IMPROVING ENGLISH VOCABULARY THROUGH THE USE OF DEGREE OF COMPARISON OF SMP NEGERI 31 MAKASSAR

SKRIPSI

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2013

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Submitted to the Faculty of Teacher Training and Education in Partinal Fulfillment of the Requirements for the Sarjana Degree

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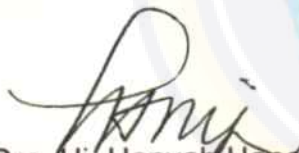
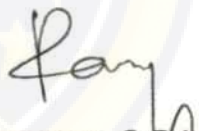Submitted by

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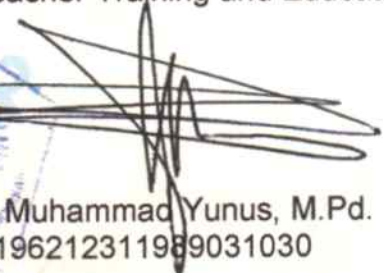
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MOTTO AND DEDICATION

"When life change to be harder, change your life to be smarter"

This skirpsi is dedicated to:

- My beloved parents as my inspiration
- Family, friends and all the people who ever teach, help, recongnize, support, suggest, and inspire me.

ABSTRAK

HARLINA. 2013. *Improving English Vocabulary through the Use of Degree of Comparison of SMP Negeri 31 Makassar. An Experimental Research* (Dibimbing oleh Dra. Hj. Hanyah M.Si and Rampeng S.Pd,.M.Si.)

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan Degree of Comparison dalam meningkatkan prestasi belajar siswa kelas VII SMP Negeri 31 Makassar.

Dalam pelaksaan penelitian ini, penulis menggunakan penelitian experimen dengan memberikan Pre-test kepada siswa untuk mengetahui kemampuan mereka sebelum diberikan treatment. Treatment dilaksanakan selama dua kali pertemuan. Kemudian, Post-test diberikan untuk mengetahui prestasi siswa setelah pemberian treatment.

Hasil analisis data menunjukkan bahwa nilai rata-rata siswa pada Pre-test adalah (5,7) dan nilai rata-rata siswa pada Post-test adalah (7,61), hasil analisis dari t-test yaitu (7,36), lebih tinggi dibandingkan t-table (2,042) pada level signifikan (0,05). Hal ini membuktikan bahwa penggunaan tingkat perbandingan bahasa Inggris dapat meningkatkan prestasi siswa dalam belajar bahasa Inggris. Berdasarkan hasil dari analisis data tersebut diperoleh kesimpulan bahwa penggunaan tingkat perbandingan dapat meningkatkan kemampuan kosa kata siswa SMP Negeri 31 Makassar.

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Makassar, 30 October 2013

The writer

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CHAPTER 1

INTRODUCTION

A. Background

English is very popular language in this world. As an international language English has an important role in doing communication with native speaker. In Indonesia, English has good position as a first foreign language. And it has been taught in every level of school to support the students' understanding the material which is written in English. It has been written in curriculum as a foreign language, by looking out of this reality, English has a significant role enlarging the knowledge of Indonesian student.

In order to get success in learning English, the Indonesian learners must have good interpretation not only to the meaning but also to the purpose of utterance they have heard or spoken by native speaker.

Fulfilling is needed to understand and to have the ability of good interpretation on English. We hope that by entering those institution in university we will be able to communicate in English much better than before. In fact, after receiving the theory about language, we still forget the theory and continue making some mistakes.

One of the language elements that is very important in mastering English is vocabulary. The important of vocabulary is to support the mastery of the skill; they are listening, reading, speaking, and writing. Vocabulary is needed to convey what one wishes to say that to organized by grammar. The ability to communicate with our social needs much have enough vocabulary.

Knowing lots of words in a foreign language is very important. Because the more words you know, the better chance of understand or making yourself understood. Still, you are always likely to get into situations where your vocabulary is not enough.

Teaching vocabulary in a foreign language classroom is not easy. Maybe some of the students like to learn, but some of them are possibly not. Teacher, in this case, have a big not to motivate all of them to have some perceptions about the importance of English today. They should be aware that learning English vocabulary will help them to understand English easily both spoken and written.

The grammatical problem can be further traced into smaller units, such as degree of comparison. We use it to communicate with other people to show degree of the level of person, place, or thing. It has three forms of comparison, namely, positive, comparative, and superlative degrees.

In this research the writer will form only for degree of comparison of adjective. Through this case, the writer would like to know whether the degree of comparison can improve the English vocabulary of SMP NEGERI 31 MAKASSAR.

Realizing the fact above, the writer carried out a research under the title: "Improving English Vocabulary Through Degree Of Comparison Of SMP NEGERI 31 MAKASSAR"

B. Problem Statement

Concerning the previous statements, the writer formulates a research question as follow:

"Is the degree of comparison able to improve the English Vocabulary of SMP NEGERI 31 MAKASSAR?

C. Objective of the Research

Objective of the research is to find out whether or not degree of comparison is able to improve the English vocabulary of SMP NEGERI 31 MAKASSAR.

D. Significance of the Research

The result of this research is expected to be usefull information to the readers and reference for the teacher in teaching English.

E. Scope of the Research

The scope of this research is restricted to what extent degree of comparison can enrich the students vocabulary, expecially which related to the theme involved in a degree of comparison. Here, the writer focuses on the vocabulary as one aspect of English through degree of comparison.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous of related research and some pertinent ideas that consist of concept of vocabulary, definition of adjective, and degree of comparison.

