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter discussed about review of related literature in order to comprehend the theories. It provides the historical background, current literature relevant to research question and hypothesis, and picture-cued as media to teach degree of comparison.

#### 2.1. Theoretical Background

##### 2.1.1. Teaching Grammar

According to Thornbury (2000:29), there are two ways that used to introduce the grammar. They are deductively called as deductive approach and inductively called as inductive approach. In deductive approach the teacher shows the grammar rules explicitly, means that the teacher introduce grammar rules to the students directly, and then gives them exercise about it. The students will apply the rules the have explained by their teacher when doing the exercise.

On the other side, the teacher in inductive approach shows the examples of language to the students. They should build their own understanding of the rules based on the form that given by the teacher. This approach in learning grammar often involve providing a lot of examples in order to help the students understand. Furthermore, it is also possible for the some students

has wrong conclusion of the rules, but this will be meaningful than just simply told them rules.

Those two approaches above are used in grammar teaching. Teacher may use just one or both of them. The teacher can combine the use of those approaches. It is because each of them has advantages and disadvantages. So by doing it the teachers can decrease the disadvantages as much as possible.

#### 2.1.2. Making Degree

##### a. Definition of degree of comparison

To get the general understanding about degrees of comparison, it is better to describe what comparison is. One of the most basic of human cognitive process is the ability to comprehend and express the fact that two things are similar or different. Often such similarity or difference is expressed in term of degree, extent, or quantity. Therefore, comparison is when English learners use adjective to compare two people or things, and the adjective has special form so called degree of comparison, Azhar (2006:454).

Based on the stated above, the researcher infers that degree of comparison is a process of comparing people or things through the level of quantity or quality. It is formed from adjective and adverb, but in this research the researcher only focused on the comparison of adjectives.

b. Kinds of degree of comparison

Degree of comparison consist of three kinds they are; positive degree, comparative degree, and superlative degree. In this point the researcher was discused it one by one.

1. Positive degree

Positive degree is used when English learners describe two things with the same quality or characteristics.

There is no comparison here. The form is **“as+adjective+as”**, and for negative form, English learners used **“not as+adjective+as”**.

e.g.:

(+) My sisters Anna is *as smart as* Elsa.

(-) Martha’s house is *not as big as* John’s house.

2. Comparative degree

Comparative degree used to compare two things which have different quality of characteristic. One thing exceeds another. To compare it English learners used **“adjective+er+than”** or **“more+adjective + than”**.

e.g.:

Giraffe is *taller than* elephant.

The real scenery is *more beautiful* than in the picture.

### 3. Superlative degree

The last is superlative degree. It is used to describe the thing has the highest degree of quality or characteristic than the others to describe it. There are two pattern to use superlative degree. They are “**the+ adjective+ est**” or “**the+ most +adjective**”.

e.g.:

Eifel is *the tallest* building in France

Princess Diana is *the most beautiful* princess.

#### c. Form of degree of comparison

There are three kinds degree of comparison that researcher explain above. Now in this point the researcher discussed about form of degree of comparison. Comparative and superlative degree have various form as following bellow.

##### 1. Comparative degree form

The comparative form of one syllable adjectives is added by **-er**.

e.g.:

Fast → **faster**

Young → **younger**

And if an adjective ends in one vowel and one consonant, double the consonant.

e.g.:

Big → **bigger**

Hot → **hotter**

The comparative form of adjective that consist of more than one syllable use **more**.

e.g.:

Beautiful → **more** beautiful

Difficult → **more** difficult

The two syllable of adjective or adverbs that end by **y** is changed to **i** before the suffix **-er**.

e.g.:

Funny → **funnier**

Pretty → **prettier**

Irregular comparative form.

e.g.:

Good → **better**

Bad → **worse**

Far → **farther /further**

## 2. Superlative degree form

The superlative form of one syllable adjectives is added by **-est**.

e.g.:

Fast → **the fastest** (*of all*)



Young → the **youngest** (*of all*)

Big → the **biggest** (*of all*)

Hot → the **hottest** (*of all*)

The superlative form of adjective that consist of more than one syllable use **most**.

e.g.:

Beautiful → the **most** beautiful (*of all*)

Difficult → the **most** difficult (*of all*)

The two syllable of adjective or adverbs that end by **y** is changed to **i** before the suffix **-est**.

e.g.:

Funny → the **funniest** (*of all*)

Pretty → the **prettiest** (*of all*)

Irregular comparative form.

e.g.:

Good → the **best** (*of all*)

Bad → the **worst** (*of all*)

Far → the **farthest** / **furthest** (*of all*)

### 2.1.3. Designing assessment task in imitative writing

#### 2.1.3.1. Kind of designing assessment task in imitative writing

Task is a piece of work to be done or undertaken. Assessment is the evaluation of ability of someone or something. So

assessment task is test that given to assess the progress in a subject or curriculum.

According to brown (2004:221) English learners' need basic training in and assessment of imitative writing. Brown divide it into two group as bellow:

1) Task in hand writing letters, word, and punctuation

a) Copying.

Copying is directing a test-taker to copy letters or words. Like the following:

<i>The test-taker reads:</i> Copy the following words in the spaces given:					
bit	bet	bat	but	Oh?	Oh!
_____	_____	_____	_____	_____	_____
bin	din	gin	pin	Hello, John.	
_____	_____	_____	_____	_____	

Source: Brown, language assessment

b) Listening cloze selection task.

The test sheet provides a text that consist of missing words which is the test-taker must select. The purpose of this model is to give

practice for English learners in writing ability.

*Test-takers hear:*  
 Write the missing word in each blank. Below the story is a list of words to choose from.

Have you ever visited San Francisco? It is a very nice city. It is cool in the summer and warm in the winter. I like the cable cars and bridges.






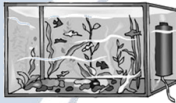



*Test-takers see:*

Have \_\_\_\_\_ ever visited San Francisco? It \_\_\_\_\_ a very nice \_\_\_\_\_. It is \_\_\_\_\_ in \_\_\_\_\_ summer and \_\_\_\_\_ in the winter. I \_\_\_\_\_ the cable cars \_\_\_\_\_ bridges.

is	you	cool	city
like	and	warm	the

Source: Brown, language assessment

c) Picture-cued task.

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

Source: gplusnick.com

Test-takers are told to write the word that the picture represents. This model is assume there is no ambiguity in identifying the picture.

d) Form completion task.

Form completion task is simple form such as registration, application, and so on that ask for name, address, phone number, and other data.

e) Converting numbers and abbreviation to words.

Converting numbers and abbreviation to words is test-taker are directed to write the numbers, dates, month, or others. Like following bellow

<i>Test-takers hear:</i> Fill in the blanks with words.	
<i>Test-takers see:</i>	
9:00 _____	5:45 _____
Tues. _____	5/3 _____
726 S. Main St. _____	

Source: Brown, language assessment

2) Spelling task and detecting phoneme-grapheme correspondence



a) Spelling test.

Spelling test is an old school spelling test, Brown (2004:223) stated “the teachers gives a simple list of words, one word at a time, followed by the word in a sentence, repeat again, with a pause for test-takers to write a word.”

b) Picture-cued task.

Picture cued task is a picture that shows with the objective of focusing on similar words. This form is suitable to present some challenging words and word pair.



Source: Geeks with junior

c) Multiple choice technique.

Multiple choice technique presenting words and phrases in the form of multiple-choice task. The example as following bellow.

*Test-takers read:*  
Choose the word with the correct spelling to fit the sentence, then write the word in the space provided.

1. He washed his hands with \_\_\_\_\_.  
A. soap  
B. sope  
C. sop  
D. soup
2. I tried to stop the car, but the \_\_\_\_\_ didn't work.  
A. braicks  
B. brecks  
C. brakes  
D. bracks
3. The doorbell rang, but when I went to the door, no one was \_\_\_\_\_.  
A. their  
B. there  
C. they're  
D. thair

Source: Brown, language assessment

d) Matching phonetic symbol.

If students have become familiar with the phonetic symbol in alphabet, they could asked to write the phonetic symbol correctly.

*Test-takers read:*  
In each of the following words, a letter or combination of letters has been written in a phonetic symbol. Write the word using the regular alphabet.

1. tea /tʃ/ er _____	[teacher]
2. d /e/ _____	[day]
3. /ð/ is _____	[this]
4. n /aʊ/ _____	[now]
5. l /aɪ/ /k/ _____	[like]
6. c /æ/ t _____	[cat]

Source: Brown, language assessment

### 2.1.3.2. Picture-cued task

Students with the high need of guidance and motivation can be taught through visual aids. One of types of visual aids is picture. In writing, picture helps teachers when they want to hold a guided writing. Brown (2004:191) defines the use of picture-cued as a nonverbal media that is mean to stimulus written responses. In other words, students are easier to generate the idea in writing when they are given picture as stimulant. It is mean that the used of visual aids in teaching writing is valuable for the students because it can prompt students' writing. Picture-cued usually composed of a series of pictures that tells a story, accident, or tells about simple pair.

There are three kinds of picture-cued task for teaching writing according to Brown (2004:227). They are picture-cued short sentence writing, picture description, and picture sequence description. The first kind of picture-cued tasks is short sentence. In this task, students are to write a brief sentence based on a drawing of some simple action which is shown. The second type is picture description. Students describe the picture, for example students ask to describe the characteristic of the picture that shown by teacher. Picture description is more complex than picture-cued in short sentence. And the last kind of picture-cued

task is picture sequence description. Brown (2004:227) stated that a sequence of three to six pictures depicting a story line can provide a suitable stimulus for written production. It means that students given some pictures to stimulus students to construct their own writing.

In this research the researcher used picture-cued tasks is short sentence, but the students are not write the whole sentence, they just write an adjective word based on the picture, that is same like picture-cued task in hand writing letters, word, and punctuation.

## **2.2. Current Literature Relevant to Research Question and Hypothesis**

Before the researcher conduct this study, there have been other researchers who are interested to discuss about degree of comparison and also the media to improve writing skill. The researcher found two related studies with this research. They are Hidayatulloh (2015) and Renaningtyas (2013).

The first related study is conduct by Hidayatulloh (2015). The title is “*An Analysis on Students’ Grammatical Error in Using Degree of Comparison*” it was conducted at 8<sup>th</sup> students of MTs Al-Ialamiyah, Kebun Jeruk, Jakarta. The method of that research used qualitative and was supported by quantitative data. The test of that research consisted of two types: *fill in the blank* and *essay*. Hidayatulloh also used questioner sheets to know why the students made the errors in using degree of comparison. The result shows that students’ error of MTs Al-Islamiyan is



communication strategies that students do not understand in using one or more syllable in comparative and superlative with the reasons are less of reading grammar and low motivation.

The second related study was conducted by Renaningtyas (2013). The title is *“Improving the Writing Skills of Class VII a Students’ In SMP II Wates by Using Picture-Cued Task in Academic Year of 2012/2013”*. The study was action research. It consisted of two cycles. Renaningtyas used picture-cued task in the action of the research. The method of that research is qualitative and quantitative data collection. The result of that research shows that students’ writing skills improved after the implementation of picture-cued task. And it was supported by the students’ mean scores which increase 15 points from 56.59 to 71.29.

The researcher concludes that students have a problem in putting suffix and prefix and they are less of reading grammar and low motivation. Meanwhile picture-cued task can improve students’ writing skill.

### **2.3. The Use of Picture-Cued to Teach Degree of Comparison**

Students’ understanding to use degree of comparison in SMPN 1 Candi still needs to be developed. This situation is caused by several reasons; one of them deals with the media used in the class and task given for the students. In this situation they only learn about the material only to complete their duty as students who learn English. They do not have expectation in that material. They actually need an appropriate strategy in order to make them motivated to learn and understand about the material.

For example they should have enjoyable activities in the class, whether during teaching and learning process nor their task. If the strategy is appropriate, students will enjoy the lesson, they will explore their skills better. As a result, they will understand about the material.

The previous study claimed that many students still have problems in understanding to use degree of comparison. They have problem in using degrees of comparison, especially in comparative and superlative forms. Their problems English learners re sometimes still confused to put suffix –*er* /-*est* or prefix *more/most* omit or misplaced the use of be (*is, am, are, was, English learners re*) and the use of article *the* in the superlative form. A study by Renaningtyas (2013) claimed that the result of using picture-cued task can improve students writing skill. And also picture-cued task sound like interesting way to test the students' understanding.

That is why, an alternative solution related teaching strategy and designing material should be found out. The solution should leads students to enjoy the class without any pressure and boredom. So the researcher tries to find out whether picture-cued task can improve students understanding to use decrease of comparison.

For students practice, the researcher can use the question form as an example below:

“House **A** is \_\_\_\_\_ than house **B**.”

“House **B** is \_\_\_\_\_ than **A**.”

In this research, the researcher gave students two pictures of house with different size then the students have to compare those pictures and write the answer in the blank space. After that students practice with their friend with different adjectives by using comparison degree.



## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter the researcher was discussed about research design, population and sample, data instrument, data collection, data analysis.

#### 3.1. Research Design

The method that used in this research to answer the research question in chapter I was quasi experimental research and the data was present in quantitative.

Quasi-experimental research is the non-random assignment of participants to each condition allow for convenience when it is logistically not possible to use random assignment Edmonds and Kennedy (2017:57). It means that in quasi-experimental, the researcher lacks control over the assignment to conditions and cannot manipulated the casual variable of interest.

Quantitative methods in general is research technique that used to gather quantitative data information which is dealing with number and anything that is measurable. Statistic, table, and graph are often used to present the result of these methods. For quantitative research, the result used mathematically-based methods. It means that the data presented in number form.

In this research, the researcher compared two classes for the research, they were experimental class and control class. The research



conducted in four meetings. In the first meeting, the researcher give pre-test to obtain the students' achievement before the treatment. Then, the researcher gave the treatment for two meetings in teaching degree of comparison using picture-cued for experimental class and without using picture-cued or conventional teaching method for control class. The last, the researcher gave post-test to know whether there is significance of students' understanding in using degree of comparison after doing a treatment in both classes.

### **3.2. Population and Sample**

Population is large collection of individual or object that main focus is scientific query. In other word means that population is all object are going to be researched. The population of this research is the whole 8<sup>th</sup> students of SMPN 1 Candi. The total of the second year students' was 343 students. There were eight classes comprising VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H.

Sample is a representation of population that used to gather data needed for this research. In this research the researcher ware take two classes of 8<sup>th</sup> students in SMPN 1 Candi. Those were VIII-G which consisted of 37 students as the control class and VIII-H which consisted of 37 students as the experiment class.

### 3.3. Data Instrument

#### 1. Test

To obtain the data in this researcher, the researcher gave the students pre-test and post-test for both control class and experiment class. The instrument that used for this research is written test which is develop by the researcher for both control class and experimental class. The material of test that used for per-test and post-test are from syllabus of English lesson at the second year students of junior high school, and then it was expanded by the researcher into several points of indicator to make the test, it usually called test specification or *kisi-kisi*.

The test consist of 20 fill-in vocabulary question. The score per item was 5. It means if students could answer 1 item of question correctly, they get 5 score. And if students' could answer 20 item of questions correctly, they would get 100 as the highest score.

The researcher uses scoring rubric from Brown (2014: 245).

The scoring rubric explained below:

Aspect	Score	Performance Description
Content Topic, Details	4	The topic is clear and there is correlation between details and the topic
	3	The topic is clear and the details are almost relating to the topic
	2	The topic is clear and there is no correlation between the details and the topic
	1	The topic is unclear and there is no correlation between the details and the topic

Organization Orientation, Complication, Resolution	4	Organization structure is very clear and includes generic structure and also has sequence of events or time order that strongly engages the readers move to a powerful conclusion
	3	Organization structure is clear and includes generic structure and also has sequence of events or time order that engages the readers move to a powerful conclusion
	2	Organization structure is weak and very few paragraphs and also has minimum sequence of events or time order that fails to engage the readers move to a powerful conclusion
	1	Organization structure does not clear, focus and has few paragraph and also has weak sequence of events of time order that fails to engage the reader
Grammar Use Simple Past Tense, Agreement	4	Few (if any) grammatical and word order incorrect.
	3	Some grammatical and word order incorrect.
	2	Grammatical and word order fairly frequent incorrect.
	1	Grammatical and word order frequent incorrect.
Vocabulary	4	Effective choice of words and word forms
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics Spelling, Punctuation, Capitalization	4	Few (if any) incorrect spelling, punctuation and capitalization, but the meaning is understandable
	3	Some incorrect spelling, punctuation and capitalization, and the meaning is understandable.
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors of spelling, punctuation and capitalization

## 2. Validity test

Validity test used to measuring the instrument such as how valid and and accurate the instrument. It means that the instrument that the researcher used must suitable to the test that are going to measure. In this research validity test that used is construct validity. In this research the researcher used SPSS program to know validity of test which consist of 36 questions.

## 3. Reliability test

Reliability is described about the consistency of instrument score from one measurement to another. In measuring whether the test is reliable or not, the researcher used the test-retest reliability. According to Sugiyono (2017: 183) test-retest was the technique in measuring the reliability of instrument which was tested twice that conducted in the same instrument and subjects, but did in different time.

The test is should provide in the same level, it means that the test is not too easy and also not too difficult for the students. Therefore, it is reliable if the result of this test has consistent result.

The members that used in try-out of reliability test were the students from different class which were not included in experimental group or control group. To measure the reliability of data instrument in this research, the researcher used SPSS program to know reliability of test.



Moreover in order to know the criteria of reliability, the researcher use Pearson's Interpretation of Correlation Coefficient as follow.

Scale	Level of Reliability
0.00 – 0.20	Not Reliable
0.20 – 0.40	Less Reliable
0.40 – 0.60	Reliable Enough
0.60 – 0.80	Reliable
0.80 – 1.00	Very Reliable

### 3.4. Data Collection

The techniques used for collecting the data in this study are students' test result.

- Pre-test

The researcher gave a pre-test to the students in experiment and control class. The purpose of giving pre-test is to know the basic knowledge of the students before treatment.

- Treatment

The researcher, gave the treatment for two meetings in teaching degree of comparison using picture-cued for experimental class and

without using picture-cued or conventional teaching method for control class. First meeting, the researcher was explained about the kind of degree of comparison and the use of degree of comparison, the second meeting, and the researcher was explained about the understanding of degree of comparison and also the form in both classes then the researcher gave a picture-cued task to the students in experimental class.

- Post-test

The researcher gave a post-test to the students in experiment and control class. The purpose of giving post-test is to know students' understanding after the treatment is given.

### **3.5. Data Analysis**

The researcher used the quantitative data analysis. As we know the quantitative data was analyzed using statistical method. In this case, the researcher calculated the data which is obtain from the research. The objective of data is to know student's learning achievement of both experiment class and control class. After got the data form pre-test and post-test of both experiment class and control class, the researcher compared the result of both class to know the average score of each class. This technique is used to know whether there is significant difference of students' understanding to use degree of comparison through picture-cued task and students' understanding to use degree of comparison without picture-cued or through convention task.

The researcher decided to use T test in analyzing the data. For more description as follow:

1. T-test

T-test is also called as partial test. It is used to know whether there are any differences before and after treatment.

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$M_1$  : Mean of the Difference of Experiment Class

$M_2$  : Mean of the Difference of Control Class

$SEM$  : Standard Error of Experiment Class

$SEM_2$  : Standard Error of Control Class

The Procedure of calculation were as follows:

1. Determining Mean of variable X, the formula is:

$$M_1 = \frac{\sum x}{N_1}$$

2. Determining Mean of variable Y, the formula is:

$$M_2 = \frac{\sum Y}{N_2}$$

3. Determining standard of deviation score of variable X, the formula is:

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}}$$

4. Determining standard of deviation score of variable Y, the formula is:

$$SD_2 = \sqrt{\frac{\sum x^2}{N_2}}$$

5. Determining standard error of mean of variable X, the formula is:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

6. Determining standard error or mean of variable Y, the formula is:

$$= \frac{SD_2}{\sqrt{N_2 - 1}}$$

7. Determining standard error of difference of mean of variable X and variable Y, with formula:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

8. Determining  $t_0$  with formula:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

9. Determining t-table in significance level 5% with degree of Freedom (df):

$$df = (N_1 + N_2) - 2$$



Variable X : Teaching Degree of Comparison Using Picture-Cued

Variable Y : Teaching Degree of Comparison without Using Picture-Cued

## 2. Effect Size

Effect size used to know the significant effect. In this research the researcher used eta-squared to know the significant effect of picture-cued to the students understanding in using degree of comparison. Eta-squared is used to know the effect size statistic (Pallant, 2002). The formula of eta-squared is as follow:

$$\text{Eta-Square} = \frac{t^2}{t^2 + N - 1}$$

Note:

$t^2$  = T-test quadrate

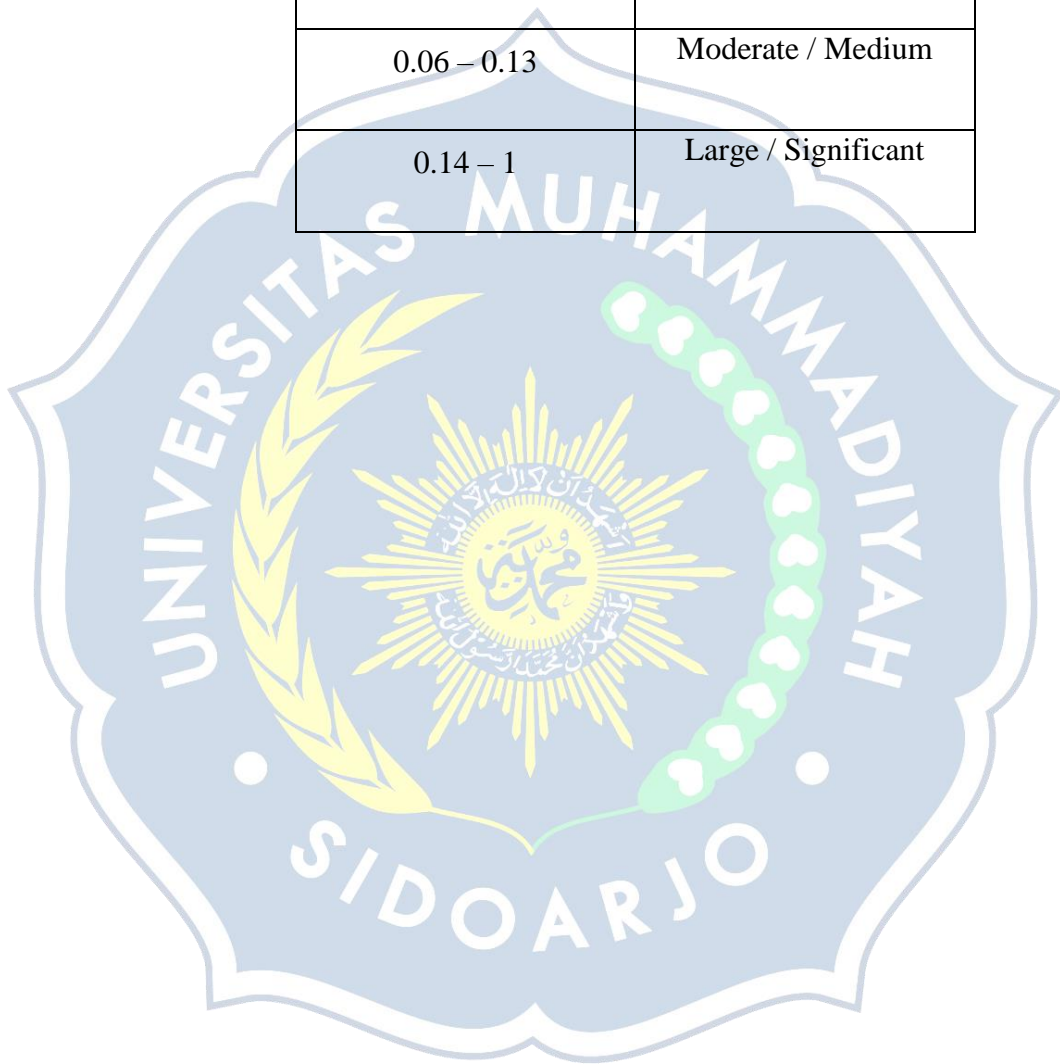
$N$  = amount of sample

Values for eta-squared range from 0 to 1. It is means that the smallest value is 0.01 and the largest value is 1. To interpret the strength of eta-square value, it can be known from the criteria bellow (Cohen in Pallant, 2002):

Table

Eta-square values criteria

Value	Effect
0.01 - 0.05	Small
0.06 – 0.13	Moderate / Medium
0.14 – 1	Large / Significant



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discussed about research finding and discussion which contain of two main topic; general description of the problem and discussion.

#### 4.1. General Description of The Problem

##### 4.1.1. The result of trial test

The trial test was conducted to the students of 8 A class of SMP Negeri 1 Candi Sidoarjo which consist of 36 students. It was conducted on January, 18<sup>th</sup> 2018. The trial test consist of 36 questions in the form of fill in the blank. The trial test aims to analyse whether the test instrument is valid and reliable. The result of the trial test can be seen on appendix.

##### 4.1.2. Validity of the test

According to Sugiono (2010, 124), a valid instrument means instrument can be used to measure something should be measured. It means the instrument used by researcher must match with the things are going to measure. To know the validity of the instrument, the instrument must be tested. In this research the researcher had done a trial test to the students of different class. There are 36 question in this trial test. The researcher calculate the data to know the result.

The validity computation in this research was calculated with  $t_{table}$  of Product Moment formula by determine degree of significant level 5% (0,05). If  $t_{computed}$  is higher than  $t_{table}$  means the instrument is valid. Meanwhile, if the  $t_{computed}$  is lower than  $t_{table}$  means the instrument is invalid.

After analysed all the item the researcher found there were 31 valid questions from 36 questions. It was presented as follows:

Table

No	Criteria	Number of Items	Total
1.	Valid	1, 2,3,4,5, 6, 7, 8, 9, 10, 11, 12, 13, 41, 15, 16, 19, 21, 22, 23, 24, 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, 11b	31
2.	Invalid	18, 20, 23, 10b, 12b	5
Total			36

#### 4.1.3. Reliability of the test

Beside validity the must be reliable. According to Sugiyono (2010: 122), by usng validity and reliability instrument in collecting the data so the result of the reaserch must be valid and reliable. To know the



reliability of the instrument the researcher was calculated the data by using Cronbach's Alpha 0 to 1. It was describe as table below:

**Reliability Statistics**

Cronbach's Alpha	N of Items
.901	36

Based on the table above the instrument has Cronbach's Alpha 0.901. It is means that the result of this test was 0.901. According to Nugroho (2005) if Cronbach's Alpha is higher than 0.60 means the instrument is reliable.

#### **4.1.4. Normality of the test**

This research aimed to find the effect of picture-cued task to improve eighth grade students' understanding to use degree of comparison. However, before going to the hypothesis test the researcher calculates the normality test in purpose to know whether the test has normal distribution or not. In normality test, the researcher has to calculate both pre-test and post-test in control and experiment class. The calculation of normality test was describe bellow.

Table normality score of pre-test

**One-Sample Kolmogorov-Smirnov Test**

		PreTest. Control. Class	PreTest. Experiment. Class
N		37	37
Normal Parameters <sup>a</sup>	Mean	57.49	69.32
	Std. Deviation	12.522	7.983
Most Extreme Differences	Absolute	.184	.209
	Positive	.184	.139
	Negative	-.138	-.209
Kolmogorov-Smirnov Z		1.121	1.274
Asymp. Sig. (2-tailed)		.162	.078

a. Test distribution is Normal.

Table normality score of post-test

**One-Sample Kolmogorov-Smirnov Test**

		PostTest. Control. Class	PostTest. Experiment. Class
N		37	37
Normal Parameters <sup>a</sup>	Mean	72.27	87.68
	Std. Deviation	8.809	7.775
Most Extreme Differences	Absolute	.175	.158
	Positive	.148	.088
	Negative	-.175	-.158
Kolmogorov-Smirnov Z		1.063	.961
Asymp. Sig. (2-tailed)		.209	.314

a. Test distribution is Normal.

From the table one-sample kolomogoraf – smirnov test about pre-test and post-test both class found that the significance score in Asymp. Sig. (2-tailed) is higher than 0.05 with  $\alpha = 5\%$ . According to Santoso (2006) “*jika nilai sig. atau signifikansi atau nilai probabilitas >0.05 maka distribusi adalah normal*”. So it is mean the distribution of the data is normal.

#### 4.1.5. Pre-test and Post-test

After the researcher conducted pre-test and post-test for both control class and experiment class, then the researcher analysed students' worksheet of both classes found the total of right answer then calculated it into the score. After that the researcher compare the result of the students' pre-test and post-test score, then the researcher made a table of students' score from both control and experiment class. The table shows the students' score of both control class and experiment class which are consist of students' number, pre-test score, post-test score and gained score of both classes.

Student's Score of Control Class and Experiment Class

Student	Control Class			Student	Experiment Class		
	Pre-Test Score	Post-Test Score	Gain Score		Pre-Test Score	Post-Test Score	Gain Score
1.	66	70	4	1.	70	95	25

2.	70	83	13	2.	74	94	20
3.	42	62	20	3.	72	96	24
4.	50	78	28	4.	78	88	10
5.	50	78	28	5.	65	90	25
6.	75	86	11	6.	62	90	28
7.	70	80	10	7.	71	90	19
8.	51	71	20	8.	60	70	10
9.	48	60	12	9.	76	92	16
10.	70	80	10	10.	73	98	25
11.	42	60	18	11.	75	82	7
12.	42	68	26	12.	60	80	20
13.	65	84	19	13.	71	94	23
14.	48	62	14	14.	74	86	12
15.	42	70	28	15.	78	90	12
16.	42	70	28	16.	70	82	12
17.	40	75	35	17.	75	92	17
18.	51	62	11	18.	71	82	25
19.	50	64	14	19.	74	80	11
20.	48	62	14	20.	58	84	6
21.	58	70	12	21.	58	92	26
22.	43	56	13	22.	70	94	34
23.	77	85	8	23.	78	84	24



24.	62	73	11	24.	78	92	6
25.	77	84	7	25.	62	100	14
26.	40	60	20	26.	48	72	38
27.	70	78	8	27.	52	70	24
28.	68	76	8	28.	75	80	18
29.	62	78	16	29.	73	80	5
30.	74	79	5	30.	62	94	7
31.	44	58	14	31.	75	86	32
32.	66	75	9	32.	75	95	11
33.	70	78	8	33.	78	80	20
34.	50	62	12	34.	60	84	2
35.	62	78	16	35.	78	95	24
36.	72	79	7	36.	74	96	17
37.	70	80	10	37.	62	95	22
$\Sigma$	2127	2674	547	$\Sigma$	2565	3244	679
$\bar{X}$	$\frac{2127}{37}$	$\frac{2674}{37}$	$\frac{547}{37}$	$\bar{X}$	$\frac{2565}{37}$	$\frac{3244}{37}$	$\frac{679}{37}$
	57.48	72.27	14.78		67.50	85.36	18.35

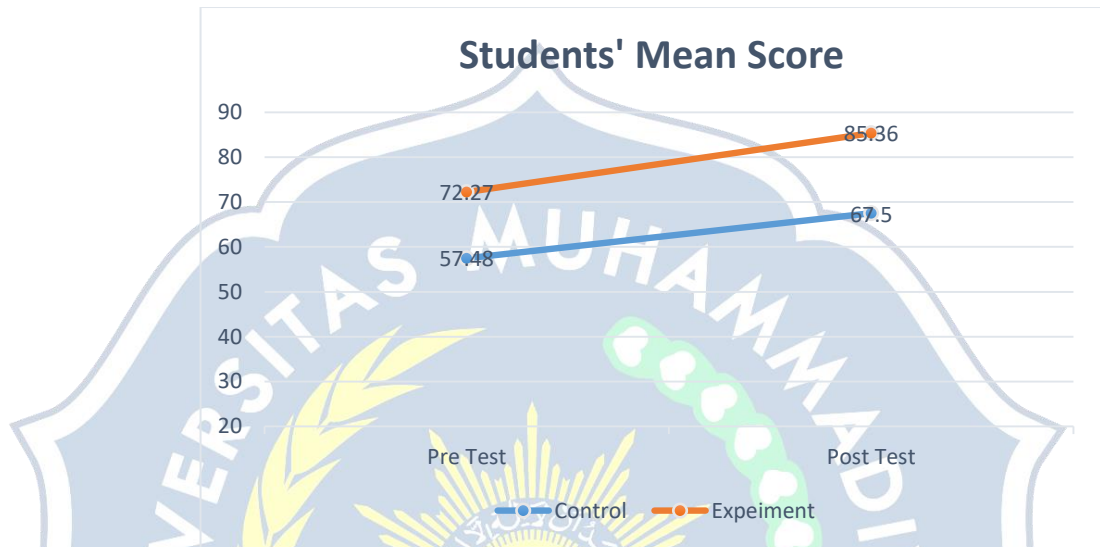
Based on the table above, the data of both control class and experiment class can be concluded that the result of pre-test in control class the lowest score is 40 and the highest score is 77. Meanwhile, the result of post-test in control class the lowest score is 56 and the highest score is 85. On the other hand, the lowest score of pre-test in experiment class is 48 and the highest score is 78. Meanwhile, the result of lowest score post-test in experiment class is 70 and the highest score is 100. Therefore it can be summarized that the lowest score and the highest score in the post-test is higher than in the pre-test of both control class and experiment class.

The researcher gave pre-test to the students before doing treatment for both control class and experimental class. After that the researcher got the result of the average score of pre-test in control class and experimental class were 57.48 and 67.50. After that, the researcher gives treatment with teaching degree of comparison without using picture in control class and experiment class in two meeting but in this case only experiment class which gives treatment by using picture-cued. And then the researcher got the result of the average of post-test in both control class and experiment class were 72.27 and 85.36. It means that the there was a significance difference of students' achievement in pre-test and post-test after the researcher conducted the treatment with and without using picture-cued in teaching degree of

comparison both in control class and experiment class. See the chart as follows:

Chart

The graphic of pre-test, post-test and gain score each classes



Table

The Gain Score Interval in Control Class

No	Gain Score Interval	Frequency Students' (F)
1	1-7	4
2	8-14	20
3	15-21	7
4	22-28	5
5	29-35	1
6	36-42	0
	<b>Total</b>	37

The table above shows that the highest frequency is number 2, there are 20 students who have gain score in interval 8-14. On the other hand the lowest frequency is number 6 which is none of student who have gain score 30-40.

Table  
The Gain Score Interval in Experiment Class

No	Gain Score Interval	Frequency Students' (F)
1	1-7	6
2	8-14	8
3	15-21	8
4	22-28	12
5	29-35	2
6	36-42	1
	<b>Total</b>	37

The table above shows that the highest frequency is number 4, there are 12 students who have gain score in interval 22-28. Then highest frequency after number 4 are number 2 and 3, which are number 2 and 3 has the same frequency. On the other hand the lowest frequency is number 6 which is only one students who have gain score 36-42.

#### 4.1.6. Data Analysis

To analysis the data, the researcher uses the comparative technique. The researcher compares the gain score of both experimental class and



control class. This technique is use to prove statistically whether there is effectiveness of the two variables between using picture and without using pictures in teaching degree of comparison. The researcher calculated all the data based on the steps of t-test formula as following bellow

1. Determining Mean of variable X, the formula is:

$$M_1 = \frac{\sum x}{N_1} = \frac{679}{37} = \mathbf{18.35}$$

2. Determining Mean of variable Y, the formula is:

$$M_2 = \frac{\sum Y}{N_2} = \frac{547}{37} = \mathbf{14.78}$$

3. Determining standard of deviation score of variable X, the formula is:

$$SD_1 = \sqrt{\frac{\sum X^2}{N_1}} = \sqrt{\frac{18.35^2}{37}} = \sqrt{\frac{336.72}{37}} = \sqrt{9.10} = \mathbf{3.01}$$

4. Determining standard of deviation score of variable Y, the formula is:

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} = \sqrt{\frac{14.78^2}{37}} = \sqrt{\frac{218.44}{37}} = \sqrt{5.90} = \mathbf{2.42}$$

5. Determining standard error of mean of variable X, the formula is:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{3.01}{\sqrt{37 - 1}}$$

$$= \frac{3.01}{\sqrt{36}} = \frac{3.01}{6} = \mathbf{0.50}$$

6. Determining standard error or mean of variable Y, the formula is:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}} = \frac{2.42}{\sqrt{37 - 1}}$$

$$= \frac{2.42}{\sqrt{36}} = \frac{2.42}{6} = \mathbf{0.40}$$

7. Determining standard error of difference of mean of variable X and variable Y, with formula:

$$SE_{M_1M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

$$= \sqrt{0.50^2 + 0.40^2}$$

$$= \sqrt{0.25 + 0.16}$$

$$= \sqrt{0.41} = \mathbf{0.640}$$

8. Determining  $t_0$  with formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$t_0 = \frac{18.35 - 14.78}{0.640}$$

$$= \frac{3.57}{0.640} \quad t_0 = 5.57$$

9. Determining t-table in significance level 5% with degree of Freedom (df):

$$df = (N_1 + N_2) - 2$$

$$= (37 + 37) - 2$$

$$= 72$$

df = 72 (see the table of “t” values at the significance level 5% = 1.993).

The value of df 72 at the degrees of significance 5% or  $t_{table}$  is **1.993**.

#### 4.1.7. Data Interpretation

According to the calculation of t-test is 5.57 and the value of df is 72 at significance level of 5% is 1.993. Comparing the t-test with the t-table, the result of this research shows that t-test ( $t_0 = 5.57$ ) is higher than t table ( $t_t 5\% = 1.993$ ) or  $5.57 > 1.993$ . Because t-table ( $t_0 > t_t$ ) in 5% significance level, so the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In other word there is effect of picture-cued to improve students' understanding to use degree of comparison at SMPN 1 Candi.

#### 4.1.8. The Test Hypothesis

After calculated the data, the researcher test the hypothesis based on the statistical hypothesis. Here are the hypothesis:

- a. Alternative hypothesis ( $H_a$ ) if t-test ( $t_0$ ) > t-table ( $t_t$ ): there is an effect of students' understanding that are taught degree of comparison through picture-cued.
- b. Alternative hypothesis ( $H_0$ ) if t-test ( $t_0$ ) < t-table ( $t_t$ ): there is no effect of students' understanding that are taught degree of comparison through picture-cued.

Based on the data interpretation the calculation of t-test ( $t_0 = 5.57$ ) is higher than t table ( $t_t 5\% = 1.993$ ) or  $5.57 > 1.993$ . From the criteria of hypothesis if t-test ( $t_0$ ) > t-table ( $t_t$ ) it is mean hypothesis ( $H_a$ ) is accepted and ( $H_0$ ) is rejected. Meanwhile if t-test ( $t_0$ ) < t-table ( $t_t$ ) it is mean ( $H_a$ ) is rejected and ( $H_0$ ) is accepted. Since t-test score of this research is higher than t-table so it means that the hypothesis ( $H_a$ ) is accepted and ( $H_0$ ) is rejected. In other word there is an effect of students' understanding that are taught degree of comparison through picture-cued and without picture-cued.

#### 4.1.9. The Effect of Picture –Cued to The Students' Understanding in Using Degree of Comparison

This test is used to test whether there is significant effect of picture-cued to the students' understanding in using degree of comparison. The hypothesis as follows:



- c. Alternative hypothesis ( $H_a$ ): there is significant effect of students' understanding that are taught degree of comparison through picture-cued.
- d. Alternative hypothesis ( $H_0$ ): there is no significant effect of students' understanding that are taught degree of comparison through picture-cued

To know whether there is significant effect of picture-cued or not, the researcher using eta-square formula to calculate it.

$$\begin{aligned}
 \text{Eta-Square} &= \frac{t^2}{t^2 + N - 1} \\
 &= \frac{5.57^2}{5.57^2 + 74 - 2} \\
 &= \frac{31.02}{31.02 + 72} \\
 &= \frac{31.02}{103.02} = 0.30
 \end{aligned}$$

The value of eta-square formula can range from 0 to 1. It is means that the smallest value is 0.01 and the largest value is 1. To interpret the strength of eta-square value, it can be known from the criteria bellow:

Table

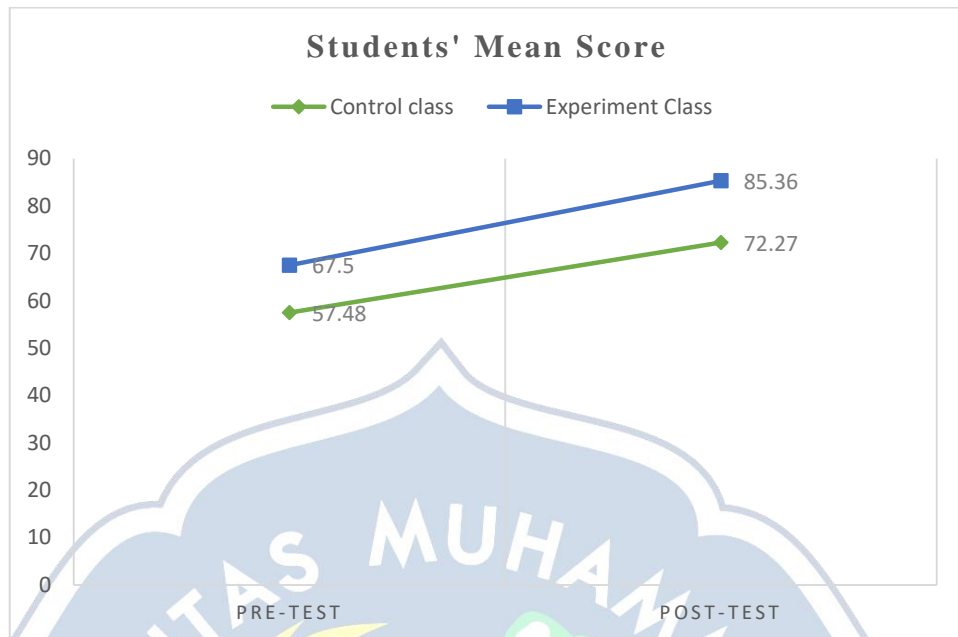
Eta-square values criteria

Value	Effect
0.01 - 0.05	Small
0.06 – 0.13	Moderate / Medium
0.14 – 1	Large / Significant

Based on the data calculated above eta-squared value is 0.30, it means picture-cued has significant effect. In other word that alternative hypothesis ( $H_a$ ) of this research is accepted and the null hypothesis ( $H_0$ ) is rejected. So it can be conclude that there is significant effect of students' understanding that are taught degree of comparison through picture-cued.

#### 4.2. Discussion

The researcher would like to discuss the finding of the research. According to the data analysis it can be known that picture-cued task has an effect towards the eighth grade students to understanding about degree of comparison. It also can be seen from the result of comparison of pre-test and post-test in both control class and experiment class. The result of pre-test and post-test in control class and experiment class.

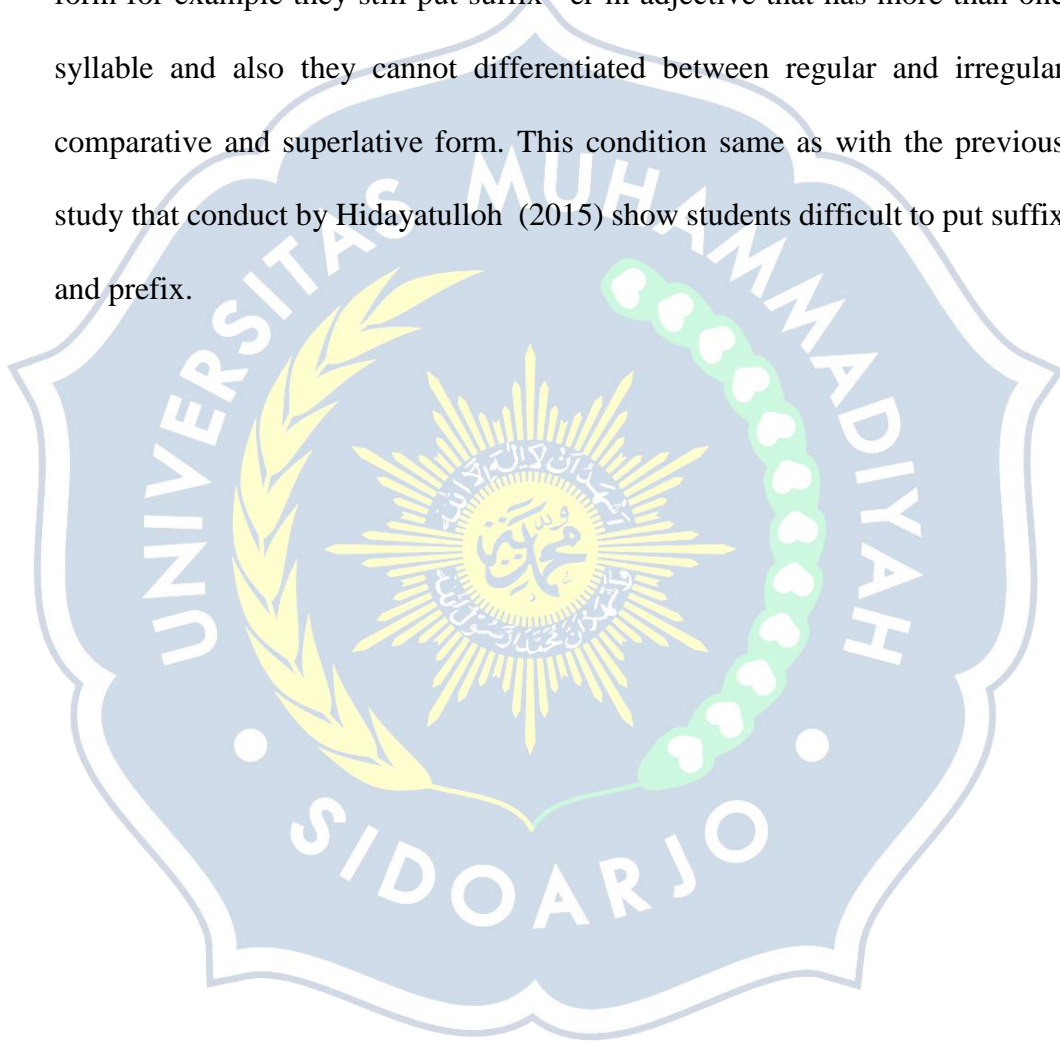


Based on the diagram above, it can be summarized that there is different mean score between pre-test and post-test in control class and experiment class. The mean score pre-test (experiment class) was 67.50 it change in post-test after gave a treatment was 85.36. The mean score pre-test (control class) was 57.48 it changed in post-test was 72.27. Meanwhile, the increased mean score in experiment class was 18.35 but in control class was 14.78. Both of data pre-test and post-test in control class and experiment class got normality data with significant ( $\alpha = 0.05$ ). The gain score of test using t-test with significance level of 5% showed that t-test ( $t_0 = 5.57$ ) > t table ( $t_t 5\% = 1.993$ ). It concluded there was significant effect using picture-cued as a treatment in experiment class to increase students understanding in using degree of comparison.

Moreover, from the description above mean score of post-test in experiment class which given treatment had higher score than in control class without using

any treatment. So it is means that there was significance effect on students' understanding to use degree of comparison.

However, the researcher faced the difficulties during the research, there is one or two students that still confused to put suffix and prefix in comparative form for example they still put suffix –er in adjective that has more than one syllable and also they cannot differentiated between regular and irregular comparative and superlative form. This condition same as with the previous study that conduct by Hidayatulloh (2015) show students difficult to put suffix and prefix.