A. Previous of Related Research

Merdawati (1997) suggested in teaching English, student must be given more activities in learning vocabulary in order that they have time to receive and produce the word.

Rita (1994: 26) found that teaching vocabulary through technique can catch the student's interest and they can be involved actively in vocabulary teaching activities.

B. Some Pertinent Ideas

1. The concept of vocabulary

As it has been discussed before that vocabulary mastery is very essential in learning language it always mean we learn the word of the language, as Allen (1977:148) state that "the importance of vocabulary always means learning the word of the language.

a. What is vocabulary?

Some expects have expressed several definitions of vocabulary. Urdan and Flexher (1969) state that vocabulary is the stock of word used by or known to a particular person or group or person (p. 1473). Further more, Gove (1966: 158) comments out:

"Vocabulary is a list of word and sometimes phrases usually arrange in alphabetical order and defined as a dictionary, glossary or lexicon. All the word used by particular person, class, profession, etc. Sometimes all the word recognized and understood by a particular person although not necessary used by him"

b. The types of vocabulary

Some writers have given the classification of vocabulary. Some of them as follow:

Schail (1967: 57) classifies three types of vocabulary as in the following.

1. Active vocabulary, the word we cost mainly use in speaking and probably account of 5.000 to 10.000 word.

2. Reserve vocabulary, the word we know but we rarely use in speaking; we use them in writing letter.

3. Passive vocabulary, the word we recognize vaguely, but are not sure of their meanings. We never use them in either speaking or writing and we just know that we have them before.

" Rasyid (1988: 1) classifies the vocabulary of modern English into three types of word, and element considered from point of its origin namely:

1. The namely (those derived from Anglo – Saxon or old English)

2. The borrowed (those borrowed from any other language)

3. The namely formed (those made up at any time materials already in the language).

" In addition, McGroger (1970; 19) comments out the term of productive and receptive vocabulary, he states: 'The distance between them is certainly essential for teaching process. Native speaker and foreign language alike recognize and understand more word than they actually they use to recognize the word and do not use their receptive one.

Good (1959 :465) divides vocabulary into four

kinds, namely:

1. Oral vocabulary

   Oral vocabulary consist of word which are actively used in speech. the significant character of oral vocabulary is actively used by the speaker in unheard situations.

2. Writing vocabulary

   Writing vocabulary consists of words which are actively used in writing. Since it is also not under the constraint of time, it may have substantially wider range than the vocabulary if unrehearsed speech.

3. Listening vocabulary

   Listening is the stock of word to which one responds with meaning and understanding in the speech of others.

4. Reading vocabulary

   Reading vocabulary is the stock of word to which one responds with meaning and understanding in the writing of others.

c. Some view of vocabulary

It is said that vocabulary is mastery certain language, the way to success the language skills, such as listening, speaking, reading, and writing. This is because the basic of

language learning. Vocabulary is very important in the language.

According to the dictionary of Educational vocabulary the content and the function word of a language, which are learned so thoroughly that they become a part of child understanding speaking and later reading and writing vocabulary.

Vocabulary is a word having meaning when heard or seen even though not produced by individual himself to communicate with other (Good, 1959 : 642).

d. Vocabulary selection

Teaching vocabulary is an important part of a language and it must be done carefully. The English teacher should know which are important to learn because many words will not be useful to the students. The useful words are the words that occur frequently in everyday life. In other words, those word are needed in our daily conversation.

To select the important of vocabulary we choose the actual words that can be used by the students. In this case, before teaching it, the teachers should select the students vocabulary need.

The vocabulary needed by students is the vocabulary that can be used for language performance. For example, vocabulary of thinking, for communication, or for human relation in the class particularly, and generally in the society.

The aim of vocabulary selection is to remedy or to make the learning process more efficient before selection. The teacher should determine the criteria of selection words. The teacher can use the following criteria to select words for studying.

a. Those with high utility in daily life.

b. Those of necessary for comprehension in specific are of interest to the students or needed by the student (Willkins, 1980:113).

Based on the theory above, we can associate the students vocabulary need, means the personal need, social need, thinking need, and labeling need.

a. Personal need

It means that students need a language for communication, work, sharing information, etc.

For example : study, play, discussion, etc.

b. Social need

It means that the students need a language for communication with other people where the students live. For example: work together in a group.

c. Thinking need.

It means that the students need a language for expessing ideas, solving problem, speaking, etc.

d. Labeling need.

It means that the students need a language for referring to person, place, think, etc.

e. How to learn vocabulary ?

We know very well how important vocabulary is. We also know students mush learn thousand of words that speakers and writers of English use. However, we know as well, that acquiring or learning vocabulary is not a simple matter of learning that certain word in one language means the same as a word in other language. It is really a subject of manifolds aspect and activities as Allan (1983) states, as we have seen, then, the learning of word meanings requires more that use of dictionary, and vocabulary acquisitions is a complex process.

In essences we can not teach vocabulary, we can only describe, present, and explain the from, content, and the use of it in all sort of activities, place, and times. This should be learning by individual accordingly, different individual will have a different command of concept and number of vocabulary as Rivers (1983:463) states.

Vocabulary it can be presented, explained, include in all kinds of activities, but it mush be learner by the individual. The vocabulary we understand and the vocabulary we can use various in nature and quantity from one person to another even in our native language.

In order that we can have a clear image of how the vocabulary is presented and explained, and how it is learned the following view point vocabulary as follows:

1. First stage

   Let the students look at several words that are introduce in first year textbooks, words representing noun, verbs, adjective, and other kinds of words (such as preposition, conjunction, articles, and auxiliaries).