## CHAPTER V

### CONCLUSION AND SUGESTION

In this chapter there are two main topic that discussed, they are conclusion and suggestion based on the research findings after conduct the research. Conclusion in this chapter discussed about the summaries of the previous chapter and suggestion in this chapter discussed about suggestion for the teacher, the students, readers and researcher.

#### 5.1. Conclusion

Based data that researcher found in the previous chapter the statistic calculation for the experiment class were; Mean pre-test was 67.50, Mean post-test was 85.36 and mean gain score was 18.35. Meanwhile the statistical calculation for control class were; Mean pre-test was 57.48, Mean post-test was 72.27 and mean gain score was 14.78. On the other word the mean of the pre-test, post-test, and gain score in experiment class are higher than the mean of the pre-test, post-test, and gain score in control class. Moreover, the result of t-test was 5.57 and t-table at significance 5% was 1.9983. Thus, t-test ( $t_0 = 5.57$ ) was higher than t table ( $t_t 5\% = 1.993$ ). It can be concluded that picture-cued has an effect for students' understanding in degree of comparison at SMPN 1 Candi.

While eta-square was used to find whether there is significant effect of picture-cued to the students' understanding in using degree of comparison. The calculation showed that the value of eta-squared was 0.30

which means there is significant effect. From the result of eta-squared, it can be concluded that there is significant effect of students' understanding that are taught degree of comparison through picture-cued.

## **5.2. Suggestion**

According to the conclusion, the researcher gives suggestion as follows:

1. For the English teacher should use an interesting technique for the students so they will feel enjoy when they are learning the material. By using interesting technique the students will enjoy the learning process and they do not get bored easily. Moreover use visual media such as picture as an alternative technique to deliver the material especially to teach about grammar.
2. For the students, using picture-cued especially degree of comparison can enhance students' score. They will feel enjoy to learn about degree of comparison because there are picture to compare while learn about word in degree of and also it can improve students understanding in learning degree of comparison.
3. For the readers that looking for technique to teach about English grammar especially degree of comparison this research can be used as a reference about learning style that suitable for teaching comparison degree.
4. For further researcher, that this study can be reference to conduct similar research to find out method for student in learning degree of comparison.

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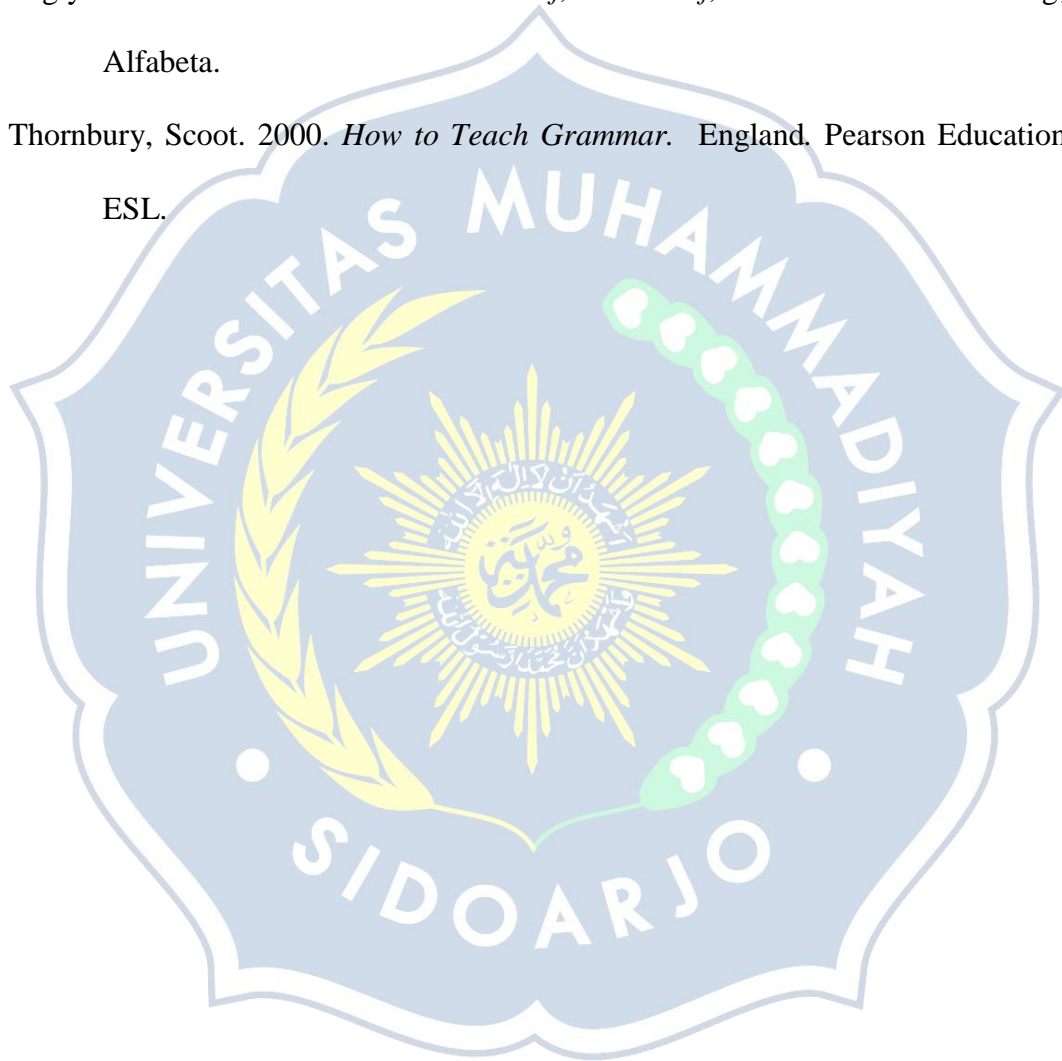
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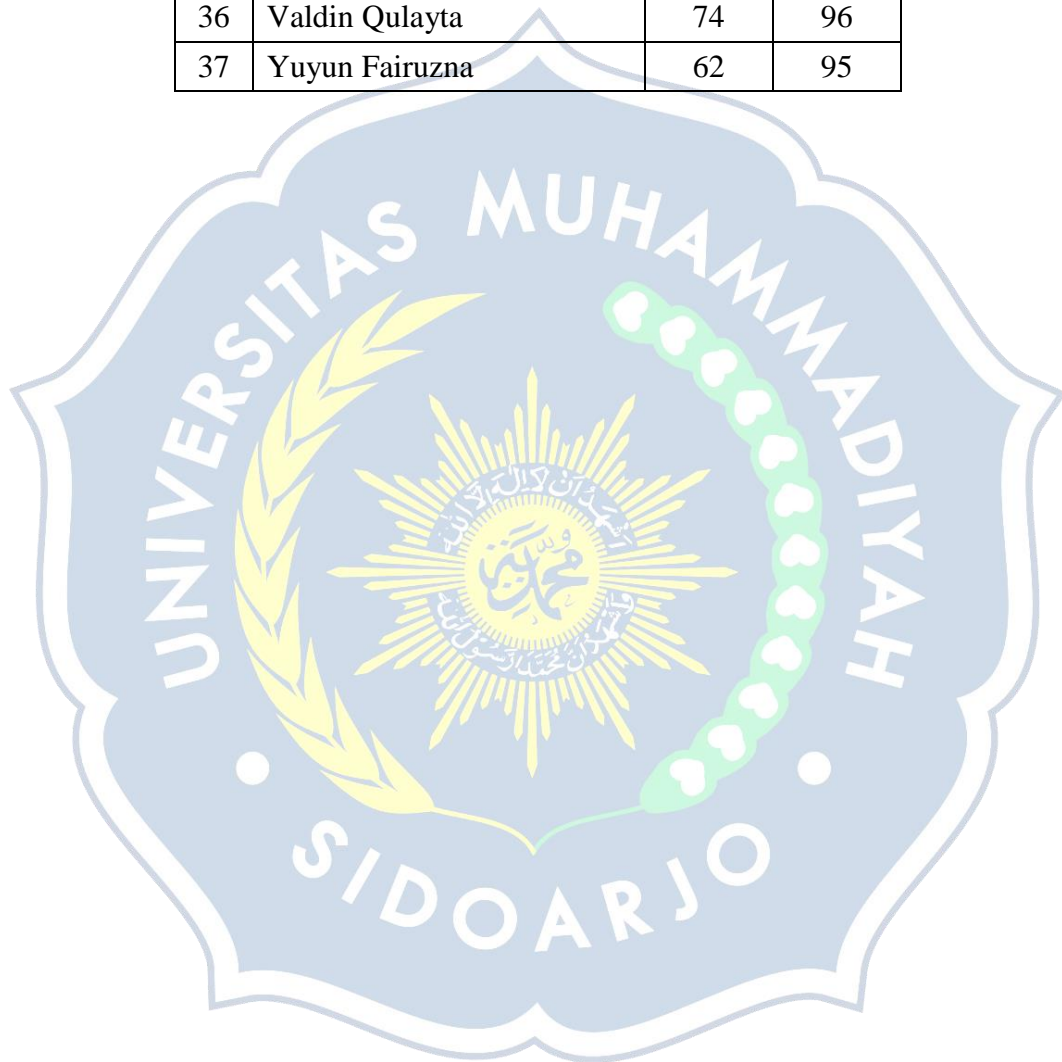


## Appendix 1

### The Score Of Experimental Class Of Pre-Test And Post-Test

No	Nama Siswa 8-H	Pre-test	Post-test
1	Ade Indah P	70	95
2	Adelia Putri R	74	94
3	Agastya Rama D	72	96
4	Agung Wicaksono	78	88
5	Ahmad Chabibur R	65	90
6	Ailul Salathina S	62	90
7	Alifia Calista P	71	90
8	Andyta Ayu Soraya N	60	70
9	Aqsani Enov A	76	92
10	Aurel Raya N	73	98
11	Ayyup Faraby P	75	82
12	Caraka Vanda P	60	80
13	Dandi Aris P	71	94
14	Dea Destiya	74	86
15	Dewa Sang Saka	78	90
16	Dwi Nina F	70	82
17	Erlang Duta D	75	92
18	Faisal Eko P	71	82
19	Feny Rara Suci F	74	80
20	Gabriella Angelika T	58	84
21	Hana Meidina Qurota A	58	92
22	Helmi Zulfikar	70	94
23	Hlal Arif K	78	84
24	Juliana Kasih	78	92
25	Muhammad Damar A	62	100
26	Muhammad Yngwie Al Q	48	72
27	Nabila Maulia Syafitri	52	70
28	Neny Prastesya N	75	80
29	Popy Ramadhani Cahyo U	73	80

30	Rahadian Deevan Paleva Z	62	94
31	Rahmad Alif Arya W	75	86
32	Rina Apriliyana	75	95
33	She Silia Salvita J	78	80
34	Syafira Aurelia Putri	60	84
35	Tri Utami N	78	95
36	Valdin Qulayta	74	96
37	Yuyun Fairuzna	62	95



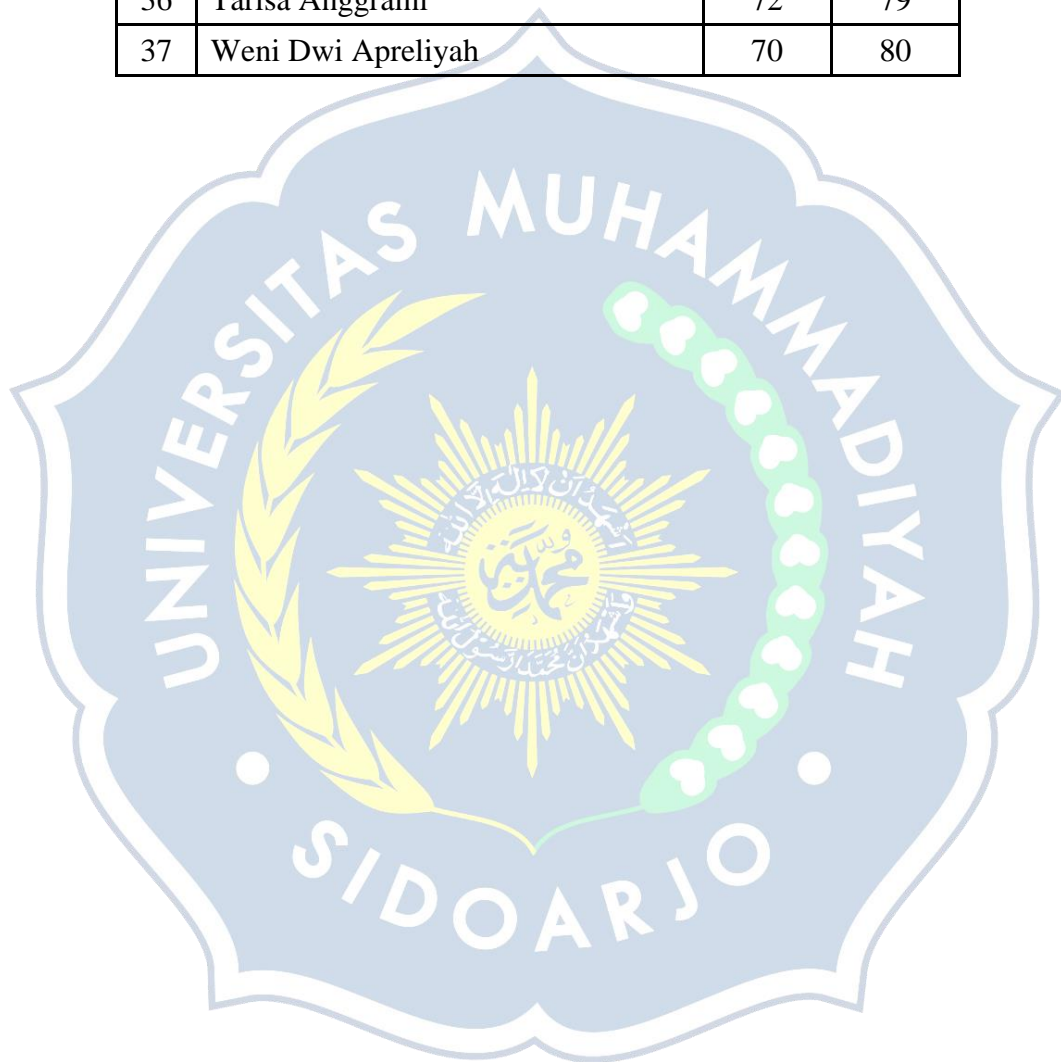
## Appendix 2

### The Score Of Control Class Of Pre-Test And Post-Test

No	Nama Siswa 8-G	Pre-test	Post-test
1	Adam Cesar Milan Putra	66	70
2	Alldinantiar Rama Aditra	70	83
3	Anggi Nur Vinanda Putri	42	62
4	Arinda Adel Daniswari	50	78
5	Aritiya Liawidiyanti H	50	78
6	Bondan Seto Permadi	75	86
7	Carissa Lintang Ivana	70	80
8	Citra Siwi Estiningtyas	51	71
9	Dani Pramudya Bagastama	48	60
10	Desy Putri Dwi Aryanty	70	80
11	Dian Trisnawati	42	60
12	Dina Amelia	42	68
13	Frida Sayyidatina Primalia	65	84
14	Galang Virgiawan R	48	62
15	Hana Siyamul Wayan Putri	42	70
16	Hardika Satria Samudra	42	70
17	Iftinah Harini	40	75
18	Indana Zulfa Wulandari	51	62
19	Ivan Karra Nagatha	50	64
20	Juwita Angrgraini	48	62
21	Krisna A'inur Rochmad	58	70
22	M. Haykal Ferdiansyah I	43	56
23	Maria Eka Yachinta	77	85
24	Mochammad Nashrul Zazuli	62	73
25	Mohammad Hisya	77	84
26	Muh. Rizky Bakhtiar	40	60
27	Muhammad Ghalib Nugraha	70	78
28	Muhammad Gilang A	68	76
29	Muhammad Hafid Aliy	62	78



30	Muhammad Ibra Fabian S	74	79
31	Nabila Farah Rifdah	44	58
32	Najahnajah Suad Suzainti	66	75
33	Nasrulloh	70	78
34	Novaldy Eko Prasetyo N	50	62
35	Rensa Octa Putra	62	78
36	Tarisa Anggraini	72	79
37	Weni Dwi Apreliyah	70	80



### Appendix 3

#### The Result of Trial Test

Students' Number	Correct Answer	Score
1	36	100
2	33	92
3	25	69
4	36	100
5	32	89
6	36	100
7	31	86
8	34	94
9	36	100
10	32	89
11	33	92
12	36	100
13	34	94
14	33	92
15	31	86
16	36	100
17	32	89
18	36	100
19	36	100
20	30	83
21	33	92



22	36	100
23	33	91
24	14	39
25	32	89
26	36	100
27	27	75
28	36	100
29	34	94
30	36	100
31	32	89
32	31	86
33	34	94
34	22	61
35	36	100
36	36	100
37	36	100

**Appendix 4**  
**Validation and Reliability**

**Validation**

		Q.1A	Q.2A	Q.3A	Q.4A	Q.5A	Q.6A	Q.7A	Q.8A	Q.9A	Q.10A	Total.Score	Status
Q.1A	Pearson Correlation	1	.697**	.697**	.697**	1.000**	.697**	1.000**	.697**	.561**	.697**	.697**	VALID
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.2A	Pearson Correlation	.697**	1	.471**	1.000**	.697**	.471**	.697**	1.000**	.805**	1.000**	.653**	VALID
	Sig. (2-tailed)	.000		.003	.000	.000	.003	.000	.000	.000	.000	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.3A	Pearson Correlation	.697**	.471**	1	.471**	.697**	1.000**	.697**	.471**	.805**	.471**	.706**	VALID
	Sig. (2-tailed)	.000	.003		.003	.000	.000	.000	.003	.000	.003	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.4A	Pearson Correlation	.697**	1.000**	.471**	1	.697**	.471**	.697**	1.000**	.805**	1.000**	.653**	VALID
	Sig. (2-tailed)	.000	.000	.003		.000	.003	.000	.000	.000	.000	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.5A	Pearson Correlation	1.000**	.697**	.697**	.697**	1	.697**	1.000**	.697**	.561**	.697**	.697**	VALID
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	



Q.6A	Pearson Correlation	.697**	.471**	1.000**	.471**	.697**	1	.697**	.471**	.805**	.471**	.706**	
	Sig. (2-tailed)	.000	.003	.000	.003	.000		.000	.003	.000	.003	.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.7A	Pearson Correlation	1.000**	.697**	.697**	.697**	1.000**	.697**	1	.697**	.561**	.697**	.697**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.8A	Pearson Correlation	.697**	1.000**	.471**	1.000**	.697**	.471**	.697**	1	.805**	1.000**	.653**	
	Sig. (2-tailed)	.000	.000	.003	.000	.000	.003	.000		.000	.000	.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.9A	Pearson Correlation	.561**	.805**	.805**	.805**	.561**	.805**	.561**	.805**	1	.805**	.712**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.10A	Pearson Correlation	.697**	1.000**	.471**	1.000**	.697**	.471**	.697**	1.000**	.805**	1	.653**	
	Sig. (2-tailed)	.000	.000	.003	.000	.000	.003	.000	.000	.000		.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Total.Score	Pearson Correlation	.697**	.653**	.706**	.653**	.697**	.706**	.697**	.653**	.712**	.653**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		
	N	37	37	37	37	37	37	37	37	37	37	37	

\*\* Correlation is significant at the 0.01 level (2-tailed).

Validation													
	Q.11A	Q.12A	Q.13A	Q.14A	Q.15A	Q.16A	Q.17A	Q.18A	Q19.A	Q.20A	Total.Score	Status	
Q.11A	Pearson Correlation	1	.697**	.697**	.471**	.471**	.697**	.471**	-.057	.471**	-.115	.786**	VALID
	Sig. (2-tailed)		.000	.000	.003	.003	.000	.003	.737	.003	.496	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.12A	Pearson Correlation	.697**	1	1.000**	.697**	-.040	1.000**	.697**	-.040	.697**	-.081	.400*	VALID
	Sig. (2-tailed)	.000		.000	.000	.815	.000	.000	.815	.000	.636	.014	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.13A	Pearson Correlation	.697**	1.000**	1	.697**	-.040	1.000**	.697**	-.040	.697**	-.081	.400*	VALID
	Sig. (2-tailed)	.000	.000		.000	.815	.000	.000	.815	.000	.636	.014	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.14A	Pearson Correlation	.471**	.697**	.697**	1	.471**	.697**	1.000**	.471**	.471**	-.115	.493**	VALID
	Sig. (2-tailed)	.003	.000	.000		.003	.000	.000	.003	.003	.496	.002	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.15A	Pearson Correlation	.471**	-.040	-.040	.471**	1	-.040	.471**	.471**	-.057	-.115	.706**	VALID
	Sig. (2-tailed)	.003	.815	.815	.003		.815	.003	.003	.737	.496	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	

Q.16A	Pearson Correlation	.697**	1.000**	1.000**	.697**	-.040	1	.697**	-.040	.697**	-.081	.400*	
	Sig. (2-tailed)	.000	.000	.000	.000	.815		.000	.815	.000	.636	.014	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	

Q.17A	Pearson Correlation	.471**	.697**	.697**	1.000**	.471**	.697**	1	.471**	.471**	-.115	.493**	
	Sig. (2-tailed)	.003	.000	.000	.000	.003	.000		.003	.003	.496	.002	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.18A	Pearson Correlation	-.057	-.040	-.040	.471**	.471**	-.040	.471**	1	-.057	.190	.253	
	Sig. (2-tailed)	.737	.815	.815	.003	.003	.815	.003		.737	.261	.130	INVALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q19.A	Pearson Correlation	.471**	.697**	.697**	.471**	-.057	.697**	.471**	-.057	1	-.115	.333*	
	Sig. (2-tailed)	.003	.000	.000	.003	.737	.000	.003	.737		.496	.044	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.20A	Pearson Correlation	-.115	-.081	-.081	-.115	-.115	-.081	-.115	.190	-.115	1	.051	
	Sig. (2-tailed)	.496	.636	.636	.496	.496	.636	.496	.261	.496		.766	INVALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Total.Score	Pearson Correlation	.786**	.400*	.400*	.493**	.706**	.400*	.493**	.253	.333*	.051	1	
	Sig. (2-tailed)	.000	.014	.014	.002	.000	.014	.002	.130	.044	.766		
	N	37	37	37	37	37	37	37	37	37	37	37	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Q.17A	Pearson Correlation	.471**	.697**	.697**	1.000**	.471**	.697**	1	.471**	.471**	-.115	.493**	VALID
	Sig. (2-tailed)	.003	.000	.000	.000	.003	.000		.003	.003	.496	.002	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.18A	Pearson Correlation	-.057	-.040	-.040	.471**	.471**	-.040	.471**	1	-.057	.190	.253	INVALID
	Sig. (2-tailed)	.737	.815	.815	.003	.003	.815	.003		.737	.261	.130	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q19.A	Pearson Correlation	.471**	.697**	.697**	.471**	-.057	.697**	.471**	-.057	1	-.115	.333*	VALID
	Sig. (2-tailed)	.003	.000	.000	.003	.737	.000	.003	.737		.496	.044	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.20A	Pearson Correlation	-.115	-.081	-.081	-.115	-.115	-.081	-.115	.190	-.115	1	.051	INVALID
	Sig. (2-tailed)	.496	.636	.636	.496	.496	.636	.496	.261	.496		.766	
	N	37	37	37	37	37	37	37	37	37	37	37	
Total.Score	Pearson Correlation	.786**	.400*	.400*	.493**	.706**	.400*	.493**	.253	.333*	.051	1	
	Sig. (2-tailed)	.000	.014	.014	.002	.000	.014	.002	.130	.044	.766		
	N	37	37	37	37	37	37	37	37	37	37	37	

\*. Correlation is significant at the 0.05 level (2-tailed).



Validation

		Q.21A	Q.22A	Q.23A	Q.24A	Q.1B	Q.2B	Q.3B	Q.4B	Q.5B	Q.6B	Total.Score	Status
Q.21A	Pearson Correlation	1	.275	.367*	-.050	.367*	.805**	-.028	.367*	1.000**	.805**	.712**	VALID
	Sig. (2-tailed)		.100	.026	.771	.026	.000	.871	.026	.000	.000	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.22A	Pearson Correlation	.275	1	.367*	.561**	-.071	-.071	.177	-.071	.275	-.071	.403*	VALID
	Sig. (2-tailed)	.100		.026	.000	.676	.676	.296	.676	.100	.676	.013	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.23A	Pearson Correlation	.367*	.367*	1	-.040	-.057	-.057	-.187	-.057	.367*	-.057	.120	INVALID
	Sig. (2-tailed)	.026	.026		.815	.737	.737	.269	.737	.026	.737	.478	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.24A	Pearson Correlation	-.050	.561**	-.040	1	-.040	-.040	.214	-.040	-.050	-.040	.400*	VALID
	Sig. (2-tailed)	.771	.000	.815		.815	.815	.204	.815	.771	.815	.014	
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.1B	Pearson Correlation	.367*	-.071	-.057	-.040	1	.471**	.306	1.000**	.367*	.471**	.573**	VALID
	Sig. (2-tailed)	.026	.676	.737	.815		.003	.065	.000	.026	.003	.000	
	N	37	37	37	37	37	37	37	37	37	37	37	

Q.2B	Pearson Correlation	.805**	-.071	-.057	-.040	.471**	1	.060	.471**	.805**	1.000**	.706**	
	Sig. (2-tailed)	.000	.676	.737	.815	.003		.725	.003	.000	.000	.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.3B	Pearson Correlation	-.028	.177	-.187	.214	.306	.060	1	.306	-.028	.060	.492**	
	Sig. (2-tailed)	.871	.296	.269	.204	.065	.725		.065	.871	.725	.002	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.4B	Pearson Correlation	.367*	-.071	-.057	-.040	1.000**	.471**	.306	1	.367*	.471**	.573**	
	Sig. (2-tailed)	.026	.676	.737	.815	.000	.003	.065		.026	.003	.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.5B	Pearson Correlation	1.000**	.275	.367*	-.050	.367*	.805**	-.028	.367*	1	.805**	.712**	
	Sig. (2-tailed)	.000	.100	.026	.771	.026	.000	.871	.026		.000	.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Q.6B	Pearson Correlation	.805**	-.071	-.057	-.040	.471**	1.000**	.060	.471**	.805**	1	.706**	
	Sig. (2-tailed)	.000	.676	.737	.815	.003	.000	.725	.003	.000		.000	VALID
	N	37	37	37	37	37	37	37	37	37	37	37	
Total.Score	Pearson Correlation	.712**	.403*	.120	.400*	.573**	.706**	.492**	.573**	.712**	.706**	1	
	Sig. (2-tailed)	.000	.013	.478	.014	.000	.000	.002	.000	.000	.000		
	N	37	37	37	37	37	37	37	37	37	37	37	

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Validation

		Q.7B	Q.8B	Q.9B	Q.10B	Q.11B	Q.112B	Total.Score	Status
Q.7B	Pearson Correlation	1	.259	.246	-.040	.219	-.057	.786**	VALID
	Sig. (2-tailed)		.121	.143	.815	.193	.737	.000	
	N	37	37	37	37	37	37	37	
Q.8B	Pearson Correlation	.259	1	.839**	.181	.330*	.019	.446**	VALID
	Sig. (2-tailed)	.121		.000	.284	.046	.909	.006	
	N	37	37	37	37	37	37	37	
Q.9B	Pearson Correlation	.246	.839**	1	.171	.305	.246	.453**	VALID
	Sig. (2-tailed)	.143	.000		.311	.066	.143	.005	
	N	37	37	37	37	37	37	37	
Q.10B	Pearson Correlation	-.040	.181	.171	1	-.073	-.040	-.009	INVALID
	Sig. (2-tailed)	.815	.284	.311		.666	.815	.958	
	N	37	37	37	37	37	37	37	
Q.11B	Pearson Correlation	.219	.330*	.305	-.073	1	-.105	.254	VALID
	Sig. (2-tailed)	.193	.046	.066	.666		.536	.129	
	N	37	37	37	37	37	37	37	
Q.112B	Pearson Correlation	-.057	.019	.246	-.040	-.105	1	.040	INVALID
	Sig. (2-tailed)	.737	.909	.143	.815	.536		.813	
	N	37	37	37	37	37	37	37	
Total.Score	Pearson Correlation	.786**	.446**	.453**	-.009	.254	.040	1	

Sig. (2-tailed)	.000	.006	.005	.958	.129	.813	
N	37	37	37	37	37	37	37

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### Reliability

#### Case Processing Summary

		N	%
Cases	Valid	37	100.0
	Excluded <sup>a</sup>	0	.0
	Total	37	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.901	36

## Appendix 6

### Lessons Plan of Experimental Class

#### RENCANA PELAKSANAAN PEMBELAJARAN KELAS EKSPERIMEN

TH 2018 / 2019

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**Sekolah** : SMP Negeri 1 Candi Sidoarjo

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII (delapan) / 2 (Genap)

**Materi Pokok** : Menyatakan, menanyakan perbandingan, jumlah, sifat orang, binatang, benda

**Alokasi Waktu** : 4 JP x 40 menit (2 kali pertemuan)

#### A. KOPETENSI 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 pengetahuan(faktual,konsep dan procedural) berdasarkan rasa rasa ingin taunya tentang ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba mengolah, menyaji, 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



## B. KOMPETENSI DASAR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengucapkan kalimat pujian kepada tuhan yang maha esa atas nikmat dan karunia-Nya.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung-jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Berterima kasih kepada guru dan memanfaatkan bimbingan guru sebaik- baiknya.
3.9 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dan konteks penggunaannya (perhatikan unsur kebahasaan <i>degree of comparison</i> ).	3.9.1. Memberikan contoh perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.

<p>4.9. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.10.1. melakukan tanya jawab tentang perbandingan jumlah dan sifat orang, binatang, benda dengan konteks penggunaannya.</p> <p>4.10.2. Membuat teks tulis yang isinya adalah perbandingan jumlah sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.</p>
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### C. TUJUAN PEMBELAJARAN :

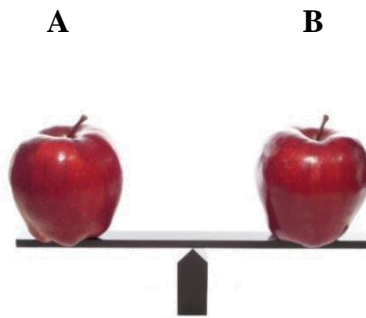
Setelah mengikuti serangkaian kegiatan pembelajaran siswa dapat :

1. Melalui gambar-gambar siswa dapat memahami serta membuat kalimat perbandingan jumlah sifat orang, binatang dan benda. (experimental class)
2. Siswa dapat memahami serta membuat kalimat perbandingan jumlah sifat orang, binatang dan benda. (control class)

### D. MATERI PEMBELAJARAN

#### a. *Positive Degree*

*Positive degree describes two things with same quality and quantity. Use as + adjective/adverb + as to indicate that two things (people, animals, objects, and so on) have the same characteristic or equal.*



The sentences are:

1. *Apple A is as heavy as apple B*
2. *Apple A is as big as apple B*



The sentences are:

1. *Glass A is as tall as glass B*
2. *Glass A is as empty as glass*

**b. Comparative degree**

*Comparative degree used to compare two things which have different quality of characteristic. One thing exceeds another. To compare it English learners used “adjective/adverb + er + than” or “more + adjective/adverb + than”.*



The sentences are:

- a. Snake is **longer than** baseball stick
- b. Ruler is **shorter than** baseball stick

c. **Superlative degree**

The last is superlative degree. It is used to describe the thing has the highest degree of quality or characteristic than the others to describe it. There are two pattern to use superlative degree. They are “**the+ adjective+ est +than**” or “**the+ most +adjective + than**”.



The sentences are:

- a. Jet plane is faster than all.
- b. Hockey player is slower than all.

d. **Pattern of degree of comparison**

The comparative or superlative form of one syllable adjectives is added by **-er** (comparative) **-est** (superlative).

e.g.:

Fast → **faster**

*Young* → *younger*

*Fast* → *fastest*

*Young* → *youngest*

*And if an adjective ends in one vowel and one consonant, double the consonant.*

*e.g.:*

*Big* → *bigger* (comparative)

*Hot* → *hotter* (comparative)

*Big* → *biggest* (superlative)

*Hot* → *hottest* (superlative)

*The comparative form of adjective that consist of more than one syllable use **more**.*

*e.g.:*

*Beautiful* → *more beautiful*

*Difficult* → *more difficult*

*Beautiful* → *the most beautiful*

*Difficult* → *the most difficult*

*The two syllable of adjective or adverbs that end by **y** is changed to **i** before the suffix **-er** (comparative) **-est** (superlative).*

*e.g.:*

*Funny* → *funnier*

*Pretty* → *prettier*

*Funny* → *funniest*



*Pretty* → *prettiest*

*Irregular comparative form.*

*e.g.:*

*Good* → *better*

*Bad* → *worse*

*Far* → *farther /further*

**E. METODE PEMBELAJARAN** : *Scientific Approach*

**F. KEGIATAN PEMBELAJARAN** :

**Pertemuan pertama**

<b>Langkah Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Kegiatan Awal</b>	<ul style="list-style-type: none"><li>- Guru memberi salam (<i>greeting</i>)</li><li>- Guru memeriksa kehadiran siswa</li><li>- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li><li>- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.</li><li>- Guru mengaitkan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li><li>- Guru menjelaskan tentang tujuan pembelajaran atau</li></ul>	<b>5 menit</b>

Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
	kompetensi dasar yang akan dicapai. – Guru memberikan pertanyaan pengarah pada siswa (leading question )	
<b>Kegiatan Inti</b>		
Observing ( Stimulation)	– Siswa menyimak penjelasan guru mengenai perbandingan jumlah dan sifat orang berdasarkan gambar yang disajikan guru.	<b>15 menit</b>
Questioning (Problem statement)	– Guru menyajikan beberapa gambar perbandingan dan membimbing siswa untuk bertanya mengenai perbandingan menggunakan informasi yang terdapat dalam gambar.	<b>20 menit</b>
Experimenting/Exploring (Data collection)	– Siswa secara individu mengumpulkan informasi sebanyak -banyaknya tentang degree of comparison melalui beberapa gambar yang disertai kalimat yang disajikan guru.	<b>40 menit</b>
<b>Pertemuan 2</b> Associating	Siswa mengolah data yang sudah terkumpul untuk menemukan pola kalimat dan	<b>40 menit</b>

<b>Langkah Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
( Data Processing/ verification/generalization	menyimpulkannya sehingga siswa mendapatkan pengetahuan baru tentang cara penulisan dan penggunaan <i>degree of comparison</i> .	
Creating and Communicating	Siswa menggunakan ungkapan yang mengandung unsur <i>degree of comparison</i> secara lisan dan tertulis.	<b>30 menit</b>
Kegiatan Akhir	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>- Guru dan siswa mengucapkan salam perpisahan.</li> </ul>	<b>10 menit</b>

**G. MEDIA, ALAT DAN SUMBER BELAJAR :**

**Media** : Gambar series perbandingan disajikan Dalam Powerpoint

**Alat** : LCD dan LAPTOP

**Sumber Belajar** : Buku siswa Bahasa Inggris: When English Rings a Bell SMP kelas VIII

## H. PENILAIAN

### Penilaian Sikap

- Prosedur penilaian : Dilaksanakan selama proses pembelajaran  
Jenis penilaian : Tes dan non tes  
Bentuk penilaian : Observasi atau pengamatan.  
Alat penilaian : Lembar pengamatan dan rubrik/standar penskoran.

No.	Nama Siswa	Aspek yang Dinilai			Total Skor	Nilai
		A	B	C		
		Percaya diri	Tanggung jawab	Keaktifan		

**Keterangan :**

Skor maksimal = 12

$$\text{Nilai} = \frac{\text{skor total}}{12} \times 100$$

### Rubrik Penilaian Sikap

Aspek yang dinilai	Deskripsi	Skor
Percaya diri	Siswa berani dalam menjawab pertanyaan dengan lantang yang diajukan oleh guru.	4
	Siswa berani dalam bertanya tentang materi yang belum dipahami.	3
	Siswa berani dalam mengemukakan hasil pekerjaannya.	2
	Siswa tidak berani dalam mengemukakan hasil pekerjaannya.	1
Tanggung jawab	Siswa bertanggung jawab dalam mengerjakan tugas individu	4
	Siswa cukup bertanggung jawab dalam mengerjakan tugas individu	3
	Siswa kurang bertanggung jawab dalam mengerjakan tugas individu	2
	Siswa tidak bertanggung jawab dalam mengerjakan tugas individu	1
Keaktifan	Siswa sangat aktif mengajukan pendapat atau pertanyaan.	4
	Siswa aktif mengajukan pendapat atau pertanyaan.	3
	Siswa cukup aktif mengajukan pendapat atau pertanyaan.	2
	Siswa kurang aktif mengajukan pendapat atau pertanyaan.	1

### Penilaian Pengetahuan

Teknik Penilaian : Tes Tertulis  
 Bentuk Instrumen : Fill the blank  
 Kisi-kisi :



No	Indikator	Butir Instrumen
1	Disajikan beberapa gambar yang disertai pertanyaan dalam bentuk <i>positive degree</i> , <i>comparative degree</i> serta <i>superlative degree</i> .	Soal no. 1 s/d 20

Instrumen : Lihat lampiran

Pedoman penskoran : Setiap jawaban benar diberi skor 4 untuk bagian A dan skor 2 untuk bagian B

NA = Skor Perolehan bagian A + Skor Perolehan bagian B

Sidoarjo, 22 Januari 2018

Guru Pamong

Mahasiswa

**Rita Dwi Permata Sari S.Pd.**

**Yulinar Ayu Nisfalilyah**

NIP. 197108132008012011

148820300068

Mengetahui,

Kepala SMP Negeri 1 Candi Sidoarjo

**Drs. Mohammad Solliq, M.Pd**

NIP. 195908151983031025

## Appendix 7

### Lessons Plan of Control Class

#### RENCANA PELAKSANAAN PEMBELAJARAN KELAS KONTROL

TH 2018 / 2019

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- Sekolah** : SMP Negeri 1 Candi Sidoarjo
- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : VIII (delapan)/2 (Genap)
- Materi Pokok** : Menyatakan, menanyakan perbandingan, jumlah, sifat orang, binatang, benda
- Alokasi Waktu** : 4 JP x 40 menit (2 kali pertemuan)

#### A. KOPETENSI 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 pengetahuan(faktual,konsep dan procedural) berdasarkan rasa rasa ingin taunya tentang ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba mengolah, menyaji, 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.

## B. KOMPETENSI DASAR

KOMPETENSI DASAR	INDIKATOR
1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.2.1 Mengucapkan kalimat pujian kepada tuhan yang maha esa atas nikmat dan karunia-Nya.
2.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung-jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.3.1 Berterima kasih kepada guru dan memanfaatkan bimbingan guru sebaik- baiknya.
3.10 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dan konteks penggunaanya (perhatikan unsur kebahasaan <i>degree of comparison</i> ).	6.9.1. Memberikan contoh perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaanya.

<p>8.9. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>8.10.1. melakukan tanya jawab tentang perbandingan jumlah dan sifat orang, binatang, benda dengan konteks penggunaannya.</p> <p>8.10.2. Membuat teks tulis yang isinya adalah perbandingan jumlah sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.</p>
---	---

### C. TUJUAN PEMBELAJARAN :

Setelah mengikuti serangkaian kegiatan pembelajaran siswa dapat :

3. Melalui gambar-gambar siswa dapat memahami serta membuat kalimat perbandingan jumlah sifat orang, binatang dan benda. (experimental class)
4. Siswa dapat memahami serta membuat kalimat perbandingan jumlah sifat orang, binatang dan benda. (control class)

### D. MATERI PEMBELAJARAN

#### e. *Positive Degree*

*Positive degree describes two things with same quality and quantity. Use as + adjective/adverb + as to indicate that two things (people, animals, objects, and so on) have the same characteristic or equal.*

The example sentences are:

3. *Apple A is as heavy as apple B*
4. *Apple A is as big as apple B*
5. *Glass A is as tall as glass B*



6. Glass A is *as empty as* glass

**f. Comparative degree**

Comparative degree used to compare two things which have different quality of characteristic. One thing exceeds another. To compare it English learners used “**adjective/adverb + er + than**” or “**more + adjective/adverb + than**”.

The example sentences are:

- c. Snake is **longer than** baseball stick
- d. Ruler is **shorter than** baseball stick

**g. Superlative degree**

The last is superlative degree. It is used to describe the thing has the highest degree of quality or characteristic than the others to describe it. There are two pattern to use superlative degree. They are “**the+ adjective+ est +than**” or “**the+ most +adjective + than**”.

The example sentences are:

- c. Jet plane is faster than all.
- d. Hooky player is slower than all.

**h. Pattern of degree of comparison**

The comparative or superlative form of one syllable adjectives is added by **-er** (comparative) **-est** (superlative).

e.g.:

Fast → **faster**

Young → **younger**



*Fast* → *fastest*

*Young* → *youngest*

And if an adjective ends in one vowel and one consonant, double the consonant.

e.g.:

*Big* → *bigger* (comparative)

*Hot* → *hotter* (comparative)

*Big* → *biggest* (superlative)

*Hot* → *hottest* (superlative)

The comparative form of adjective that consist of more than one syllable use **more**.

e.g.:

*Beautiful* → **more beautiful**

*Difficult* → **more difficult**

*Beautiful* → **the most beautiful**

*Difficult* → **the most difficult**

The two syllable of adjective or adverbs that end by **y** is changed to **i** before the suffix **-er** (comparative) **-est** (superlative).

e.g.:

*Funny* → *funnier*

*Pretty* → *prettier*

*Funny* → *funniest*

*Pretty* → *prettiest*

*Irregular comparative form.*

*e.g.:*

*Good → better*

*Bad → worse*

*Far → farther /further*

**E. METODE PEMBELAJARAN** : *Scientific Approach*

**F. KEGIATAN PEMBELAJARAN** :

**Pertemuan pertama**

<b>Langkah Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Kegiatan Awal</b>	<ul style="list-style-type: none"><li>- Guru memberi salam (<i>greeting</i>)</li><li>- Guru memeriksa kehadiran siswa</li><li>- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li><li>- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.</li><li>- Guru mengaitkan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li></ul>	<b>5 menit</b>

Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
	<ul style="list-style-type: none"> <li>- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>- Guru memberikan pertanyaan pengarah pada siswa (leading question )</li> </ul>	
<b>Kegiatan Inti</b>		
Observing ( Stimulation)	<ul style="list-style-type: none"> <li>- Siswa menyimak penjelasan guru mengenai perbandingan jumlah dan sifat orang berdasarkan penjelasan yang ada dalam presentasi PowerPoint.</li> </ul>	<b>15 menit</b>
Questioning (Problem statement)	<ul style="list-style-type: none"> <li>- Guru siswa untuk bertanya mengenai perbandingan menggunakan informasi yang terdapat dalam presentasi PowerPoint.</li> </ul>	<b>20 menit</b>
Experimenting/Exploring (Data collection)	<ul style="list-style-type: none"> <li>- Siswa secara individu mengumpulkan informasi sebanyak -banyaknya tentang degree of comparison melalui beberapa contoh kalimat yang dijelaskan guru.</li> </ul>	<b>40 menit</b>
<b>Pertemuan 2</b> Associating	Siswa mengolah data yang sudah terkumpul untuk menemukan pola kalimat dan	<b>40 menit</b>

Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
( Data Processing/ verification/generalization	menyimpulkannya sehingga siswa mendapatkan pengetahuan baru tentang cara penulisan dan penggunaan <i>degree of comparison</i> .	
Creating and Communicating	Siswa menggunakan ungkapan yang mengandung unsur <i>degree of comparison</i> secara lisan dan tertulis.	<b>30 menit</b>
Kegiatan Akhir	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>- Guru dan siswa mengucapkan salam perpisahan.</li> </ul>	<b>10 menit</b>

**G. MEDIA, ALAT DAN SUMBER BELAJAR :**

**Media** : Pembelajaran konvensional

**Alat** : LCD dan LAPTOP

**Sumber Belajar** : Buku siswa Bahasa Inggris: *When English Rings a Bell* SMP kelas VIII

## H. PENILAIAN

### Penilaian Sikap

- Prosedur penilaian : Dilaksanakan selama proses pembelajaran  
 Jenis penilaian : Tes dan non tes  
 Bentuk penilaian : Observasi atau pengamatan.  
 Alat penilaian : Lembar pengamatan dan rubrik/standar penskoran.