2. Techniques for beginners classes

In the same classes for beginners, teachers use all three ways to show meanings of vocabulary words:

a. Pictures,

b. Explanation in the students own language,

c. Definition in simple English, using vocabulary that the students already know.

In additions to the tree above, we can also real objects such as body and the part of it, the man, women, boy, and girl who may be present in the class.

3. Vocabulary in intermediate

At his phrase, simple English is used to know meaning of words, more words for common areas of living; word related to food, clothing shelter and so on pictures (which have already been discussed in connection with vocabulary for beginners) can also be used at the intermediate level in several helpful ways.

4. Vocabulary in advanced classes

There are two major aims in advanced classes. Firs, to prepare the students to use kinds of English and for the native speakers. First to help students become independent, responsible for their own learning. At this

level the students will have to depend on their own efforts and habits of study. Dictionaries therefore become important especially to advance the students mush be taught to use them well.

Rivers (1983) categories how to learn vocabulary can briefly be categorized into seven categories, namely;

a. Students need to learn how to commit vocabulary to long-term memory.

b. Students mush learn to discriminate variations in distribution and new boundaries of meaning.

c. Students should learn to detect morphemes which recur in a number of word and which can be help them to identify at least part of the meaning, this assisting them in guessing from context the meaning of apparently new items.

d. Students must learn how to discover new words for themselves.

e. If the students are not to become discouranged, they need to learn that vocabulary is elastic and that they can make much of the little they know by paraphrase, circumlocution, and definition, as the gradually build up a more and varied lexicon.

f. Students must learn how the different their own vocabulary staidly and systematically.

They should begin early to keep individual list of new words they encounter, word that interest them and problem word which are continually tripping them up. These word should be written down in some appropriate way, either in communication with others or in internal dialogue, will help to impress these words upon the mind and facilities storage.

2. The Definition of Adjective

Adjective are essential English words where they include in the parts of speech most traditional grammar begun by definition and classify English word into parts of speech. Though, there is some disagreement but most traditional school grammars listed the classification of English words into noun, verbs, adjectives, adverbs, conjunction and auxiliary verb.

In order to have a clear idea of adjective, in the following some definition are given:

a) Azar (1981: 220) states that adjectives are describes are given information about a noun; it changes a little different meaning to a noun.

b) Veit (1986:26) states that adjectives is a word that describes (or modifies) a noun.

c) Swan (1990: 12) states that adjectives are used in connection with nouns and pronouns.

d) Hornby (1974: 11) states the word that names a quality, or that defines or limits a noun.

Kind of adjectives

The main kind of adjective are states by Thompson and Martinent (1986: 33) as follows:

1. Demonstrative: This, that, these, those.

   Examples:

   a. This beach was quite empty yesterday.

   b. These people come from that hotel over there.

   c. That store closed a we ago.

   d. Do you see those men in the beach?

2. Distributive: Each, every, either, and neither.

   Example:

   a. Each person gives a different answer.

   b. I asked every person the some question in the room.

   c. See can either stay isn or go out.

   d. He neither apologized nor explained.

3. Quantitative: Some, any, no, little/few, many, much, one, twenty.Examples:

   a. Emma has bought some new shoes.

   b. They haven't got any children.

   c. We had to walk because there was no bus.

4. Interrogative: which, what, whose.

   Examples:

   a. What time will you come?

   b. Which boy do you mean?

   c. Whose pen is this?

5. Possessive: My, your, his, her, its, our, your, their.

   Examples:

   a. I can't find my keys.

   b. Sally bought her motorbike yesterday.

   c. What time is it?

   d. Quality: Clever, dry, fat, golden, heavy, square.

3. Definition Degrees of Comparison

After having a clear idea of what adjectives is we have to understand well about the role of adjective is forming in the degrees of comparison.

John s, (1999: 20) said that in English language, comparison is commonly used in the varieties form. The comparison depends

on the words syllable and there is also special pattern that are used to determine whether the words are regularly form or irregularly form. The degrees of comparison consists there forms, they are: Positive degree, Comparative degree, Superlative degree.

a. The Positive Degree of Adjectives.

The positive degree is really not a degree of comparison because no comparison is indicated when the positive degree is used. The positive degree is the simple form of adjective. It show that the quality is present, but it does not show comparison with anything else.

The positive degree is formed by using as sentences. This form indicates the similarity is one subject.

Subject +verb + as + adjective + as +	Noun
pronoun	

Example :

1) Nurdin is as tall asYusran

2) Makassar is as hot as Yogyakarta

Example :

1) Nurdin is not tall as Yusran

2) Makassar is not hot as Yogyakarta

It is the adjectives or adverb in its simple form. The positive degree describes without making any comparisons.

Martin Hewings (1999: 178), states that positive degree is formed by using as adjective as. This form issued to indicate the similarities or unsimilarities where in the negative sentence,notso ... adjective ... as.

1. The use of "as adjective as"

Example :

a) My hand were as cold as ice

b) This bag is as heavy as that one

c) I earn as much money as you can

d) I'm sorry I'm late. I got here as fast as I could

e) There is plenty of food, so eat as much as you can

2. The use of " so ... adjective ... as"

a) I am not so happy as Amir

b) Ullah isn't so rich as Anna

c) These boys are not so health as that one

These positive degree are used to compare the sameness of two persons or things. When we say that two things are the same or equal in some way, we can use as ... as with an

adjective, the same, an as much/many ... as ... (with nouns and verb). Examples:

- Jhon speaks English as fast as he reads it
- We've got as many packets as we need
- My dress is the size as yours
- These pens are the same
- These care are as tasty as that one
- Your suit is the same colour as mine
- Tiara bought as many books as Putri
- Bob has as much coffee as George

"Alike" is used compare the similarities of two person or things.