No.	Nama Siswa	Aspek yang Dinilai			Total Skor	Nilai
		A	B	C		
		Percaya diri	Tanggung jawab	Keaktifan		

<p><b>Keterangan :</b></p> <p>Skor maksimal = 12</p>	$\text{Nilai} = \frac{\text{skor total}}{12} \times 100$
--	--

### Rubrik Penilaian Sikap

Aspek yang dinilai	Deskripsi	Skor
Percaya diri	Siswa berani dalam menjawab pertanyaan dengan lantang yang diajukan oleh guru.	4



	Siswa berani dalam bertanya tentang materi yang belum dipahami.	3
	Siswa berani dalam mengemukakan hasil pekerjaannya.	2
	Siswa tidak berani dalam mengemukakan hasil pekerjaannya.	1
Tanggung jawab	Siswa bertanggung jawab dalam mengerjakan tugas individu	4
	Siswa cukup bertanggung jawab dalam mengerjakan tugas individu	3
	Siswa kurang bertanggung jawab dalam mengerjakan tugas individu	2
	Siswa tidak bertanggung jawab dalam mengerjakan tugas individu	1
Keaktifan	Siswa sangat aktif mengajukan pendapat atau pertanyaan.	4
	Siswa aktif mengajukan pendapat atau pertanyaan.	3
	Siswa cukup aktif mengajukan pendapat atau pertanyaan.	2
	Siswa kurang aktif mengajukan pendapat atau pertanyaan.	1

### Penilaian Pengetahuan

Teknik Penilaian : Tes Tertulis

Bentuk Instrumen : Fill the blank

Kisi-kisi :

No	Indikator	Butir Instrumen
1	Disajikan beberapa gambar yang disertai pertanyaan dalam bentuk <i>positive degree</i> , <i>comparative degree</i> serta <i>superlative degree</i> .	Soal no. 1 s/d 20

Instrumen : Lihat lampiran  
Pedoman penskoran : Setiap jawaban benar diberi skor 4 untuk bagian A dan skor 2 untuk bagian B

NA = Skor Perolehan bagian A + Skor Perolehan bagian B

Sidoarjo, 22 Januari 2018

Guru Pamong

Mahasiswa

**Rita Dwi Permata Sari S.Pd.**

NIP. 197108132008012011

**Yulinar Ayu Nisfaliliyah**

148820300068

Mengetahui,

Kepala SMP Negeri 1 Candi Sidoarjo

**Drs. Mohammad Solliq, M.Pd**

NIP. 195908151983031025

## Appendix 8

### KISI-KISI SOAL PRE TEST DAN POST TEST KELAS EKSPERIMEN DAN KELAS KONTROL

Jenjang Pendidikan : SMP Negeri 1 Candi  
 Kelas/Semester : VIII / II  
 Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 60 menit  
 Jumlah Soal : 30 Butir Soal  
 Bentuk Soal : Pilihan Ganda

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi	Indikator	Nomor Soal	Kunci Jawaban	Bentuk Soal
Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dan	Memberikan contoh perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.	<b>Positive</b>	Menunjukkan kalimat dalam Bentuk <i>positive degree</i> .	1, 2, 3, 4, 5, 6, 7, 8, 9, 10.	Old Beautiful Tall Big Long Famous Handsome Thick Slow Cold	<b>Fill in the blank</b>
		<b>Comparative</b>	Membedakan <i>adjective</i> yang menggunakan akhiran <i>-er</i> dan tambahan <i>more</i> dengan benar.	11, 12, 13, 14, 15, 16, 17, 18, 19, 20.	Faster Smaller Easier Better Cheaper	<b>Fill in the blank</b>

konteks penggunaannya (perhatikan unsur kebahasaan <i>degree of comparison</i> ).				Bigger Longer Heavier More important Stronger	
	<b>Superlative</b>	Membedakan <i>adjective</i> yang menggunakan akhiran <i>-est</i> dan tambahan <i>the most</i> dengan benar.	1B, 2B, 3B, 4B, 5B, 6B, 7B, 8B, 9B, 10B.	The biggest The worst The hottest The slowest The thinnest The deepest The most The least The more expensive The happiest	<b>Fill in the blank</b>

## Appendix 9

### Instrument Test Pre-Test

Pre-Test

**A. Complete the following sentences with the right adjective in positive and comparative form based on bold word.**

1. Anna is 28 years old, Elsa is 28 years old. So Anna is as \_\_\_\_\_ (**old**) as Elsa.
2. Kate Middleton is beautiful lady, her daughter princess Charlotte is look like her. So Princess Charlotte is as \_\_\_\_\_ (**beautiful**) as her mother.
3. Andi is 155cm and Rudi is 155cm. So Andi is as \_\_\_\_\_ (**tall**) as Rudi.
4. Jules's house is as \_\_\_\_\_ (**big**) as Kathrine's house.
5. My ruler is 30cm and my sister's ruler is 30cm, so my sister's ruler is as \_\_\_\_\_ (**long**) as mine.
6. Rihanna is as \_\_\_\_\_ (**famous**) as Beyoncé.
7. Zayn Malik is as \_\_\_\_\_ (**handsome**) as Justin Bieber.
8. Arabic dictionary is as \_\_\_\_\_ (**thick**) as English dictionary.
9. Snail is as \_\_\_\_\_ (**slow**) as sloth.
10. Today's weather is as \_\_\_\_\_ (**cold**) as yesterday.
11. A horse runs \_\_\_\_\_ (**fast**) than a goat.
12. Ant is \_\_\_\_\_ (**small**) than cockroach.
13. Learning Bahasa Indonesia is \_\_\_\_\_ (**easy**) than learning Math.
14. I hope tomorrow will be \_\_\_\_\_ (**good**) than today.
15. Living in Sidoarjo is \_\_\_\_\_ (**cheap**) than Jakarta.
16. An elephant is \_\_\_\_\_ (**big**) than a hippo.
17. Bengawan Solo River is long but Nil river is \_\_\_\_\_ (**long**) than Bengawan Solo.
18. Wood is heavy but iron is \_\_\_\_\_ (**heavy**) than wood.



19. Money is important but family is \_\_\_\_\_ (**important**) than a money.

20. Tiger is \_\_\_\_\_ (**strong**) than elephant.

**B. Change the adjectives below into superlative degree form!**

1. Big =
2. Bad =
3. Hot =
4. Slow =
5. Thin =
6. Deep =
7. Much =
8. Little =
9. Expensive =
10. Happy =



## Appendix 10

### Instrument Test-Post-Test

Post-Test

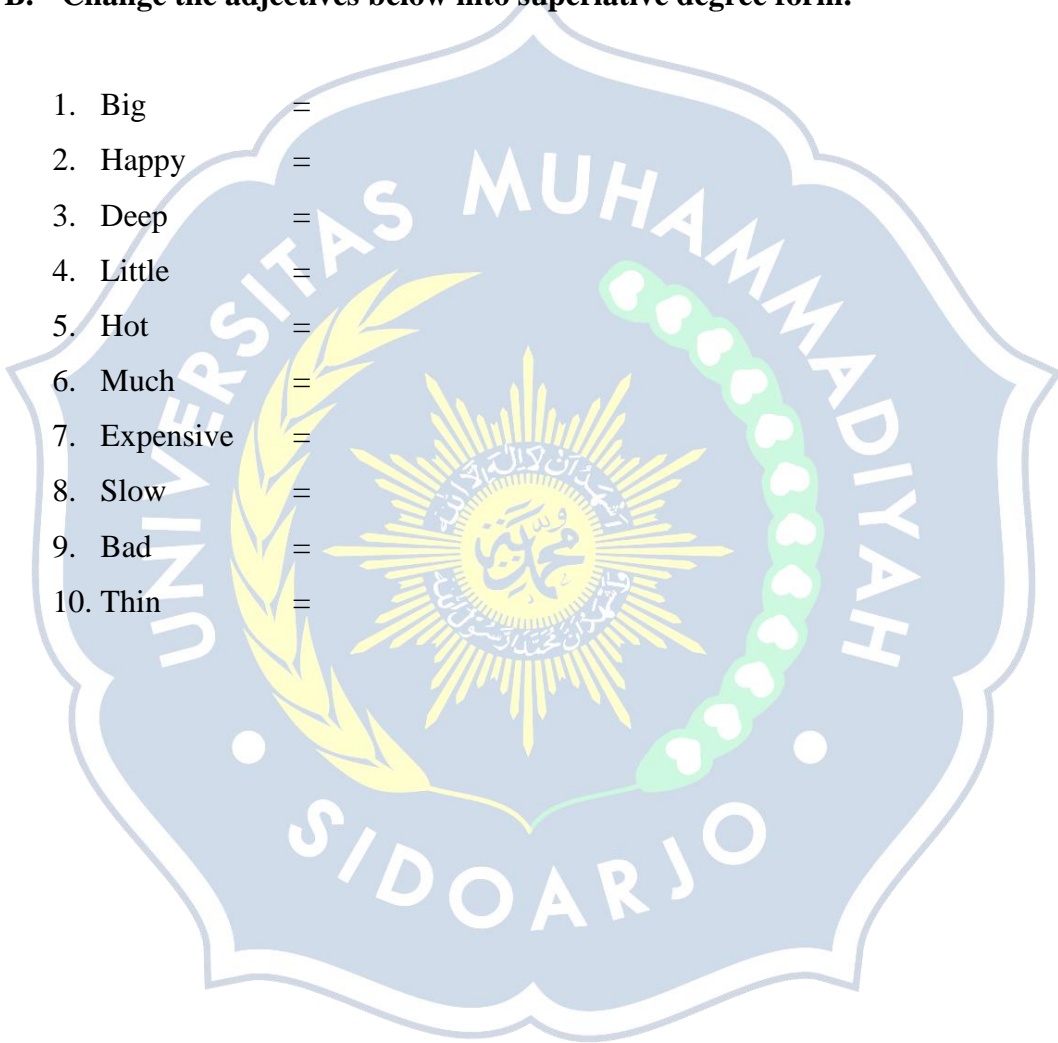
**A. Complete the following sentences with the right adjective in positive and comparative form based on bold word.**

1. Andi is 155cm and Rudi is 155cm. So Andi is as \_\_\_\_\_ (**tall**) as Rudi.
2. Arabic dictionary is as \_\_\_\_\_ (**thick**) as English dictionary.
3. Snail is as \_\_\_\_\_ (**slow**) as sloth.
4. Rihanna is as \_\_\_\_\_ (**famous**) as Beyoncé.
5. Jules's house is as \_\_\_\_\_ (**big**) as Kathrine's house.
6. My ruler is 30cm and my sister's ruler is 30cm, so my sister's ruler is as \_\_\_\_\_ (**long**) as mine.
7. Anna is 28 years old, Elsa is 28 years old. So Anna is as \_\_\_\_\_ (**old**) as Elsa.
8. Today's weather is as \_\_\_\_\_ (**cold**) as yesterday.
9. Zayn Malik is as \_\_\_\_\_ (**handsome**) as Justin Bieber.
10. Kate Middleton is beautiful lady, her daughter princess Charlotte is look like her. So Princess Charlotte is as \_\_\_\_\_ (**beautiful**) as her mother.
11. Money is important but family is \_\_\_\_\_ (**important**) than a money.
12. Learning Bahasa Indonesia is \_\_\_\_\_ (**easy**) than learning Math.
13. Tiger is \_\_\_\_\_ (**strong**) than elephant.
14. Wood is heavy but iron is \_\_\_\_\_ (**heavy**) than wood.
15. I hope tomorrow will be \_\_\_\_\_ (**good**) than today.
16. Bengawan Solo River is long but Nil river is \_\_\_\_\_ (**long**) than Bengawan Solo.

17. A horse runs \_\_\_\_\_ (**fast**) than a goat.
18. Living in Sidoarjo is \_\_\_\_\_ (**cheap**) than Jakarta.
19. Ant is \_\_\_\_\_ (**small**) than cockroach.
20. An elephant is \_\_\_\_\_ (**big**) than a hippo.

**B. Change the adjectives below into superlative degree form!**

1. Big =
2. Happy =
3. Deep =
4. Little =
5. Hot =
6. Much =
7. Expensive =
8. Slow =
9. Bad =
10. Thin =



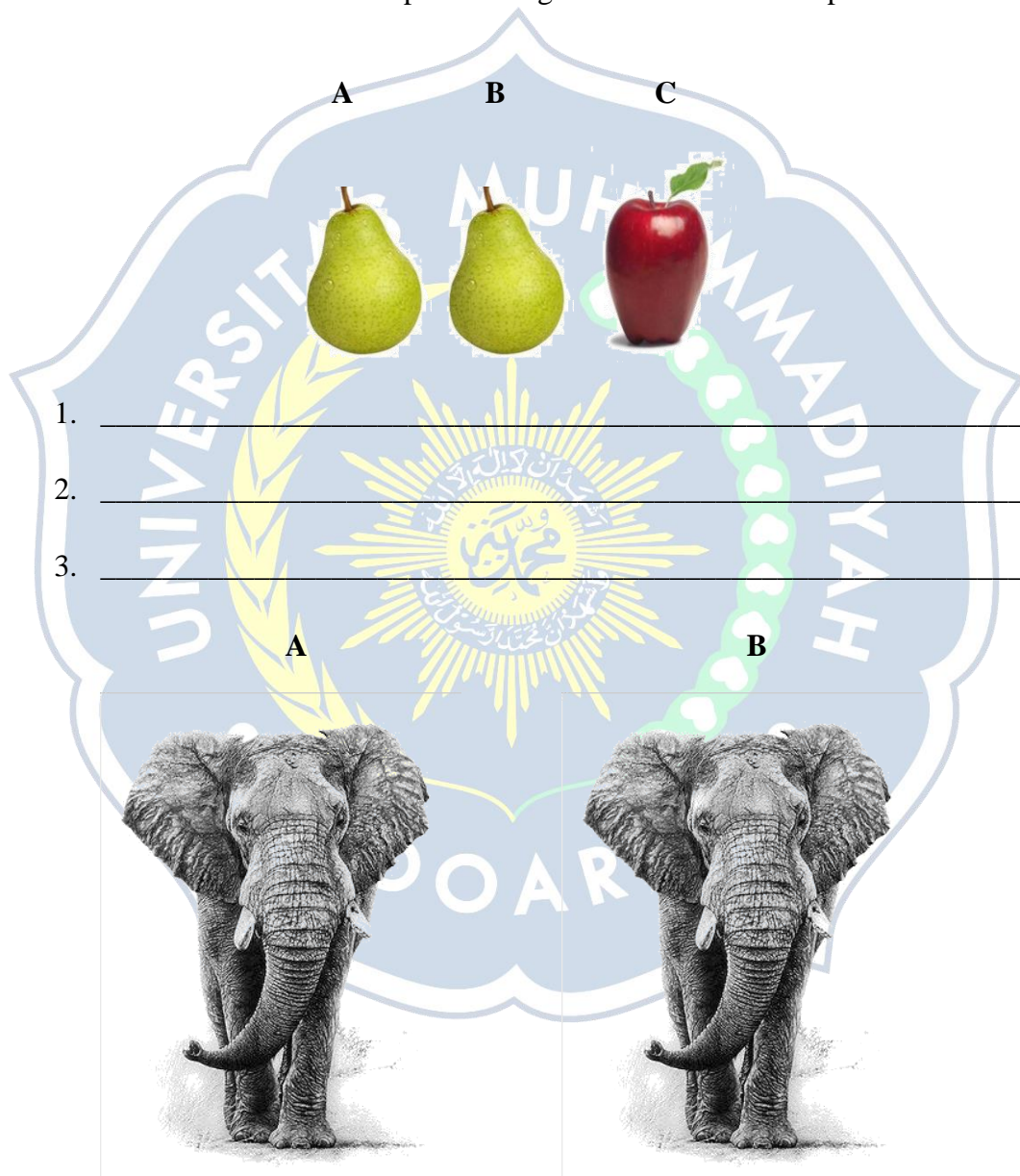
## Appendix 11

### Treatment Experiment Class

NAME :

CLASS :

A. Write 3 sentences in the positive degree form based on the picture below!



4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

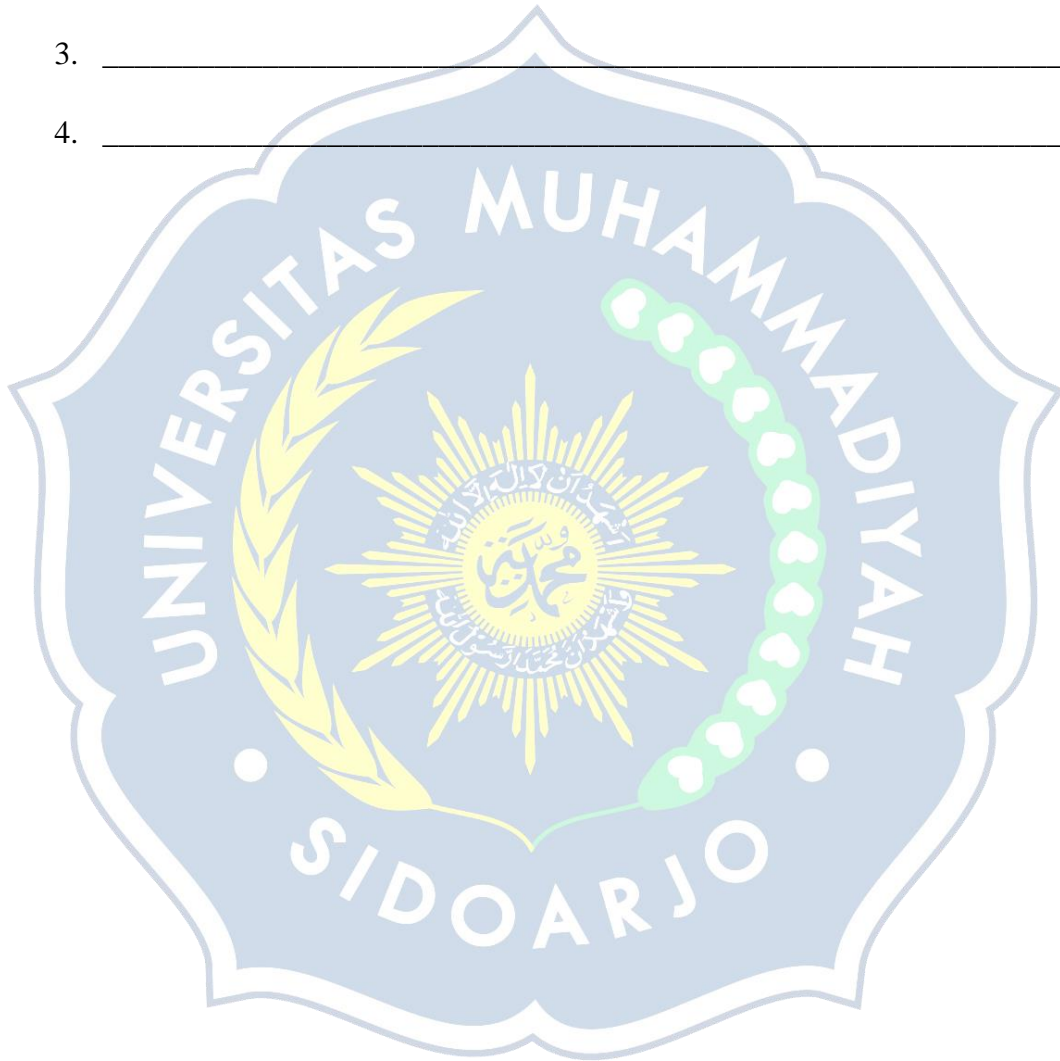
**B.** Write 4 sentences in the positive degree form based on the things in your class!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_





Name:

Class:

Complete these following sentences with the right adjective in the comparative and superlative form based on the picture!

*Fast >> slow*



1. Turtle is \_\_\_\_\_ than snail.
2. Cheetah is \_\_\_\_\_ of all.
3. Snail is \_\_\_\_\_ of all.
4. Turtle is \_\_\_\_\_ cheetah.

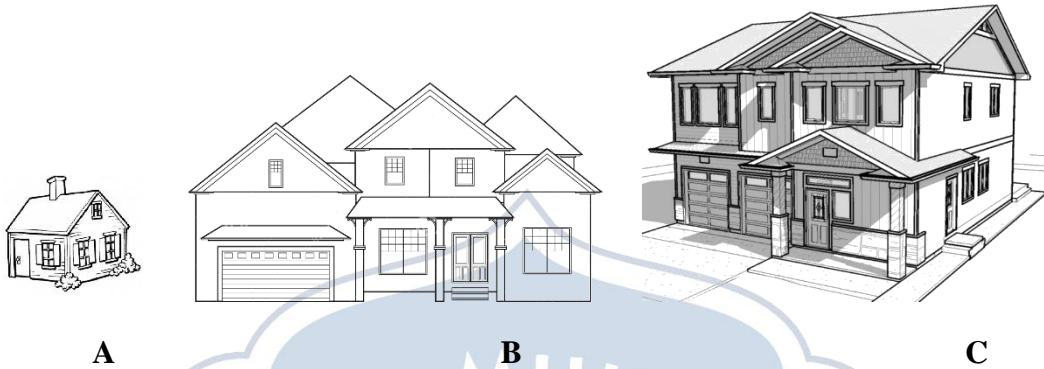
*Hot >> cold*



5. Coffee is \_\_\_\_\_ than all.
6. Fire is \_\_\_\_\_ than coffee.
7. Coffee is \_\_\_\_\_ than fire.

8. Sun is \_\_\_\_\_ than all.

**Big > Small**



9. House **A** is \_\_\_\_\_ than house **B**.

10. House **A** is \_\_\_\_\_ of all.

11. House **B** is \_\_\_\_\_ than **A**.

12. House **C** is \_\_\_\_\_ of all.

**Tall > short**



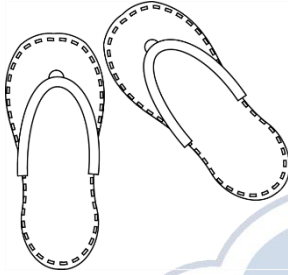
13. Petronas building is \_\_\_\_\_ than Taipei tower.

14. Burj Khalifa is \_\_\_\_\_ building in the world.

15. Taipei tower is \_\_\_\_\_ than Petronas tower.

16. Petronas is \_\_\_\_\_ building of all.

*Cheap >< Expensive*



Sandal : Rp. 100.000

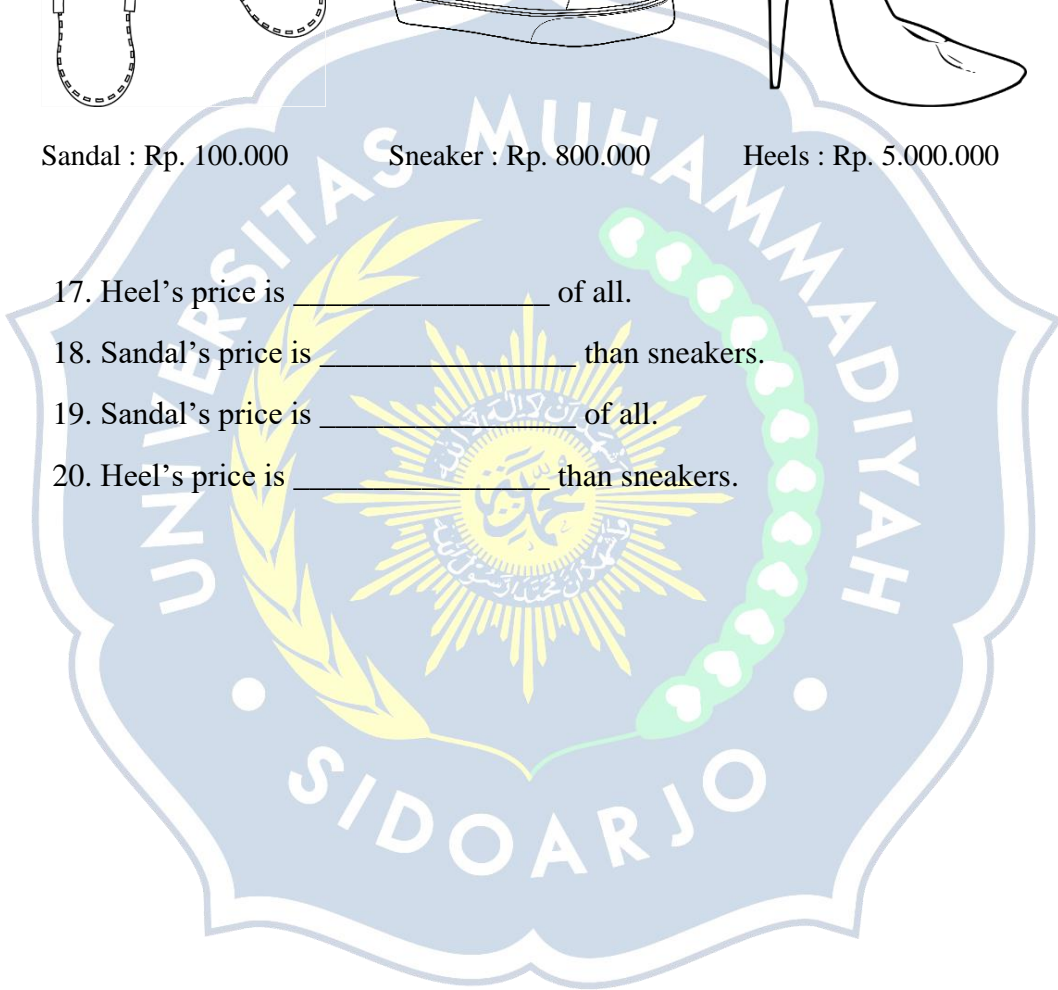


Sneaker : Rp. 800.000



Heels : Rp. 5.000.000

17. Heel's price is \_\_\_\_\_ of all.
18. Sandal's price is \_\_\_\_\_ than sneakers.
19. Sandal's price is \_\_\_\_\_ of all.
20. Heel's price is \_\_\_\_\_ than sneakers.