- This pencil and that one are alike
- This car and that one is alike
- This pencil is alike than that one

And otherwisedifferent from is also used to make the difference between two persons or things:

- This glass is different from that one
- These glasses are different

b. The Comparative Degree of the Adjectives

The Comparative Degree of the Adjectives is used when a comparison is made between two persons or things. The

comparative degree shows that the quality expressed by the adjectives exists to a greater or to a lesser degree in one of the two persons or things that are being compared.

The comparative degree of adjective is used to make comparison for two items. The first is said to be superior to the other that some respects.

Subject + Verb + { Adjective + er / More + adjective / Less + Adjective } + than + { Noun / Pronoun }
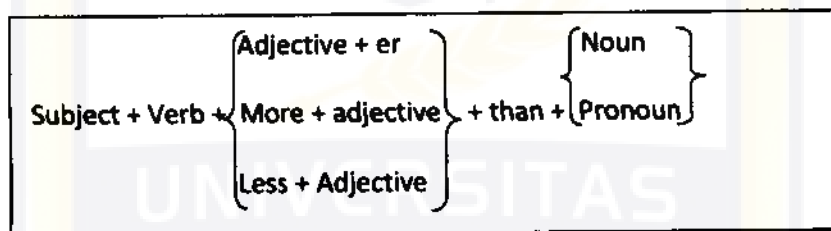
Example :

1. Anti is more beautiful than Icha is

2. You are less diligent than she is

There are three ways to use comparative degree:

1. ... Comparative + than ...

T his form is used when want to compare two things you (places, people, events or actions) and indicate how they are different.

Example:

a) Static friction is greater then sliding friction

b) This equation is less difficult than the previous one

2. **... as + comparative + as ...**

This form is used when you want compare things, places, people, events, or actions when there is no difference

Example:

a) Aeronautics is as exciting as biomechanics.

b) Thermoplastics Ardi as strong as metals.

3. **... not as + comparative + as ...**

This from creates a different emphasis to the **comparative + than**form.

Example:

a) Nabi agrees that chemistry **not as difficult** as physics

b) Metals are not as beat resistant as ceramics

The comparative degree is the first degree of comparison in adjectives and adverb. You use this from to make a judgment on the quality of two things.

Example:

• In January, the weather is usually warmer than in December

Here we use the comparative degree – warmer (than) – to compare the weather in December the weather we usually have in January .

Comparative degree can be formed by adding the suffix – er (-r) on one syllable, and adding more on the two more syllables. The following are the rules are given as follow:

1. The adjectives of one syllable form which –y, -er, ie, or ow adding...r form he positive to form comparative degree. However, if adjectives are ending-e, the comparative is formed by adding –r

The example of adjective with one syllable :

Positive	Comparative
Short	shorter
Old	older
Cheap	cheaper
Noble	nobler
Tall	taller
Busy	busier

Example:

- Andi is taller than Ahkmad.

- Rina is shorter than Rani.

- The Indonesian dictionary is ticker than English dictionary.

Some adjectives of one syllable are former by double consonants before adding –er for the comparative. Those adjectives are ended by consonant expect (W)

The lists of those adjective are as follow:

Positive	Comparative
Fat	*fatter*
Big	*bigger*
Wet	*wetter*

Example:

- Yanto is *thinner* than Udin

- The elephant is *bigger* than the cow

- Wawan is *fatter* than Iwan

2. Comparative of two syllable words vary

The comparative for most two syllables adjective use "more". A comparative degree can be made by merely adding "more" before the positive degree, whether the word an adjective or adverb.

Example:

Positive	Comparative
Famous	*more Famous*
Fluent	*more fluent*
Charming	*more charming*
Boring	*more boring*
Silent	*more silent*
Expensive	*more expensive*
Beautiful	*more beautiful*
Interesting	*more interesting*

a. The suffix is use with some words are ending with −*y*, -*er, ie, or, ow,* more is use with other. The examples of adjective of two syllables.

Positive	Comparative
Heavy	*heavier*
Narrow	*narrower*
Clever	*cleverer*
Simple	*simpler*

Example:

- She is more careful than he is
- Susi and Ana are happier than us
- My box is heavier than yours
- He is simpler than we are

b. The adjective of there syllables or more. From the comparative degree by adding the word more before the adjectives.

The examples of adjectives with three or more syllables.

Positive	Comparative
Energetic	*more energetic*
Beautiful	*more beautiful*
Intelligent	*more intelligent*
Terrible	*more terrible*
Possible	*more possible*

Example:

- Titin is more intelligent than Memes

- Nur is more beautiful than Mrs Dian

- A few words have irregular comparative forms

Positive	Comparative	Superlative
Good	better	best
Bad	worse	worst
Many	much	more most
Little	less	least

Example:

- Toto is good student

- Anti is better than Rani

If we concern accurately to word the forming degrees of comparison either the comparative or the superlative form, we are going to understand about it. Therefore, look at the following explanation if an adjective ends in y and preceded by consonant, y will be change/substituted by –I as the word busy will be altered to be busier.

According to Selby (1991: 101) the word more and most in the comparative and superlative degree indicate an ascending comparison.