## Appendix 12

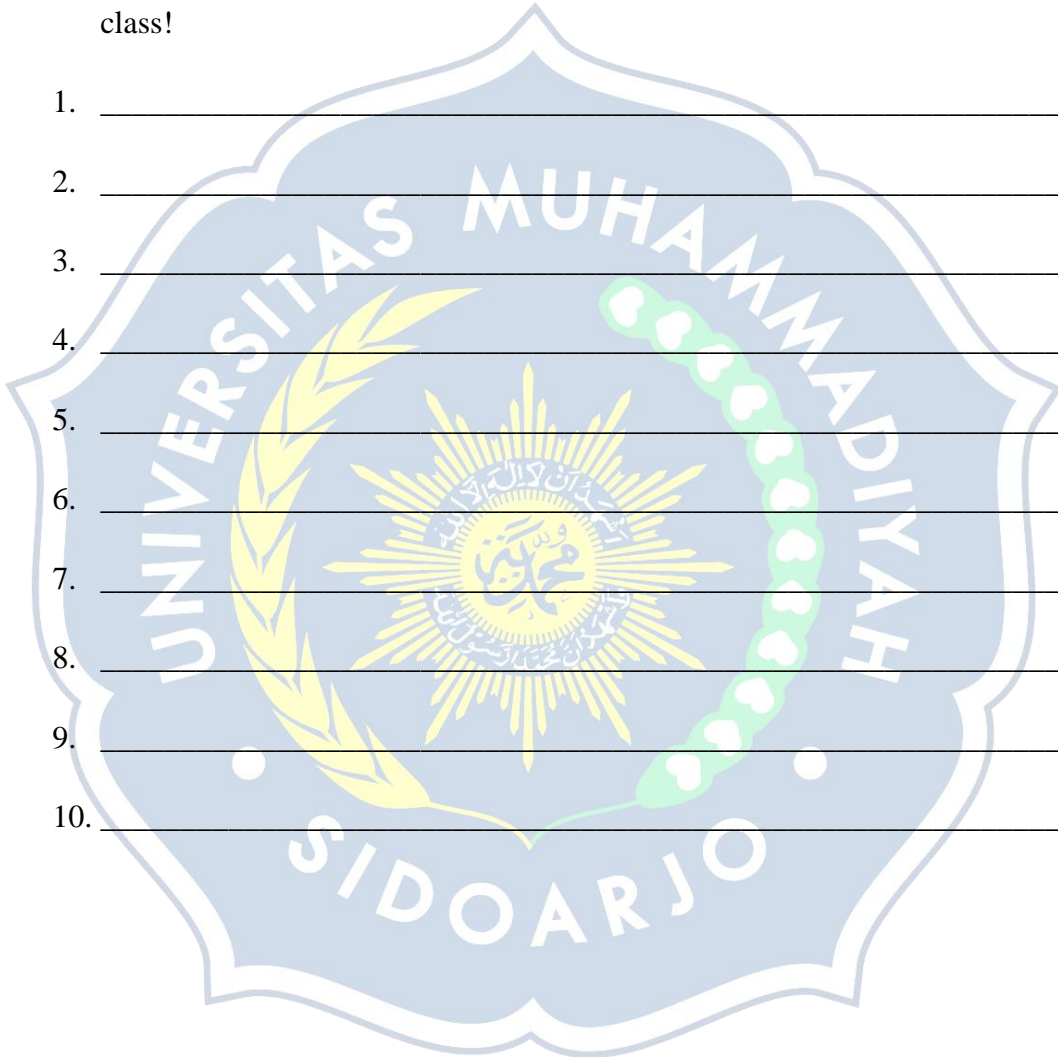
### Treatment Experiment Class

NAME :

CLASS :

A. Write 10 sentences in the positive degree form based on the things in your class!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



Name:

Class:

Complete these following sentences with the right adjective in the comparative and superlative form based on the picture!

*Fast >< slow*

**Snail → Turtle → Cheetah**

1. Turtle is \_\_\_\_\_ than snail.
2. Cheetah is \_\_\_\_\_ of all.
3. Snail is \_\_\_\_\_ of all.
4. Turtle is \_\_\_\_\_ cheetah.

*Hot >< cold*

**Coffee → Fire → Sun**

5. Coffee is \_\_\_\_\_ than all.
6. Fire is \_\_\_\_\_ than coffee.
7. Coffee is \_\_\_\_\_ than fire.
8. Sun is \_\_\_\_\_ than all.

*Big >< Small*

**House A → House B → House C**

9. House A is \_\_\_\_\_ than house B.
10. House A is \_\_\_\_\_ of all.
11. House B is \_\_\_\_\_ than A.
12. House C is \_\_\_\_\_ of all.

*Tall >< short*

**Petronas 15M → Taipei tower 25M → Burj Khalifah 100M**

13. Petronas building is \_\_\_\_\_ than Taipei tower.
14. Burj Khalifa is \_\_\_\_\_ building in the world.



15. Taipei tower is \_\_\_\_\_ than Petronas tower.

16. Petronas is \_\_\_\_\_ building of all.

*Cheap >< Expensive*

**Sandals Rp 150.000 → Sneakers Rp 800.000 → Heels Rp 3.000.000**

17. Heel's price is \_\_\_\_\_ of all.

18. Sandal's price is \_\_\_\_\_ than sneakers.

19. Sandal's price is \_\_\_\_\_ of all.

20. Heel's price is \_\_\_\_\_ than sneakers.



### APPENDIX 13 The Result of Validation Sheet

The technique used for validator assessment of instructional devices by using rating scale. The assessment guideline by using rating scale will explain bellow:

A. The assessment indicators in appendix as a guideline for the assessment.

The criteria are:

- 1 = Bad
- 2 = Less
- 3 = Enough
- 4 = Good
- 5 = Excellent

B. Number of ideal scores (maximum score)

$$\Sigma \text{ Ideal score} = 5 \times \Sigma \text{ responden} \times \Sigma \text{ item questionnaire}$$

C. Percentage of scores on the results of data collection

$$\text{sum ideal score} = \frac{\text{total score of data gathered results}}{\text{ideal score total of all items}} \times 100 \%$$

D. Interpretability criteria percentage of validation score

- 5 (80% - 100%) = Very valid and can be used without revision
- 4 (60% - 80%) = Valid, can be used with a few revisions
- 3 (40% - 60%) = Valid and can be used with revised banya
- 2 (20% - 40%) = quite valid and can be used with many revisions
- 1 (1% - 20%) = Highly invalid and not yet usable.

The following calculation results of instrument validation tools implementation of learning can be calculated as follows:

## 1. The Result of Lesson Plan Validation

Number of ideal scores (maximum score)

$$\begin{aligned}\Sigma \text{ Ideal score} &= 5 \times \Sigma \text{ responden} \times \Sigma \text{ item questionnaire} \\ &= 5 \times 2 \times 16 \\ &= 160\end{aligned}$$

No.	Criterion	Validator 1	Validator 2
I.	FORMAT		
	1. The clarity of Main Competence and Basic Competence	5	5
	2. The appropriate of learning objective between Main Competence and Basic Competence	5	5
	3. The appropriateness of explanation of basic competence into indicator	5	5
	4. The appropriatness of indicator with learning objective	5	5
	5. The appropriatness of indicator with students' progress.	5	5
II.	CONTENT		
	1. Arrange lesson plan sistematically	5	4
	2. Identify and choose subject which can reach Basic Competence	5	4
	3. The appropriateness of sequence activity of learning	5	4
	4. The appropriatness of learning scenario (stages of learning)	4	4
	5. Makin and developing learning activities based on basic competence, standard competence and students' potential	4	4
	6. The appropriateness of learning sources and media which connected with standard competence, basic competence, main subject, learning activity and indicator	4	4

	7. The competence of evaluation of instrument (question, key answer, scoring rubric)	4	5
III.	LANGUAGE		
	1. The use of language based on proper structure	5	5
	2. Using simple and clear sentences	5	5
IV.	TIME		
	1. The appropriateness of time that is used	5	5
	2. Detail of time allocation for each learning activity	5	5
<b>Total</b>		<b>66</b>	<b>67</b>
<b>Sum Total</b>		<b>133</b>	
<b>Percentage of scores on the results of data collection</b>		<b>83.1%</b>	

$$\begin{aligned}
 \text{sum ideal score} &= \frac{\text{total score of data gathered results}}{\text{ideal score total of all items}} \times 100\% \\
 &= \frac{133}{160} \times 100\% \\
 &= \frac{13300}{160} \\
 &= 83.1\%
 \end{aligned}$$

Based on the total score obtained from the validation of lesson plan given by the validator I of 66 and validator II of 54 with the total of 122 with the percentage score of the data collection results of 80%. If we associate with validation criteria then the interpretation is in very valid category and can be used without revision. From the results of this lesson plan, it can be concluded that the lesson plan can be used in this study.

## 2. The Result of Student's Worksheet Validation

Number of ideal scores (maximum score)

$$\begin{aligned}\Sigma \text{ Ideal score} &= 5 \times \Sigma \text{ responden} \times \Sigma \text{ item questionnaire} \\ &= 5 \times 2 \times 14 \\ &= 140\end{aligned}$$

No.	Criterion	Validator 1	Validator 2
I.	FORMAT		
	1. The clarity of subject	5	4
	2. The appropriate of layout	5	4
	3. The appropriateness of type and font size	5	4
II.	LANGUAGE		
	1. The use of language based on English structure correctly	5	4
	2. Using simple and clear sentences	5	4
	3. The sentences are not ambiguous	5	4
	4. The clarity of instruction and direction	5	4
	5. The use of communicative language that makes student more understand easily	4	4
III.	CONTENT		
	1. The appropriateness between the instrument and indicators	4	4
	2. The clarity of materials	4	4
	3. The appropriateness of insrument as a learning process	4	4



	4. The possibility of test is done correctly	4	4
	5. The test based on Taxonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)	4	4
IV.	SCORING		
	1. The scoring rubric based on curriculum 13 (K13)	5	4
<b>Total</b>		<b>64</b>	<b>56</b>
<b>Sum Total</b>		<b>120</b>	
<b>Percentage of scores on the results of data collection</b>		<b>85.7%</b>	

$$\begin{aligned}
 \text{sum ideal score} &= \frac{\text{total score of data gathered results}}{\text{ideal score total of all items}} \times 100\% \\
 &= \frac{120}{140} \times 100\% \\
 &= \frac{12000}{140} \\
 &= 95.7\%
 \end{aligned}$$

Based on the total score obtained from the validation of student's worksheet given by the validator I of 64 and validator II of 56 with the total of 120 with the percentage score of the data collection results of 85.7 %. If we associate with validation criteria then the interpretation is in very valid category and can be used without revision. From the results of this student's worksheet, it can be concluded that student's worksheet can be used in this study.

**APPENDIX 14**  
**Validation Sheet**

VALIDATION SHEET

LESSON PLAN

Name of validator : Wahyu Taufiq, M.Ed

Occupation : Lecturer

Name of School : SMPN 1 Candi

Class/Semesters : VIII/02

Subject : English

Topic : Degree of Comparison

A. The Objective of Validity

The objective of this instrument is to measure lesson plan validity by using picture-cued task as designing material in learning degree of comparison.

B. Instruction

1. Give checklist (√) in the scoring coloumn.
2. The criterions are:
  - 1 = Bad
  - 2 = Less
  - 3 = Enough
  - 4 = Good
  - 5 = Excellent
3. Give comment in available space if there are some mistakes that need to be improved.

C. Assesment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1. The clarity of Main Competence and Basic Competence					✓
	2. The appropriate of learning objective between Main Competence and Basic Competence					✓
	3. The appropriateness of explanation of basic competence into indicator					✓
	4. The appropriatness of indicator with learning objective					✓
	5. The appropriatness of indicator with students' progress.					✓
II.	CONTENT					
	1. Arrange lesson plan sistematically					✓
	2. Identify and choose subject which can reach Basic Competence					✓
	3. The appropriateness of sequence activity of learning					✓
	4. The appropriatness of learning scenario (stages of learning)				✓	
	5. Makin and developing learning activities based on basic competence, standard competence and students' potential				✓	

	6. The appropriateness of learning sources and media which connected with standard competence, basic competence, main subject, learning activity and indicator				✓	
	7. The competence of evaluation of instrument (question, key answer, scoring rubric)				✓	
III.	LANGUAGE					
	3. The use of language based on proper structure					✓
	4. Using simple and clear sentences					✓
IV.	TIME					
	3. The appropriateness of time that is used					✓
	4. Detail of time allocation for each learning activity					✓

D. General Assesment

The conclusion of the general assesment. (Please circle a number below)

<p>a. This lesson plan</p> <ol style="list-style-type: none"><li>1. Bad</li><li>2. Less</li><li>3. Enough</li><li><input checked="" type="radio"/> 4. Good</li><li>5. Excellent</li></ol>	<p>b. This lesson plan</p> <ol style="list-style-type: none"><li>1. It cannot be used</li><li>2. It can be used, but need many revisions</li><li>3. It can be used, but need revision</li><li><input checked="" type="radio"/> 4. It can be used without any revision</li></ol>
---	---

E. Comments/Suggestions

*good*

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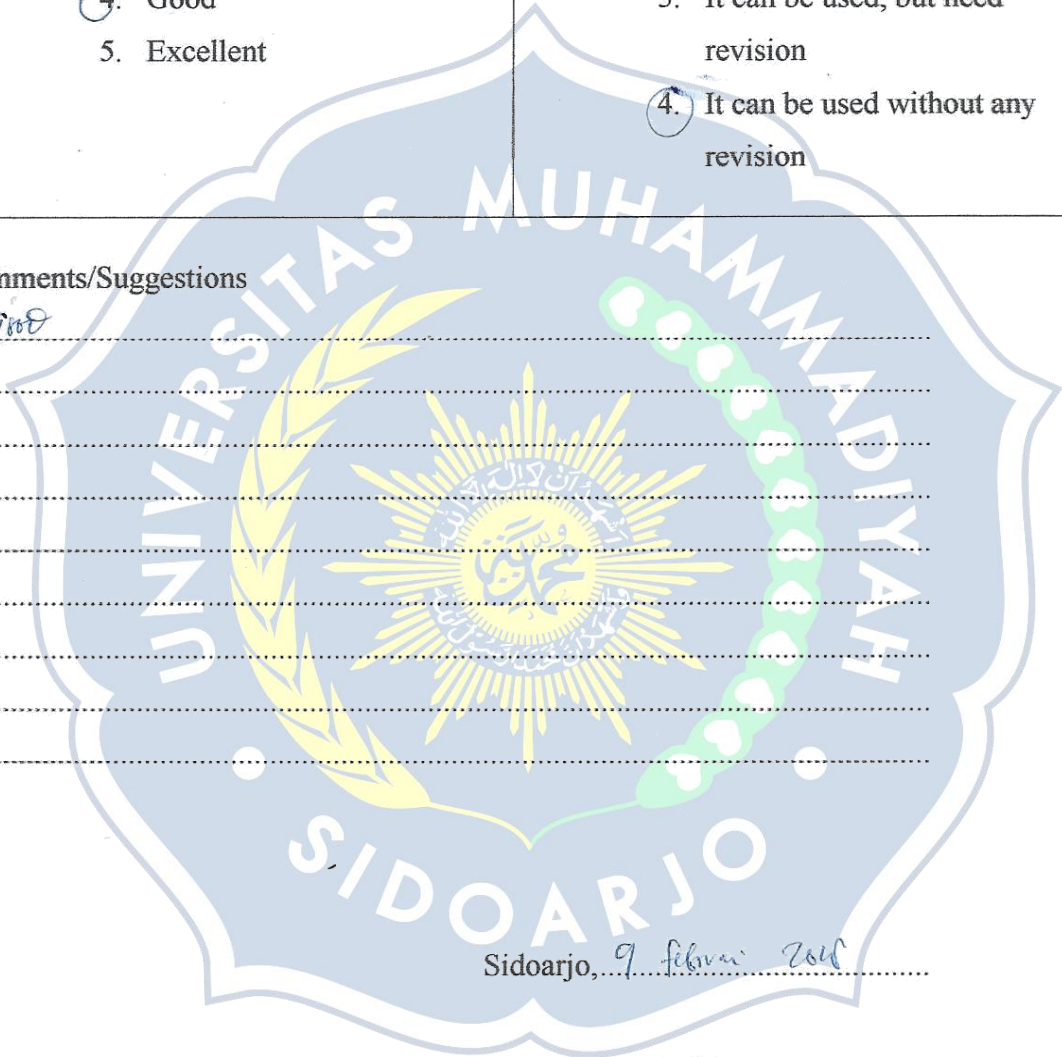
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Sidoarjo, 9 Februari 2018

Validator

Wahyu Taufiq, M.Ed

NIK. 215516



## VALIDATION SHEET

### LESSON PLAN

Name of validator : Rita Dwi Permata Sari S.Pd.

Occupation : Teacher

Name of School : SMPN 1 Candi

Class/Semesters : VIII/02

Subject : English

Topic : Degree of Comparison

**A. The Objective of Validity**

The objective of this instrument is to measure lesson plan validity by using picture-cued task as designing material in learning degree of comparison.

**B. Instruction**

4. Give checklist (√) in the scoring coloumn.

5. The criterions are:

1 = Bad

2 = Less

3 = Enough

4 = Good

6 = Excellent

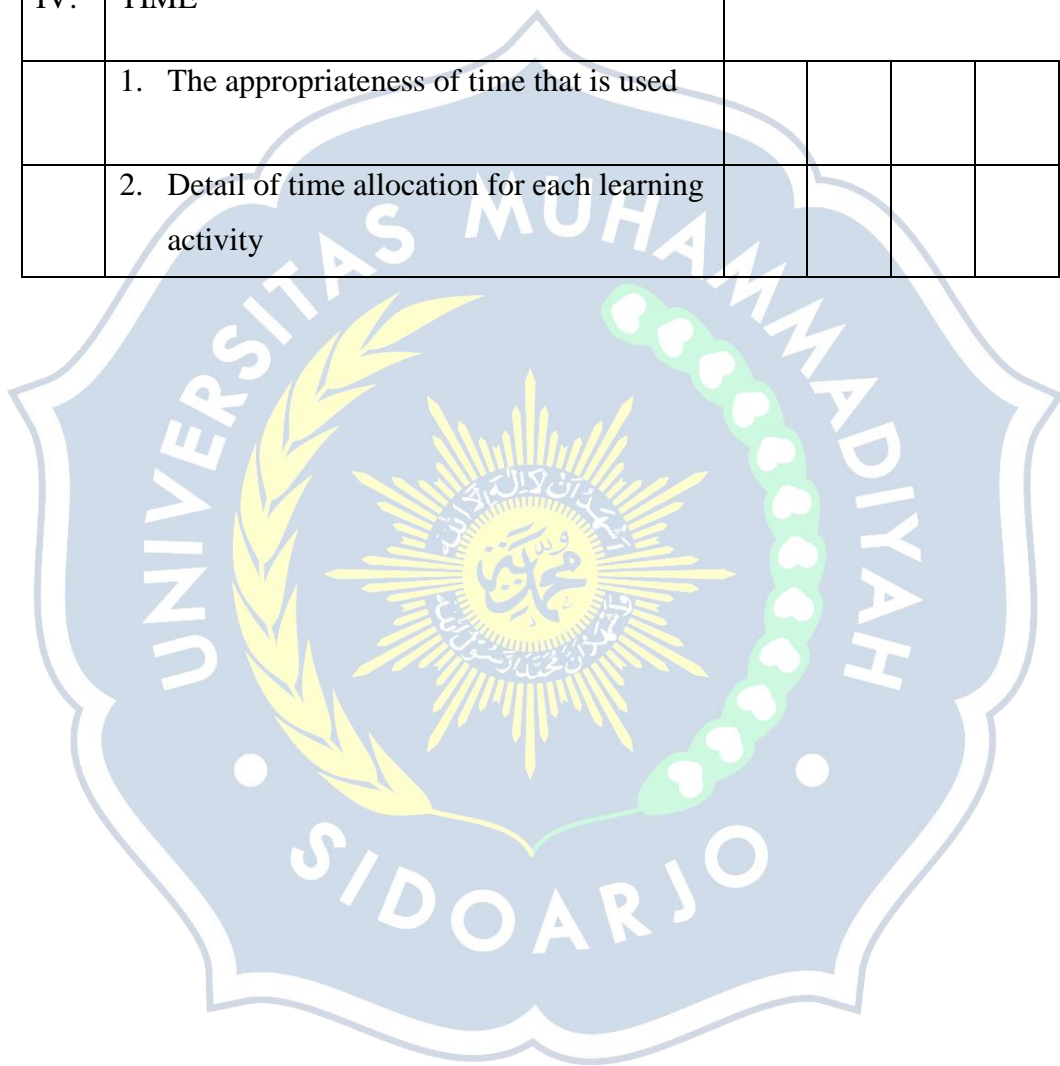
6. Give comment in available space if there are some mistakes that need to be improved.

**C. Assesment for some aspects**

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					

	1. The clarity of Main Competence and Basic Competence					✓
	2. The appropriate of learning objective between Main Competence and Basic Competence					✓
	3. The appropriateness of explanation of basic competence into indicator					✓
	4. The appropriateness of indicator with learning objective					✓
	5. The appropriateness of indicator with students' progress.					✓
II.	CONTENT					
	1. Arrange lesson plan sistematically					✓
	2. Identify and choose subject which can reach Basic Competence					✓
	3. The appropriateness of sequence activity of learning					✓
	4. The appropriateness of learning scenario (stages of learning)					✓
	5. Makin and developing learning activities based on basic competence, standard competence and students' potential					✓
	6. The appropriateness of learning sources and media which connected with standard competence, basic competence, main subject, learning activity and indicator					✓
	7. The competence of evaluation of instrument (question, key answer, scoring rubric)					✓

III.	LANGUAGE					
	1. The use of language based on proper structure					✓
	2. Using simple and clear sentences					✓
IV.	TIME					
	1. The appropriateness of time that is used					✓
	2. Detail of time allocation for each learning activity					✓

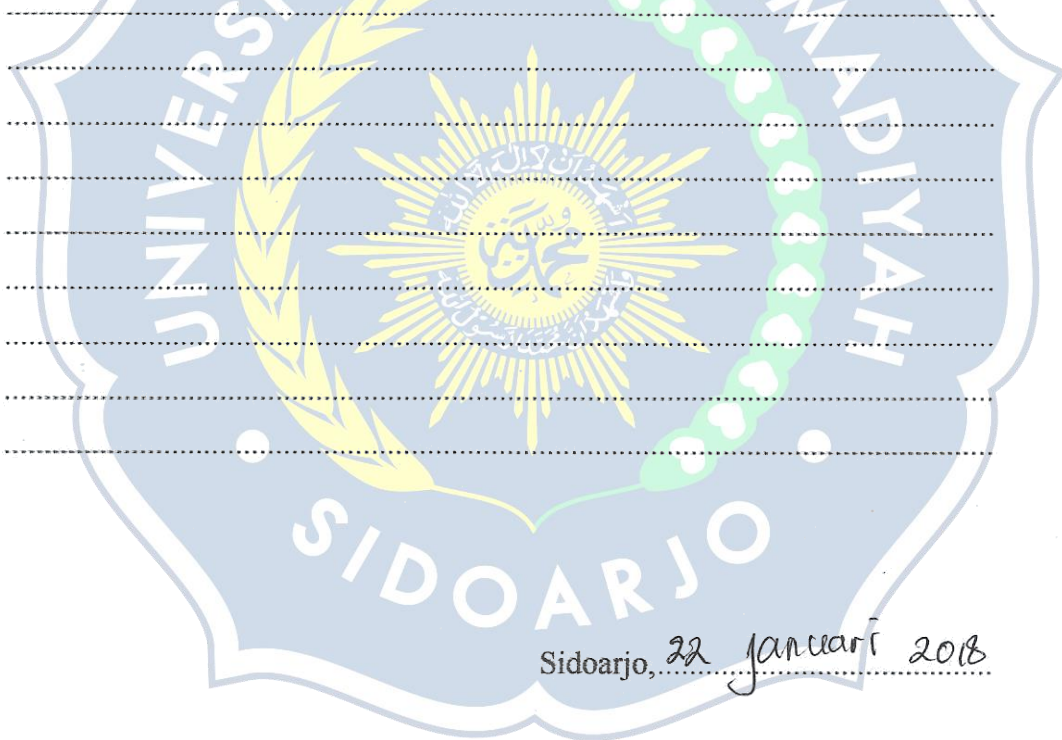


D. General Assesment

The conclusion of the general assesment. (Please circle a number below)

<p>a. This lesson plan</p> <ol style="list-style-type: none"><li>1. Bad</li><li>2. Less</li><li>3. Enough</li><li>④ Good</li><li>5. Excellent</li></ol>	<p>b. This lesson plan</p> <ol style="list-style-type: none"><li>1. It cannot be used</li><li>2. It can be used, but need many revisions</li><li>③ It can be used, but need revision</li><li>4. It can be used without any revision</li></ol>
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E. Comments/Suggestions



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Sidoarjo, 22 Januari 2018

Validator



Rita DwiPermata Sari S.Pd.