Example:

- Bob is more intelligent than Michael
- Anna is the most intelligent of all

Although it was stated that the adjective of two syllables have to added by –*er* for comparative and –*est* for superlative in the degree of comparison. However, the words of two syllable may use either the –*er* or *est* form or more and most forms. The main think remembers; however is that the two different forms should never be mixed.

c. **The superlative degree of adjectives**

The superlative degree of adjective is used to compare three or more people or things. Superlative degree can be formed by adding suffix "est" on syllable and adding most on two or more syllable. The pattern

Subject + Verb + the + { Adjective + estin + Singular count noun / most + Adjective + of + plural count noun / Least + adjective }
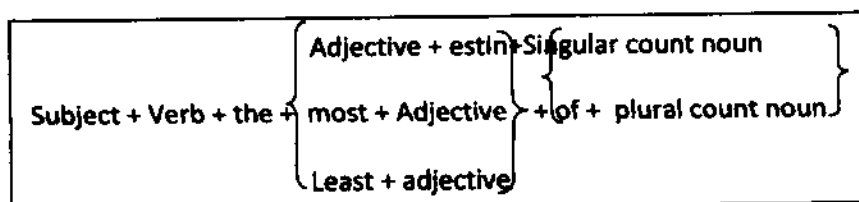
Example:

- She is the cleverest students in the class

- Jono is the tallest boy in my family

- These shoes are the least expensive of all

- February and March are the warmest months of the year

The pattern of superlative degree can be made by;

One of the + Superlative + plural noun

One of the smallest provinces in Indonesian is Yogyakarta

We usually add the ending "est" to one syllable adjectives to make their superlative form. For adjectives with three we usually add ending "most" –er

So it's rule similar with the formation of the comparative degree. If the adjective is former by adding "-er" , the superlative is formed by adding "est" at the end of the adjective

Example:

Positive	Comparative	superlative
Old	older	Oldest
Clever	cleverer	Cleverest
Simple	simpler	simplest

Several different grammatical structure can be used for comparing

a. Similarity and identity if we went to say that people, things, action, or event are similar. We can use as or like, so/neither do I and similar structures.

Examples:

- It is the best cooked in olive oil, as the Italians.
- Your sisters' looks just like you.

b. Difference

To talk about difference, we can use the negative forms of the structures used for talking about similarity and identity.

Example:

- The baby doesn't look mush like you.
- It's eyes are not at all the same colour as yours.

c. Equality

To say that people, things etc are equal in the particular way, we often use the structure as (much/many)... as

Examples:

- My hands were as cold as ice.
- I earn as much money as you.

In negative comparisons, we can use not so-as or not as

...as

- The baby's not so/as ugly as you.

4. Using comparative and Superlative

a. The different between comparative and superlative

We use comparative to compare one person, thing, action, event or group with another person, thing etc, we use the superlative to compare somebody/something with the whole group that he/she/it belong to

Examples:

- Mary is taller than her three sisters,

  Mary is the tallest than her three sisters.

- He plays better than everybody else in the team,

  He is the best in the team.

b. Group with two member

When a group only has two member, we sometimes use the comparative instead of superlative.

Example:

- I like Betty and Maud but I think maud is the ricer/nicest of the two.

- I'll give you the bigger/biggest steak, I am not very hungry.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method of the research, population and sample, instrument of the research, technique of collection data, and technique of data analysis.

A. Method of the Research

The writer method applied in this research is experimental method with one group pre-test and post-test design. The writer involved one group to whom the treatment will be given. The research design is represented as follow:

Pre-test	Treatment	Post-test
O1	X	O2

Notes :

O1 = The result of the students' pre -test

X = The treatment by using Sensation of Feeling Technique.

O2 = The result of the students' post –test

{Gay, 1981 : 43}

B. Population and Sample

1. Population

The population of this research is the first year student of SMP

NEGERI 31 MAKASSAR. Total population 200 students.

2. Sample

The writer used random sampling technique. Writer take one

class is VII.F. consist 30 students.

C. Instrument of the Research

The writer used an objective test as the instrument of this

research. The researcher gave them test comparative and

superlative adjective.

D. Procedure of Collecting Data

In collecting the data, the writer performed the following

procedures:

1. Pre-test

The writer gave the students pre-test by asking them to work

on the test before applying the treatment it is aimed to know

about the comparative and superlative of adjective.

2. Treatment

The writer applied comparative and superlative of adjective

method by presenting the following activities:

a. Giving explanation and introduction to the students about comparative and superlative adjective.

b. Giving the chance for the students to ask about everything which relate to their comparative and superlative adjective.

3. Post –test

After presenting the treatment, the writer distributed the post–test to the students in order to know the achievement to improve their English vocabulary through degree of comparison.

E. Technique of Collecting Data

In collecting data, the writer performed the following procedure; the research distributed the instrument and explains how to work out the test. The time allocated for the test was 60 minutes.

F. Technique of Data Analysis

The data collecting through the pre – test and post – test would be analyzes quantitatively. It would employ descriptive and inferential statistic using t– test.

The statistical analysis undertake in the following steps:

1. Tabulating the students scores.

2. Classifying the students scores into five levels which based on the standard some of evaluation as follows:

9.6 – 10 is classified as excellent

8.6 – 9.5 is classified as very good

7.6 – 8.5 is classified as good

6.6 – 7.5 is classified as fairly good

5.6 – 6.5 is classified as fair

3.6 – 5.5 is classified as poor

0 – 3.5 is classified very poor

<div align="right">(Sudjana, 1998 : 27)</div>

3. Calculating the mean score of the students pretest and posttest using the following formula:

$$\bar{X} = \frac{\Sigma x}{N}$$

Where $\bar{X}$ = mean score

ΣX = total score

N = total sample

<div align="right">(Gay, 1981 : 35)</div>

4. Finding out the significant difference between the result of the pre – test and post – test by calculating the value of the t-test using the following formula

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\Sigma_{D^2} - \left(\dfrac{\Sigma D}{N}\right)^2}{}}}$$

$$N(\ N-1)$$

where: t = test of significant

$\overline{D}$ = the mean of different score

$\sum D$ = the sum of total different score

N = total number of the sample

(Gay, 1981 : 35)
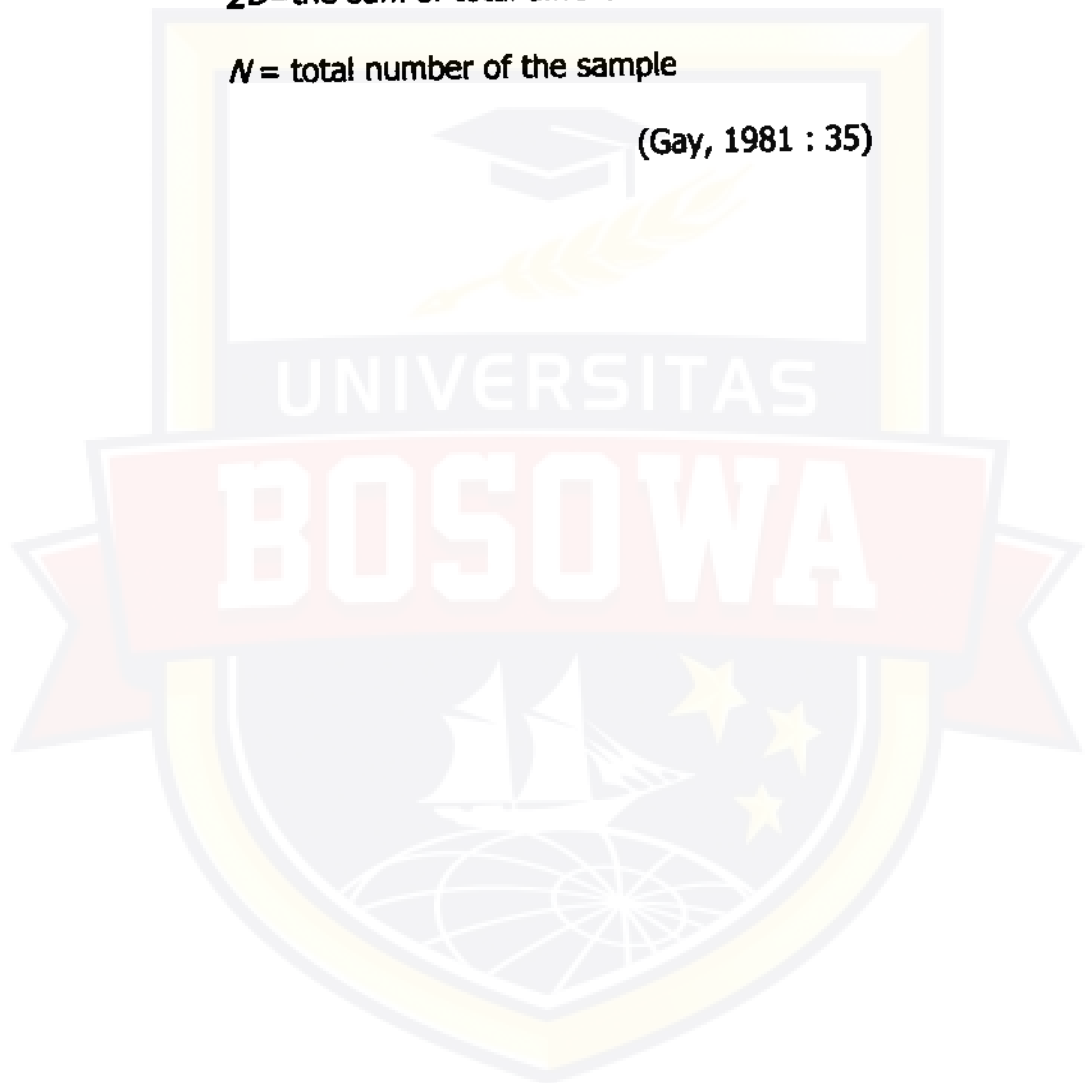
CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the finding and discussion. The finding of the research cover descriptive of the result the data collected through the test.

A. Findings

This section shows the findings of the research. The findings are taken from the implementation of the research and result of the research in cycle I and cycle II.

To find out the answer of the previous chapter question, the writer administrated two kinds of test. They are pre-test and post-test.

1. Cycle I.
   a. Planning

      Planning of this research based on the problems faced by students in learning English. The writer had consulted with English teacher before conducting the research. Students faced problem of the use of Degree of Comparison. Before conducting research, the writer made preparation such as create lesson plan, and teaching material.

b. Action

This research was conducted on Monday, 29 April 2013. The class was begun at 08.30 A.M. the writer addressed the class and gave brief brainstorming to students about subject that they would learn in this meeting. All of the students paid attention to what writer explained to them.