NIP. 197108132008012011

## VALIDATION SHEET

### STUDENTS' WORKSHEET

Name of validator : Wahyu Taufiq, M.Ed

Occupation : Lecturer

Name of School : SMPN 1 Candi

Class/Semesters : VIII/02

Subject : English

Topic : Degree of Comparison

#### A. The Objective of Validity

The objective of this instrument is to measure students' worksheet validity by using picture-cued task as designing material in learning degree of comparison.

#### B. Instruction

1. Give checklist (√) in the scoring coloumn.
2. The criterions are:
  - 1 = Bad
  - 2 = Less
  - 3 = Enough
  - 4 = Good
  - 5 = Excellent
3. Give comment in available space if there are some mistakes that need to be improved.

#### C. Assesment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					



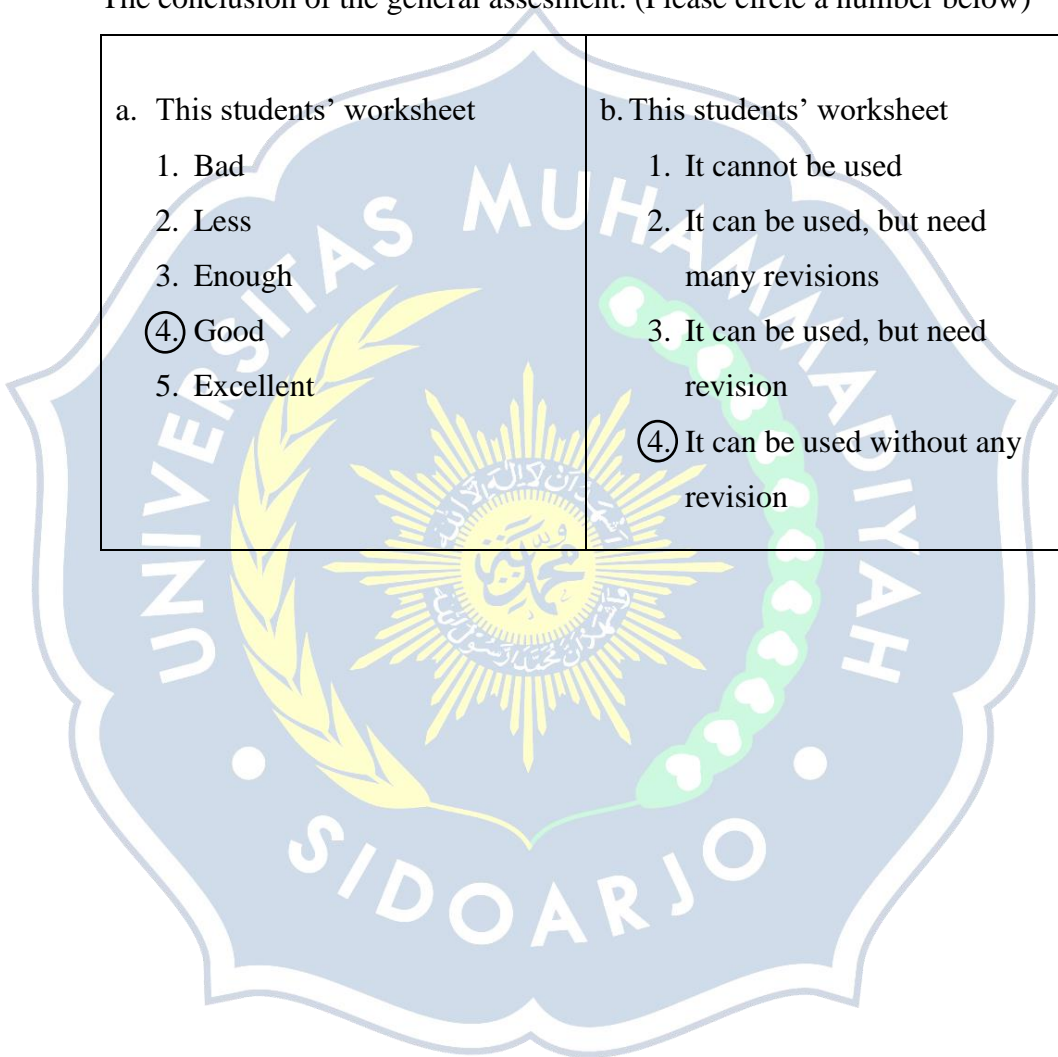
	1. The clarity of subject						✓
	2. The appropriate of layout						✓
	3. The appropriateness of type and font size						✓
II.	LANGUAGE						
	1. The use of language based on English structure correctly						✓
	2. Using simple and clear question						✓
	3. The question are not ambiguous						✓
	4. The clarity of instruction and direction						✓
	5. The use of communicative language that makes student more understand easily					✓	
III.	CONTENT						
	1. The appropriateness between the instrument and indicators					✓	
	2. The clarity of materials					✓	
	3. The appropriateness of instrument as a learning process					✓	
	4. The possibility of test is done correctly					✓	
	5. The test based on Taonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)					✓	

IV.	SCORING					
	1. The scoring rubric based on curriculum 13 (K13)					✓

D. General Assesment

The conclusion of the general assesment. (Please circle a number below)

<p>a. This students' worksheet</p> <ol style="list-style-type: none"> <li>1. Bad</li> <li>2. Less</li> <li>3. Enough</li> <li>④ Good</li> <li>5. Excellent</li> </ol>	<p>b. This students' worksheet</p> <ol style="list-style-type: none"> <li>1. It cannot be used</li> <li>2. It can be used, but need many revisions</li> <li>3. It can be used, but need revision</li> <li>④ It can be used without any revision</li> </ol>
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E. Comments/Suggestions

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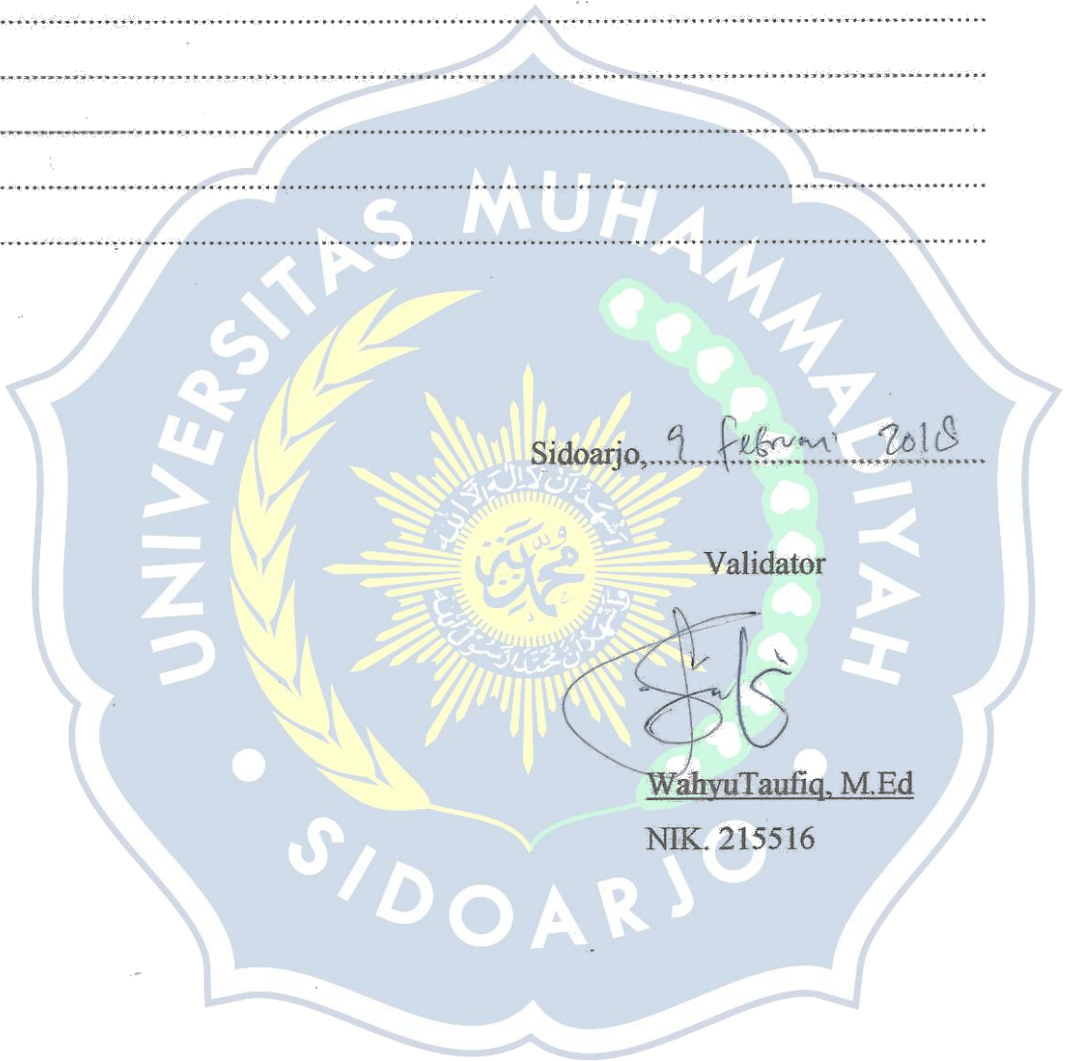
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Sidoarjo, 9 Februari 2018

Validator

Wahyu Taufiq, M.Ed

NIK. 215516

## VALIDATION SHEET

### STUDENTS' WORKSHEET

Name of validator : Rita Dwi Permata Sari S.Pd.

Occupation : Teacher

Name of School : SMPN 1 Candi

Class/Semesters : VIII/02

Subject : English

Topic : Degree of Comparison

**E. The Objective of Validity**

The objective of this instrument is to measure students' worksheet validity by using picture-cued task as designing material in learning degree of comparison.

**F. Instruction**

4. Give checklist (√) in the scoring coloumn.
5. The criterions are:
  - 1 = Bad
  - 2 = Less
  - 3 = Enough
  - 4 = Good
  - 5 = Excellent
6. Give comment in available space if there are some mistakes that need to be improved.

**G. Assesment for some aspects**

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					

	4. The clarity of subject				✓	
	5. The appropriate of layout				✓	
	6. The appropriateness of type and font size				✓	
II.	LANGUAGE					
	6. The use of language based on English structure correctly				✓	
	7. Using simple and clear question				✓	
	8. The question are not ambiguous				✓	
	9. The clarity of instruction and direction				✓	
	10. The use of communicative language that makes student more understand easily				✓	
III.	CONTENT					
	6. The appropriateness between the instrument and indicators				✓	
	7. The clarity of materials				✓	
	8. The appropriateness of instrument as a learning process				✓	
	9. The possibility of test is done correctly				✓	
	10. The test based on Taonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)				✓	
IV.	SCORING					

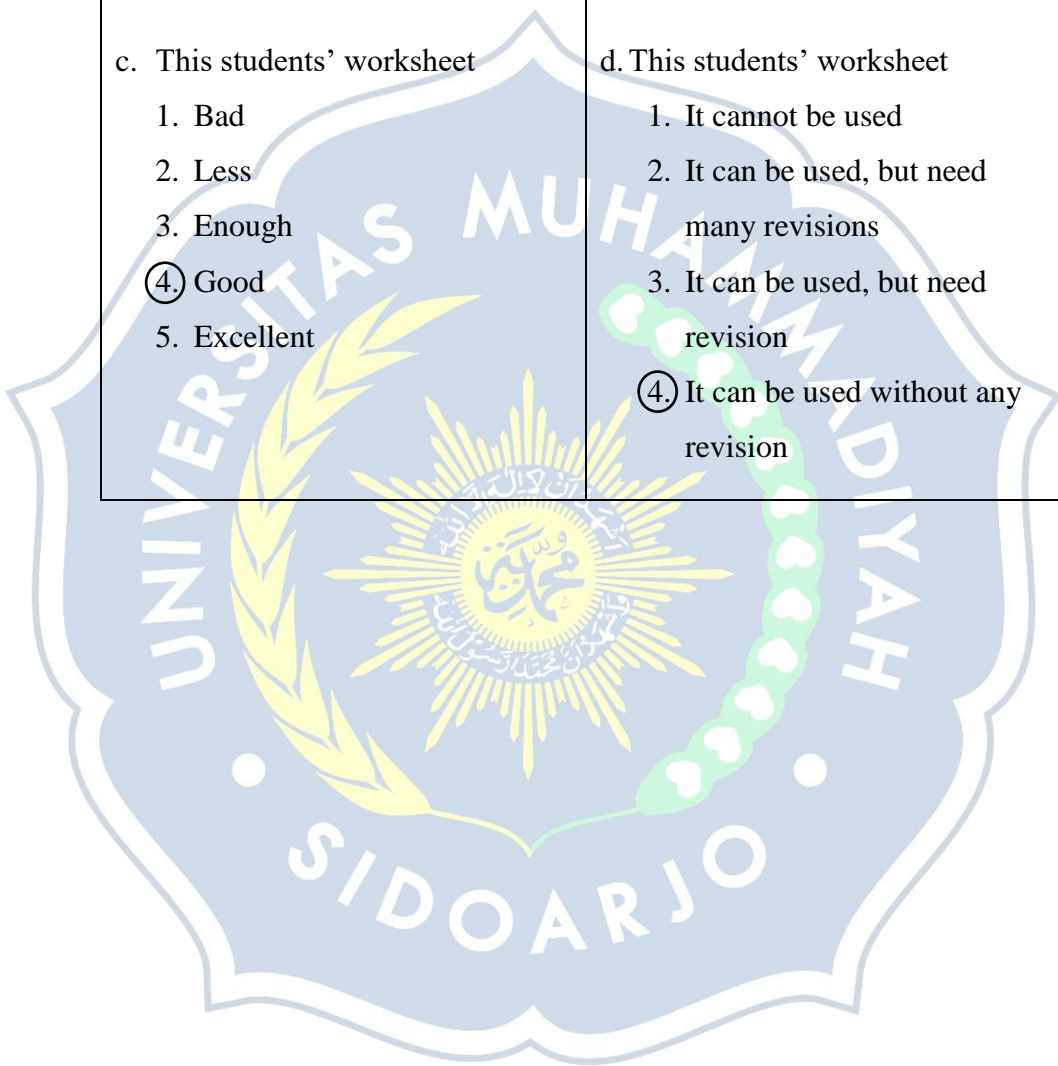


	2. The scoring rubric based on curriculum 13 (K13)				✓	
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H. General Assesment

The conclusion of the general assesment. (Please circle a number below)

<p>c. This students' worksheet</p> <ol style="list-style-type: none"> <li>1. Bad</li> <li>2. Less</li> <li>3. Enough</li> <li>④ Good</li> <li>5. Excellent</li> </ol>	<p>d. This students' worksheet</p> <ol style="list-style-type: none"> <li>1. It cannot be used</li> <li>2. It can be used, but need many revisions</li> <li>3. It can be used, but need revision</li> <li>④ It can be used without any revision</li> </ol>
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E. Comments/Suggestions

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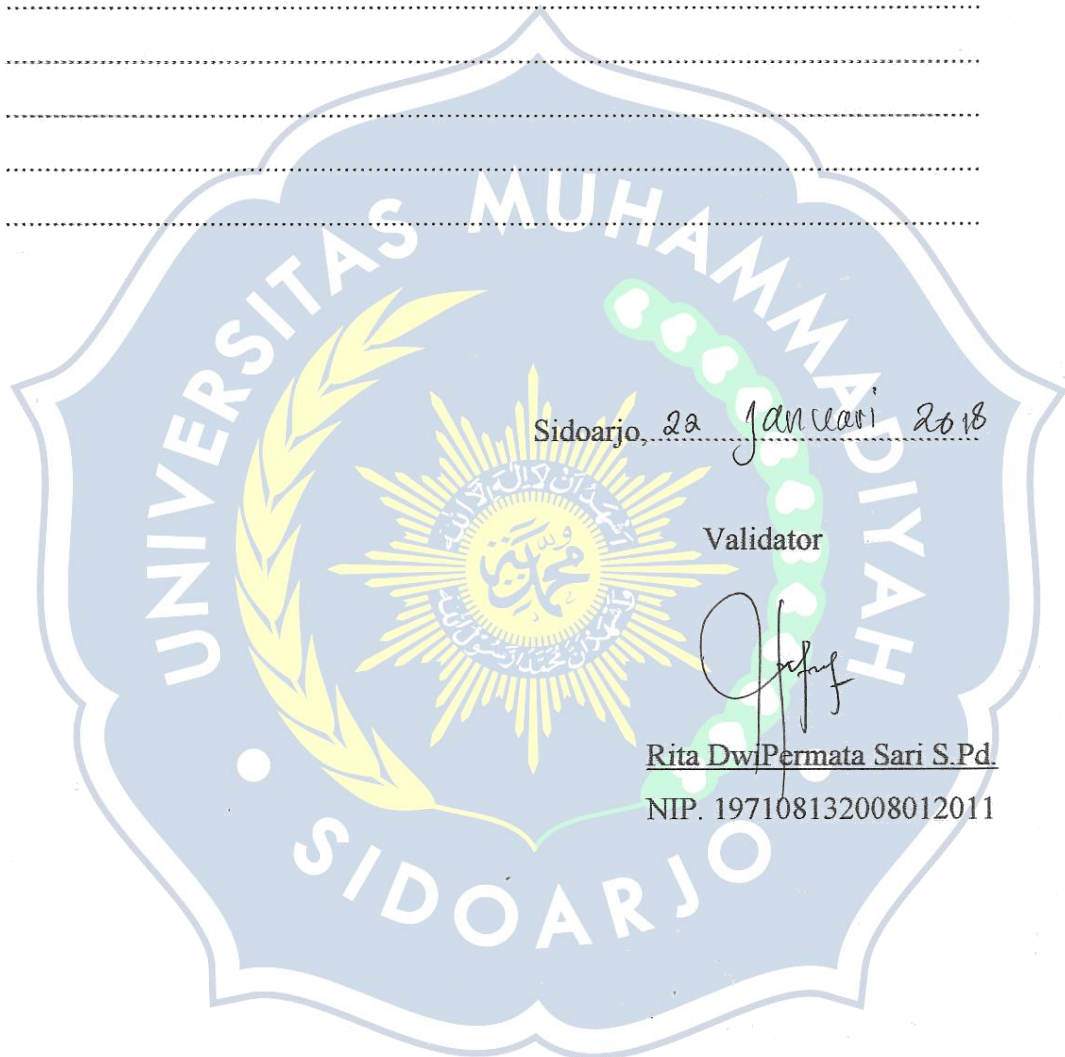
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Sidoarjo, 22 Januari 2018

Validator

Rita DwiPermata Sari S.Pd.

NIP. 197108132008012011

APPENDIX 15  
Students' Pre-Test and Post-Test

Student's Pre And Post Test Control Class

Desy PDA  
VIII 5 / 10  
70

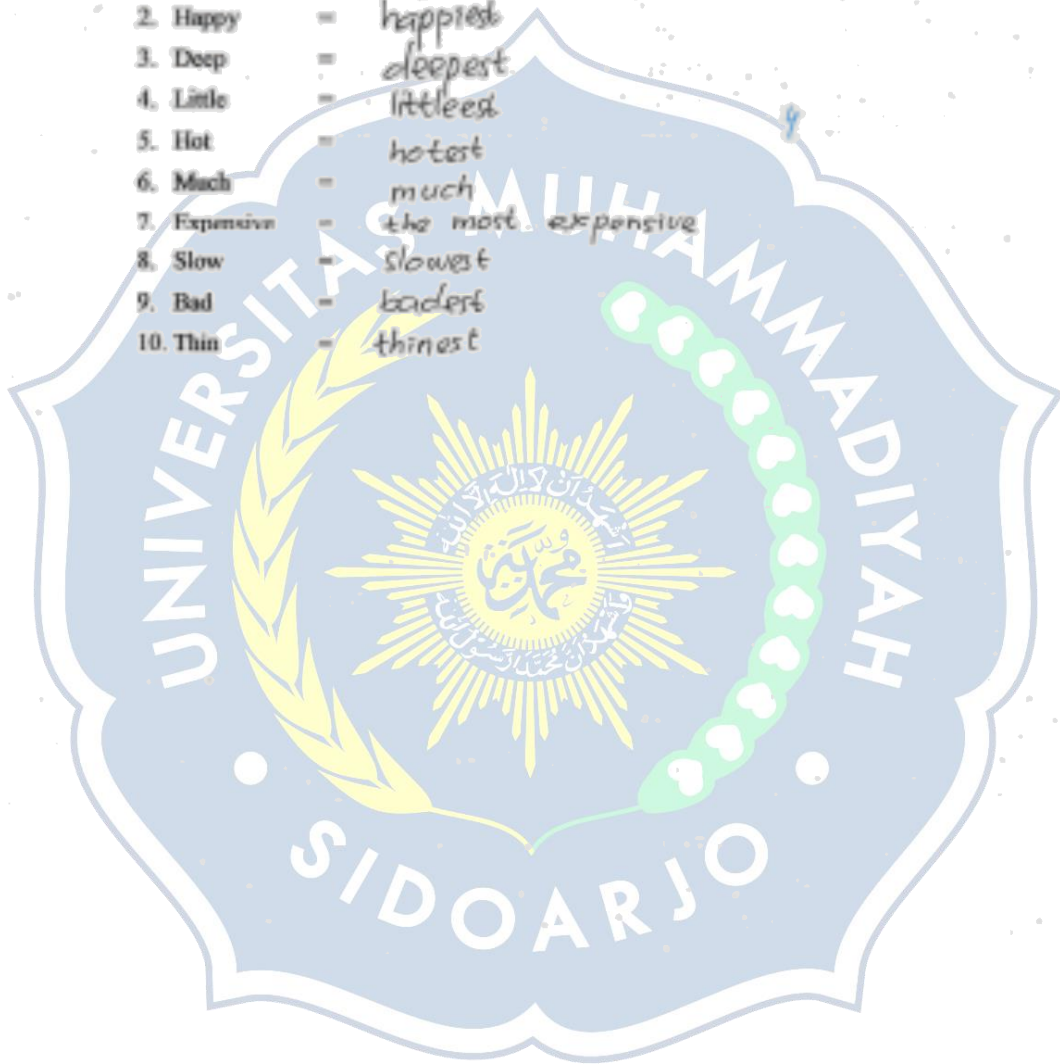
Pre-Test

A. Complete the following sentences with the right adjective in positive and comparative form based on bold word.

1. Anna is 28 years old, Elsa is 28 years old. So Anna is as old (old) as Elsa.
2. Kate Middleton is beautiful, her daughter princess Charlotte look like her. So Princess Charlotte is as beautiful (beautiful) as her mother.
3. Andi is 155cm and Rudi is 155cm. So Andi is as tall (tall) as Rudi.
4. Juka's house is as bigger (big) as Katherine's house.
5. My ruler is 30cm and my sister's ruler is 30cm, so my sister's ruler is as long (long) as mine.
6. Rihanna is as famous (famous) as Beyoncé.
7. Zayn Malik is as handsome (handsome) as Justin Bieber.
8. Arabic dictionary is as thicker (thick) as English dictionary.
9. Snail is as slower (slow) as sloth.
10. Today's weather is as colder (cold) as yesterday.
11. A horse runs faster (fast) than a goat.
12. Ant is smaller (small) than cockroach.
13. Learning Bahasa Indonesia is easier (easy) than learning Math.
14. I hope tomorrow will be better (good) than today.
15. Living in Sidoarjo is cheaper (cheap) than Jakarta.
16. An elephant is bigger (big) than a hippo.
17. Bengawan Solo River is long but Nil river is longer (long) than Bengawan Solo.
18. Wood is heavy but iron is heavier (heavy) than wood.
19. Money is important but family is importanter (important) than a money.
20. Tiger is stronger (strong) than elephant.