The writer explained about Degree of Comparison. After explaining, the writer also gave several examples Degree of Comparison. After that, the writer gave pre-test

Before writer closed the class, she gave chance to students to tell what the difficulties they found in this meeting. Students said that they were confused to differentiate between positive and comparative.

c. Observation

In teaching and learning process, majority of studens were looked enjoy the class but some of them still made noisy and disturbed their friends, but when the writer showed the material and asked them to make sentence Degree of Comparison, they paid attention

and interested to give answer. Many of them raised their hands to try practice in front of the class.

To get whole data about the use Degree of comparison , the writer gave evaluation to students. The evaluation was the students were asked to use Degree of comparison. The result of their test is described with the frequency and rate percentage of the students ' score.

1. The rate percentage of the rating score of students pre-test.

Table 1 : The rate percentage of the rating score of students pre-test.

No	Classification	Score	Frequency	Percentage
1	Excellence	9,6-10	-	-
2	Very good	8,6-9,5	-	-
3	Good	7,6-8,5	4	14%
4	Fairly good	6,6-7,5	3	9,9%
5	Fair	5,6-6,5	10	33,3%
6	Poor	3,6-5,5	12	39,9%
7	Very poor	0,3,5	1	3,3%
	Total		30	100%

The data table 1 shows that the students' vocabulary achievement before giving the treatment, there is no students (0%) got excellent and very good score and there were 4 (13,32%) students god good score, 3 (9,99%) students got fairly good score, 10 (33,3%) students got fair score, 12(39,97%) students got poor score and 1 (3,33%) students got poor score

d. Reflection

The result in this cycle 1 are:

1. They students have problem to use Degree of Comparison.

2. They looked confused to differentiate between comparative degree and superlative degree.

2. Cycle II.

a. planning

Planning in this cycle based on the finding and result of data and observation in the previous cycle. The finding in cycle 1 showed the students improve English vocabulary through the use of Degree of Comparison not sutisfied enough. They looked confuse in using Degree of comparison and they were difficult to differentiate between comparative and superlative. So the writer prepared some

material about Degree of comparison and when to use comparative and superlative.

b. Action

This cycle was conducted on Thursday, 8 mey 2013. The class started at 8.45 A.M. There were 30 siswa join the class. When the writer entered the class, all of the students were ready to study. The writer opened the class by greeting students.

The next activity was the writer discussed about students test result in cycle 1. She explained generally about some mistakes that students done such us didn't use Degree of Comparison and confuse differentiate between comparative and superlative.

She also explained again about the patterns of positive degree, comparative Degree and superlative degree, and the writer also gave several examples about positive degree, comparative degree and superlative degree. Then she review again by showing some material and the After that, the writer gave post-test.

At the end of the class, writer gave motivation to the students to keep studying English and asked students about what their opinion about using Degree of Comparison. Majority said that was interesting making sentence by using Degree of Comparison.

c. Observation

In this cycle, the teaching and learning process was more conducive because from the beginning, the students were cooperative paid attention about what the writer explained. They were looked busy and seriously in making their tests. There was not citing in the test between students, they did the writing tets by their self in a short time. The result of the students' test is shown in the table below.

2. The data percentage of the rating score of students post-test

Table 2. : The data percentage of the rating score of students post-test

No	Classification	Score	Frequency	Percentage
1	Excellence	9,6-10	-	-
2	Very good	8,6-9,5	6	19,98%
3	Good	7,6-8,5	10	33,3%
4	Fairly good	6,6-7,5	10	33,3%
5	Fair	5,6-6,5	4	14%
6	Poor	3,6-5,5	-	-
7	Very poor	0,3,5	-	-
	Total		30	100%

The data table. 2 above shows that, after giving the treatment no student (0%) got excellent but there were 6 (19,98%) students got very good score and there were 10 (33,3%) students got good score, 10 (33,3%) students got fairly good score, 4 (13,3%) students got fair score, there were no student (0%) got poor score and very poor score.

3. The mean score and standard deviation of the students pre-test.

Table 3 : The mean score and standard deviation of the students pre-test.

Test	Means score	Standard deviation
Pre-test	5,7	0,17
Post-test	7,61	3.45

The data of the table shows that the students mean score of pre-test was 5,7 (fair) and while the students meat score of post-test was 7,61. (good) it indicate that the mean score of the students post-test is greater than the mean score of students' pre-test.

4. The significance of the defference

The result shower that the mean, score of the students' pre-test was (5,7) and the mean score of the students' post-test was (7,61). The

result of t-test analysis among these tests was found that t-test (7,36), was higher than the t-table (2,042) at the level of significance (0,05) and the degree of freedom (30-1).

Table 4 : The significance of the defference

VARIABLE	VALUE OF T-TEST	T-TABLE
X1-X2	7,36	2,042

d. Reflection

1. Students looked enjoy the teaching and learning process

2. Students were active complete the sentences with comparative degree and superlative degree.

B. DISCUSSION

Relating to the data collected through the pre-test and post-test, it showed that the students' vocabulary of SMP Negeri 31 Makassar was good. It is supported by the rate percentage of the students pre-test and post-test. After giving the treatment there was no students got excellent score, but there were 6 (19,98%) students got very good score, and there were 10 (33,3%) students got good score, 10 (33,3%) students got fairly good score, 4 (13,32%) students got fair, there is no student (0%) got poor score and

very poor score. The data shows that the result of the percentage of the students post-test was higher than pre-test and after treatment.

Based on the result of t-test, the writer found that there was a significant difference between the result of pre-test and post-test before and after teaching and learning process through degree of comparison. This is because the students learned through degree of comparison can improve their knowledge and have new vocabulary.

From the discussion above, it can be concluded that the first years students of SMP 31 Makassar have good vocabulary after learning degree of comparison.