**B. Change the adjectives below into superlative degree form!**

1. Big = biggest
2. Happy = happiest
3. Deep = deepest
4. Little = littlest
5. Hot = hottest
6. Much = much
7. Expensive = the most expensive
8. Slow = slowest
9. Bad = baddest
10. Thin = thinnest



Desy PDA

VIII - 6 / 10

80

Post-Test

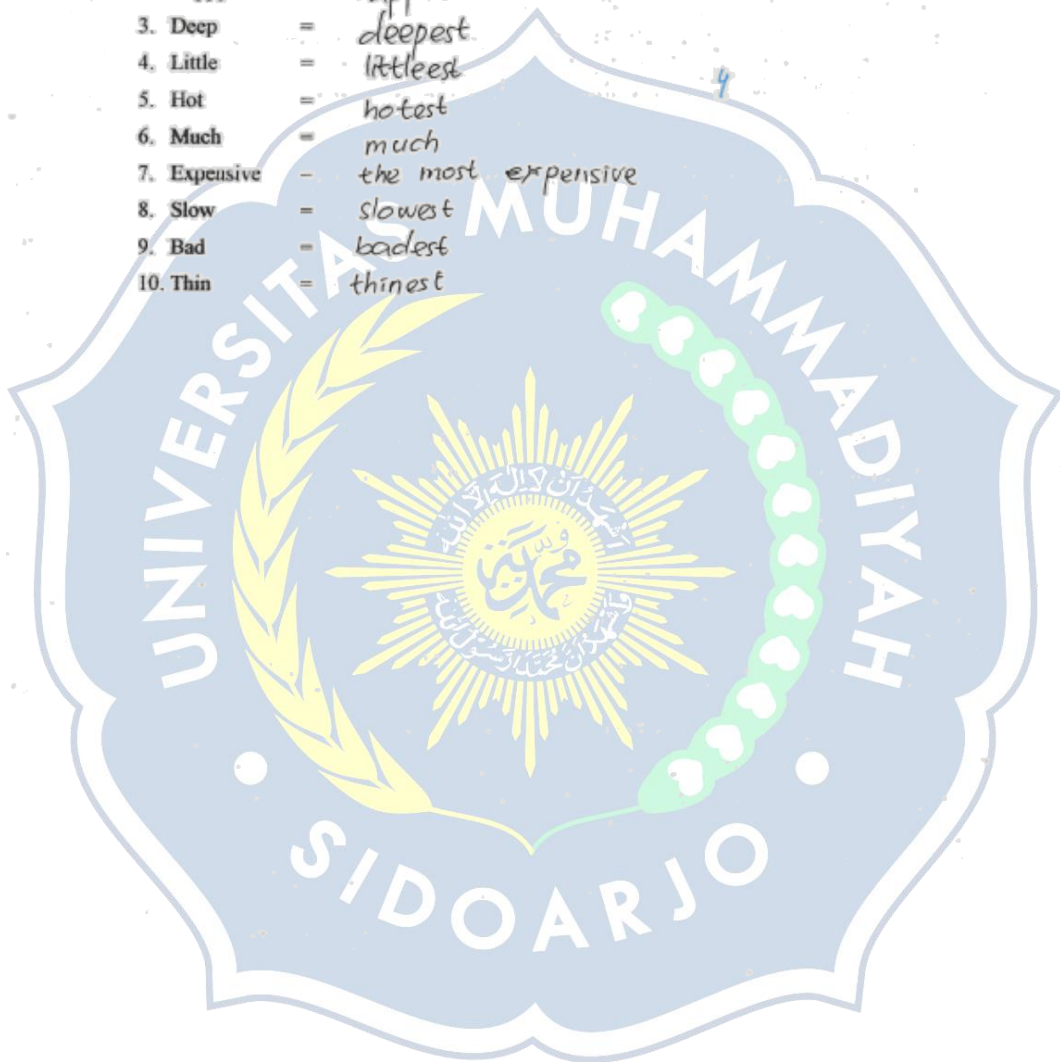
A. Complete the following sentences with the right adjective in positive and comparative form based on bold word.

1. Andi is 155cm and Rudi is 155cm. So Andi is as tall (**tall**) as Rudi.
2. Arabic dictionary is as thick (**thick**) as English dictionary.
3. Snail is as slow (**slow**) as sloth.
4. Rihanna is as Famous (**famous**) as Beyoncé.
5. Jules's house is as Big (**big**) as Kathrine's house.
6. My ruler is 30cm and my sister's ruler is 30cm, so my sister's ruler is as long (**long**) as mine.
7. Anna is 28 years old, Elsa is 28 years old. So Anna is as old (**old**) as Elsa.
8. Today's weather is as cold (**cold**) as yesterday.
9. Zayn Malik is as handsome (**handsome**) as Justin Bieber.
10. Kate Middleton is beautiful lady, her daughter princess Charlotte is look like her. So Princess Charlotte is as beautiful (**beautiful**) as her mother.
11. Money is important but family is more important (**important**) than a money.
12. Learning Bahasa Indonesia is easier (**easy**) than learning Math.
13. Tiger is stronger (**strong**) than elephant.
14. Wood is heavy but iron is heavier (**heavy**) than wood.
15. I hope tomorrow will be gooder (**good**) than today.
16. Bengawan Solo River is long but Nil river is longer (**long**) than Bengawan Solo.
17. A horse runs faster (**fast**) than a goat.
18. Living in Sidoarjo is cheaper (**cheap**) than Jakarta.
19. Ant is smaller (**small**) than cockroach.
20. An elephant is biger (**big**) than a hippo.



**B. Change the adjectives below into superlative degree form!**

1. Big = *biggest*
2. Happy = *happiest*
3. Deep = *deepest*
4. Little = *littlest*
5. Hot = *hottest*
6. Much = *much*
7. Expensive = *the most expensive*
8. Slow = *slowest*
9. Bad = *badest*
10. Thin = *thinnest*



## Student's Pre And Post Test Experiment Class

Gabriella Angelika Trihanjari

21 / VIII H

58

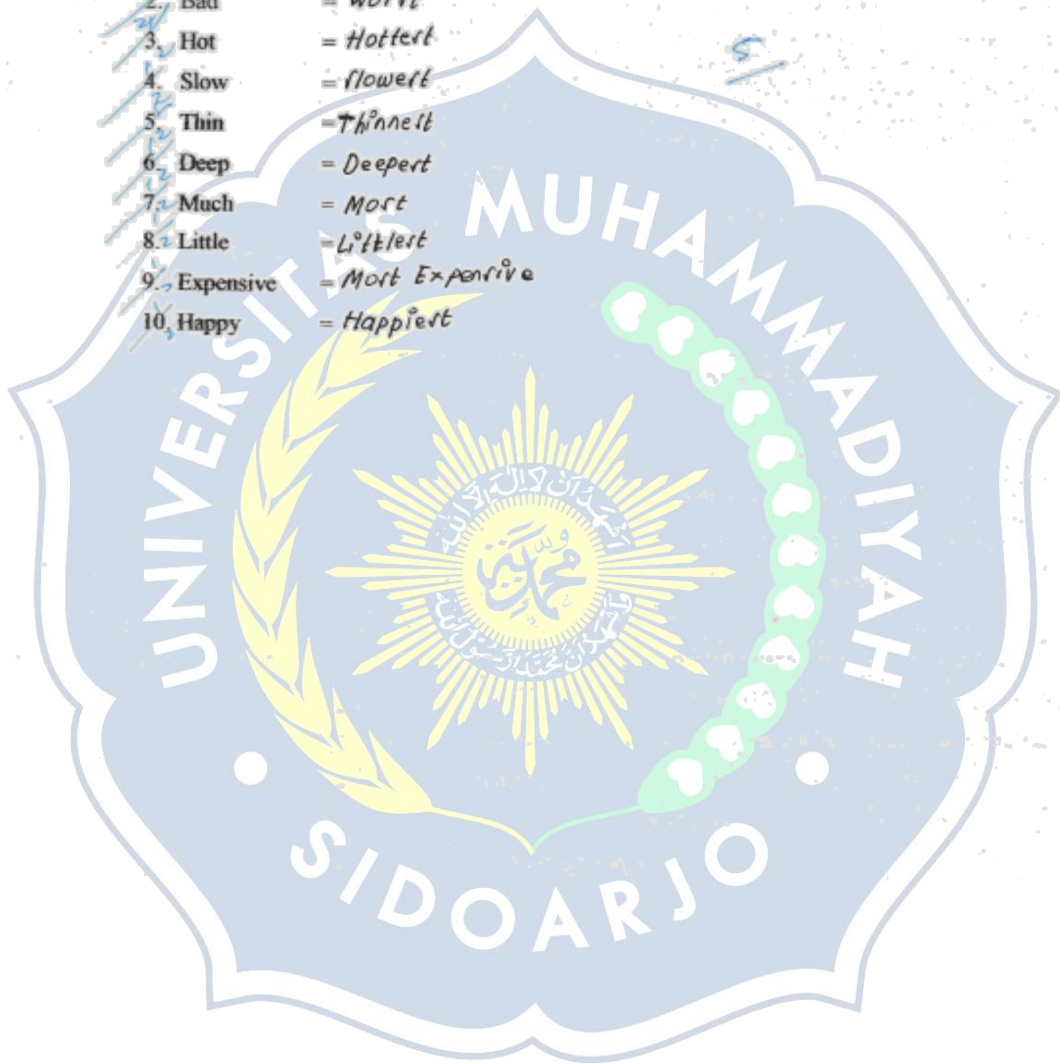
### Pre-Test

#### A. Complete the following sentences with the right adjective in positive and comparative form based on bold word.

1. Anna is 28 years old, Elsa is 28 years old. So Anna is as old (old) as Elsa.
2. Kate Middleton is beautiful lady, her daughter princess Charlotte is look like her. So Princess Charlotte is as More beautiful (beautiful) as her mother.
3. Andi is 155cm and Rudi is 155cm. So Andi is as Tall (tall) as Rudi.
4. Jules's house is as bigger (big) as Kathrine's house.
5. My ruler is 30cm and my sister's ruler is 30cm, so my sister's ruler is as Long (long) as mine.
6. Rihanna is as Famouert (famous) as Beyoncé.
7. Zayn Malik is as Handomer (handsome) as Justin Bieber.
8. Arabic dictionary is as thicker (thick) as English dictionary.
9. Snail is as slower (slow) as sloth.
10. Today's weather is as colder (cold) as yesterday.
11. A horse runs faster (fast) than a goat.
12. Ant is smaller (small) than cockroach.
13. Learning Bahasa Indonesia is easier (easy) than learning Math.
14. I hope tomorrow will be better (good) than today.
15. Living in Sidoarjo is cheaper (cheap) than Jakarta.
16. An elephant is bigger (big) than a hippo.
17. Bengawan Solo River is long but Nil river is longer (long) than Bengawan Solo.
18. Wood is heavy but iron is heavier (heavy) than wood.
19. Money is important but family is importantert (important) than a money.
20. Tiger is stronger (strong) than elephant.

**B. Change the adjectives below into superlative degree form!**

1. Big = *Biggest*
2. Bad = *Worst*
3. Hot = *Hottest*
4. Slow = *slowest*
5. Thin = *Thinnest*
6. Deep = *Deepest*
7. Much = *Most*
8. Little = *Littlest*
9. Expensive = *Most Expensive*
10. Happy = *Happiest*



Gabriella Angelika Tritansari

21/ VIII-H

92

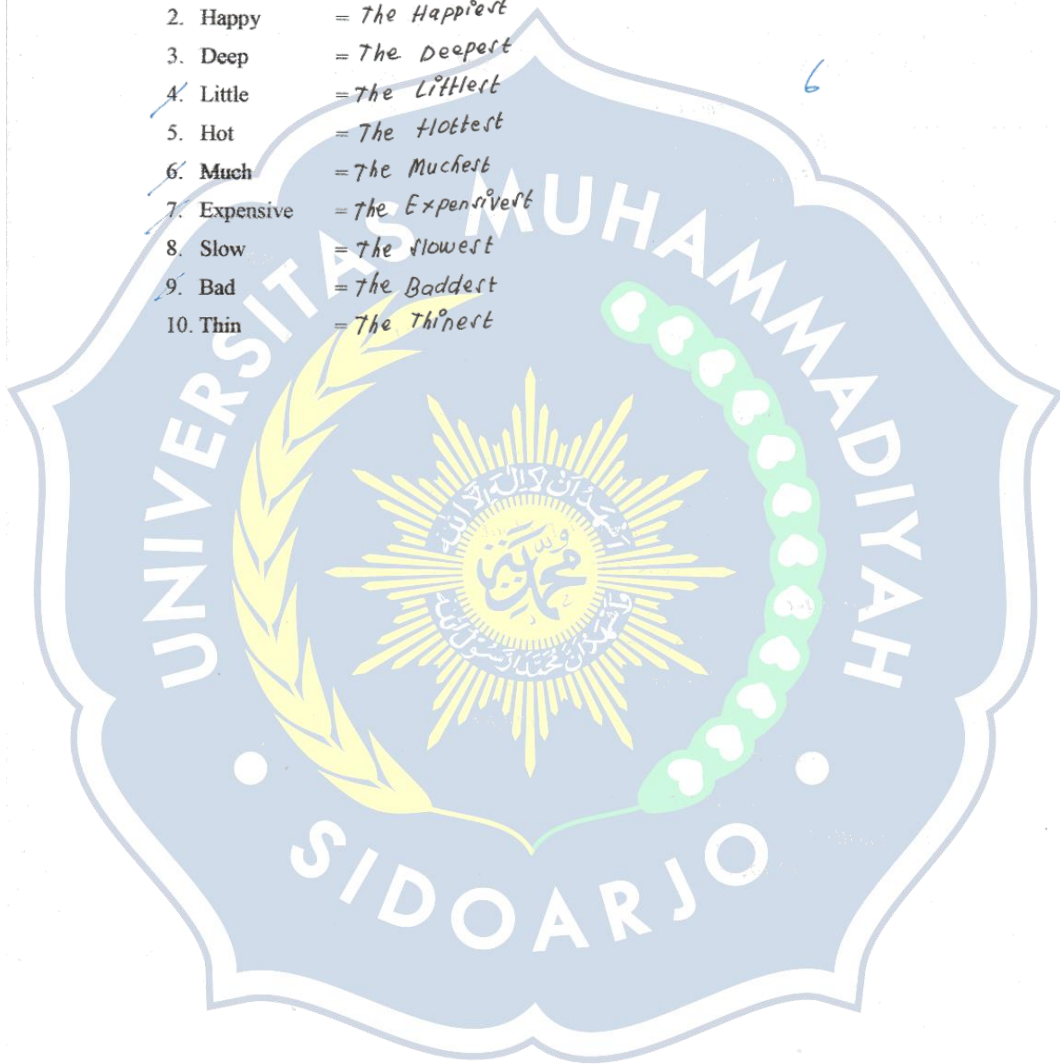
Post-Test

A. Complete the following sentences with the right adjective in positive and comparative form based on bold word.

1. Andi is 155cm and Rudi is 155cm. So Andi is as tall (tall) as Rudi.
2. Arabic dictionary is as thick (thick) as English dictionary.
3. Snail is as slow (slow) as sloth.
4. Rihanna is as Famous (famous) as Beyoncé.
5. Jules's house is as big (big) as Kathrine's house.
6. My ruler is 30cm and my sister's ruler is 30cm, so my sister's ruler is as long (long) as mine.
7. Anna is 28 years old, Elsa is 28 years old. So Anna is as old (old) as Elsa.
8. Today's weather is as cold (cold) as yesterday.
9. Zayn Malik is as handsome (handsome) as Justin Bieber.
10. Kate Middleton is beautiful lady, her daughter princess Charlotte is look like her. So Princess Charlotte is as beautiful (beautiful) as her mother.
11. Money is important but family is more important (important) than a money.
12. Learning Bahasa Indonesia is easier (easy) than learning Math.
13. Tiger is stronger (strong) than elephant.
14. Wood is heavy but iron is heavier (heavy) than wood.
15. I hope tomorrow will be better (good) than today.
16. Bengawan Solo River is long but Nil river is longer (long) than Bengawan Solo.
17. A horse runs faster (fast) than a goat.
18. Living in Sidoarjo is Cheaper (cheap) than Jakarta.
19. Ant is smaller (small) than cockroach.
20. An elephant is bigger (big) than a hippo.

**B. Change the adjectives below into superlative degree form!**

1. Big = *The biggest*
2. Happy = *The Happiest*
3. Deep = *The Deepest*
4. Little = *The Littlest*
5. Hot = *The Hottest*
6. Much = *The Muchest*
7. Expensive = *The Expensivest*
8. Slow = *The Slowest*
9. Bad = *The Baddest*
10. Thin = *The Thinnest*





**APPENDIX 16**

**Surat Bimbingan Skripsi**





**UNIVERSITAS MUHAMMADIYAH SIDOARJO**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)**

Jurusan / Program Studi :

- Pendidikan Guru Anak Usia Dini (PG-PAUD) Akreditasi BAN-PT NO: 024/BAN-PT/Ak-XV/SU/VIII/2012
- Pendidikan Guru Sekolah Dasar (PGSD) SK Mendiknas RI No : 87/D/O/2010
- Pendidikan Bahasa Inggris SK Mendiknas RI No : 237/E/O/2011
- Pendidikan Ilmu Pengetahuan Alam (IPA), Sk Mendikbud RI. NO: 418/E/O/2012
- Pendidikan TIK

Jl. Mojopahit 666B Sidoarjo 61215 ; Telp. 031-8945444 Ext. 135-136, Fax. 031-8949333  
 e-mail : fkipsida@gmail.com http://www.umsida.ac.id

**BERITA ACARA BIMBINGAN SKRIPSI**

1. Nama Mahasiswa : Yulinar Ayu Nisfalailiyah
2. NIM : 14882030068
3. Jurusan : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Effect of Picture-cued task
5. Pembimbing : Wahyu Taufiq S.Pd, M.Ed



CONSULTASI :

NO	TGL.	PARAF	URAIAN BIMBINGAN
1	3-10-2017		Bimbingan Pertama bab I
2	10-10-2017		Bimbingan kedua bab I
3	27-11-2017		Bimbingan ketiga bab I dan bab II
4	28-11-2017		Bimbingan keempat bab I dan bimbingan kedua bab II
5	30-11-2017		Bimbingan bab I dan bab II
6	11-12-2017		Bimbingan bab I dan bab II
7	14-12-2017		Final bimbingan bab I, II, dan III
8	18-12-2017		Bimbingan Pra sidang Proposal
9	28-05-2018		Bimbingan bab IV
10	31-06-2018		Bimbingan bab IV dan V
11	5-06-2018		Bimbingan bab IV dan V (final)
12			
13			
14			
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16			
17			
18			

Keterangan :

Sidoarjo, 05-06-2018.....

Dekan

Dosen Pembimbing



TERAKREDITASI INSTITUSI  
 (UNIVERSITAS)  
 SK.006/BAN/PT/AK-III/11/2012

**UNIVERSITAS MUHAMMADIYAH SIDOARJO**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)**

Prodi Pendidikan Guru Anak Usia Dini (PG-PAUD) Terakreditasi Nomor : 024/BAN-PT/Ak-XV/S1/VIII/2012

Prodi Pendidikan Guru Sekolah Dasar (PG-SD) SK Mendiknas RI. No. 87/D/O/2010

Prodi Pendidikan Bahasa Inggris SK Mendiknas RI. No. 237/E/O/2011

Prodi Pendidikan Ilmu Pengetahuan Alam (IPA) SK Mendikbud RI. No. 418/E/O/2012

Prodi Pendidikan Teknologi Informasi (PTI) SK Pendirian Dirjen DIKTI Kemendikbud: No. 520/E/O/2013

KAMPUS I : Jl. Mojopahit 666-B Telp. 031-8945444, 8928097, Faks. 031-8949333 Sidoarjo - 61215

website : www.umsida.ac.id

email : fkip@umsida.ac.id

**SURAT IJIN PENELITIAN**

E.6/037/09.00/KET/V/2018





**DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH PERTAMA NEGERI 1  
KECAMATAN CANDI**

Jl. Mojopahit No. 7 kode pos 61271 Telp. 8941105 Sidoarjo  
Email: smpnegeri1candi@gmail.com.

**SURAT KETERANGAN**

NOMOR : 422/163/404.5.1.2.20/2018

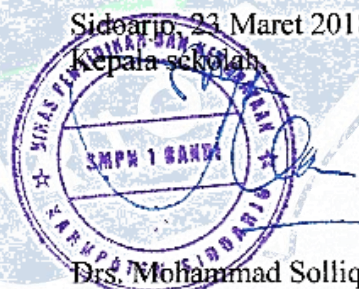
Kepala SMP Negeri 1 Candi menerangkan bahwa :

nama : Yuniar Ayu Nisfalailiyah  
nim : 148820300068  
semester : 8 (delapan)  
jurusan / p. studi : Bahasa Inggris  
universitas : Muhammadiyah Sidoarjo

Yang bersangkutan telah melakukan Penelitian berupa pemberian tes dan pengambilan data di SMP Negeri 1 Candi tanggal 22 Januari s.d 10 Februari 2018 Juni, dalam rangka penyusunan SKRIPSI dengan judul : "The use of Pictyre-cued to improve students' understanding in degree of comparison".

Demikian keterangan ini dibuat untuk dipergunakan seperlunya.

Sidoarjo, 23 Maret 2018  
Kepala Sekolah



Drs. Mohammad Solliq, M.Pd  
NIP. 195908151983031025

## BIOGRAFI



Nama : Yulinar Ayu Nisfalailiyah  
Tempat, tanggal lahir : Sidoarjo, 05 Juli 1996  
Alamat : Dsn.Rokepuh RT/RW 01/06  
Ds.Beji Kec.Beji Pasuruan  
Status pernikahan : Belum Menikah  
Agama : Islam  
Email : [yulinar.ayu@gmail.com](mailto:yulinar.ayu@gmail.com)

### **Yulinar Ayu Nisfalailiyah**

Saya lahir di Sidoarjo pada tanggal 05 Juli 1996. Saya merupakan anak pertama dari pasangan Agus Sunaryo dan Sumarsiyah. Saya anak pertama dari empat bersaudara. Saya memiliki dua adik perempuan dan satu adik laki-laki.

Sebelum melanjutkan ke jenjang perkuliahan saya merupakan alumni dari MAN Bangil pada tahun 2014. Selama menjadi mahasiswa di Universitas Muhammadiyah Sidoarjo saya aktif sebagai anggota HIMA Prodi Bahasa Inggris selama dua semester. Selama menjadi mahasiswa saya juga aktif dalam mengikuti berbagai kompetisi baik dalam kampus maupun antar kampus. Diantaranya adalah saya mengikuti seleksi menjadi *Liaison Officer* dan terpilih mewakili kampus pada acara Internasional CityNet pada tahun 2015. Saya juga sering mengikuti lomba *Debate* Bahasa Inggris antar kota maupun provinsi, terakhir pada tahun 2017 saya mengikuti lomba *Debate* Bahasa Inggris tingkat Jawa Timur yang diselenggarakan di Ponorogo, saya beserta tim saya mewakili kampus bersaing dengan banyak kampus negeri dan berhasil lolos hingga babak quarter final.