Finally the writer concludes that use of degree of comparison in teaching vocabulary can help the students improve their vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion based on the findings and the discussion from data analysis.

A. Conclusion

By observing the result of the data and discussion in the previous chapter. The writer puts forward some conclusion as follow;

1. The first year students of SMP Negeri 31 Makassar can improve their English vocabulary after learning degree of comparison.

2. Learning vocabulary through degree of comparison can improve the English vocabulary.

3. Degree of comparison can improve the achievement in learning English vocabulary.

4. The first year students of SMP Negeri 31 Makassar have been successful in learning degree of comparison, by using degree of comparison the students get new vocabulary.

5. The ability of the first year students of SMP Negeri 31 Makassar is good. It was shown by the result of the test.

6. The first year students of SMP Negeri 31 Makassar have a big motivation in learning vocabulary through the use of degree of comparison.

B. Suggestion

Realizing that the students got fairly good score after presenting degree of comparison, the writer considers to give suggestion in order to achieve something better.

1. It is suggested that the teacher use degree of comparison in teaching and learning English adjective as one of the effective teaching aids or medias, to stimulate the students to participate in learning English.

2. The English teacher should use various method in teaching and learning process to avoid the monotonous in the classroom.

3. The teacher may motivate the students to use degree of comparison in their spare time to master a certain skill in English.

4. The teacher should always give materials relevant with the students' need in order to increase their interest and achievement in learning English.

5. The teacher should give more attention to the students that they should learn English vocabulary well.

6. The teacher of English should give more guidance to the students in learning English vocabulary.

7. The writer also expets writers to make a research about teaching English vocabulary through degree of comparison as the alternative to improve the students knowledge.
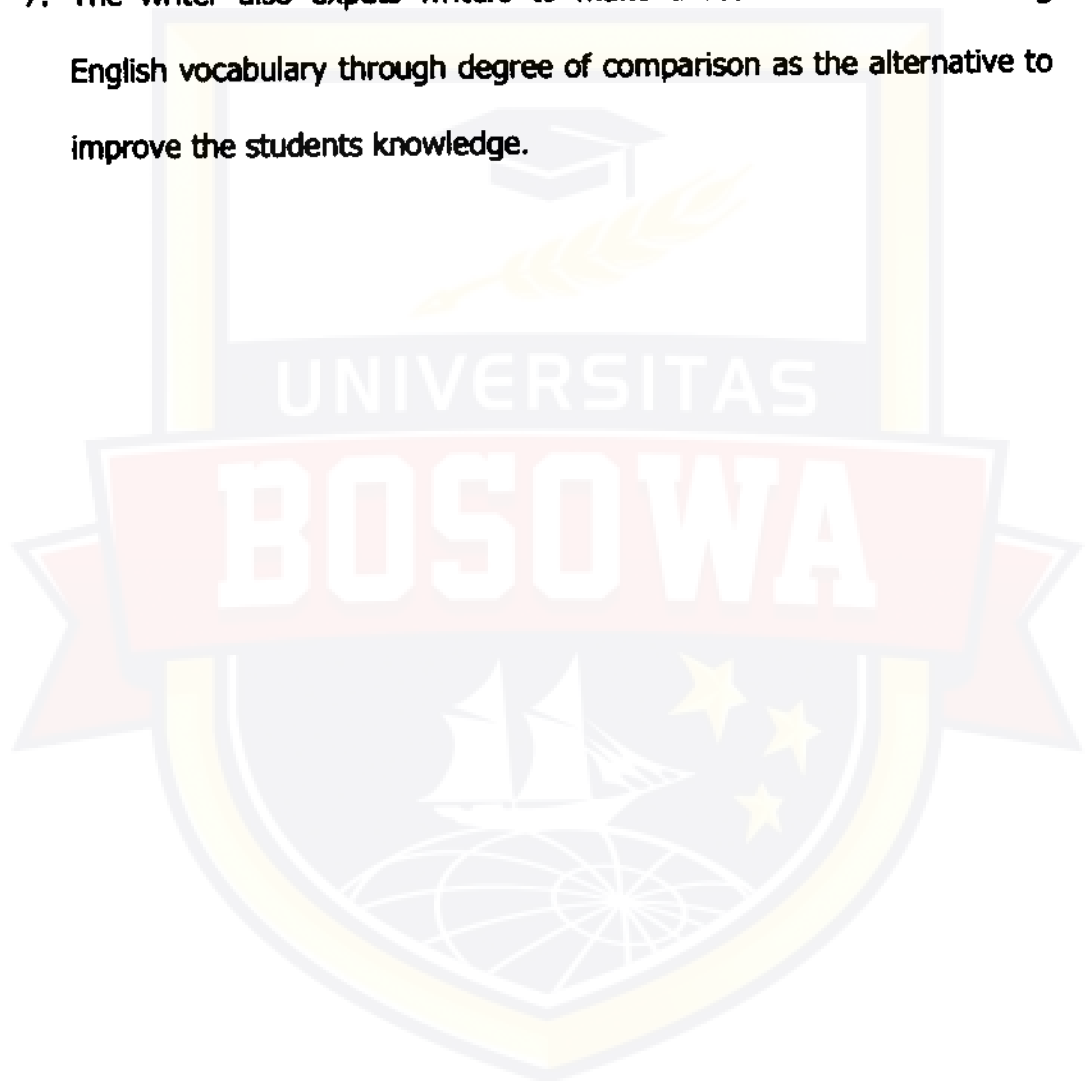
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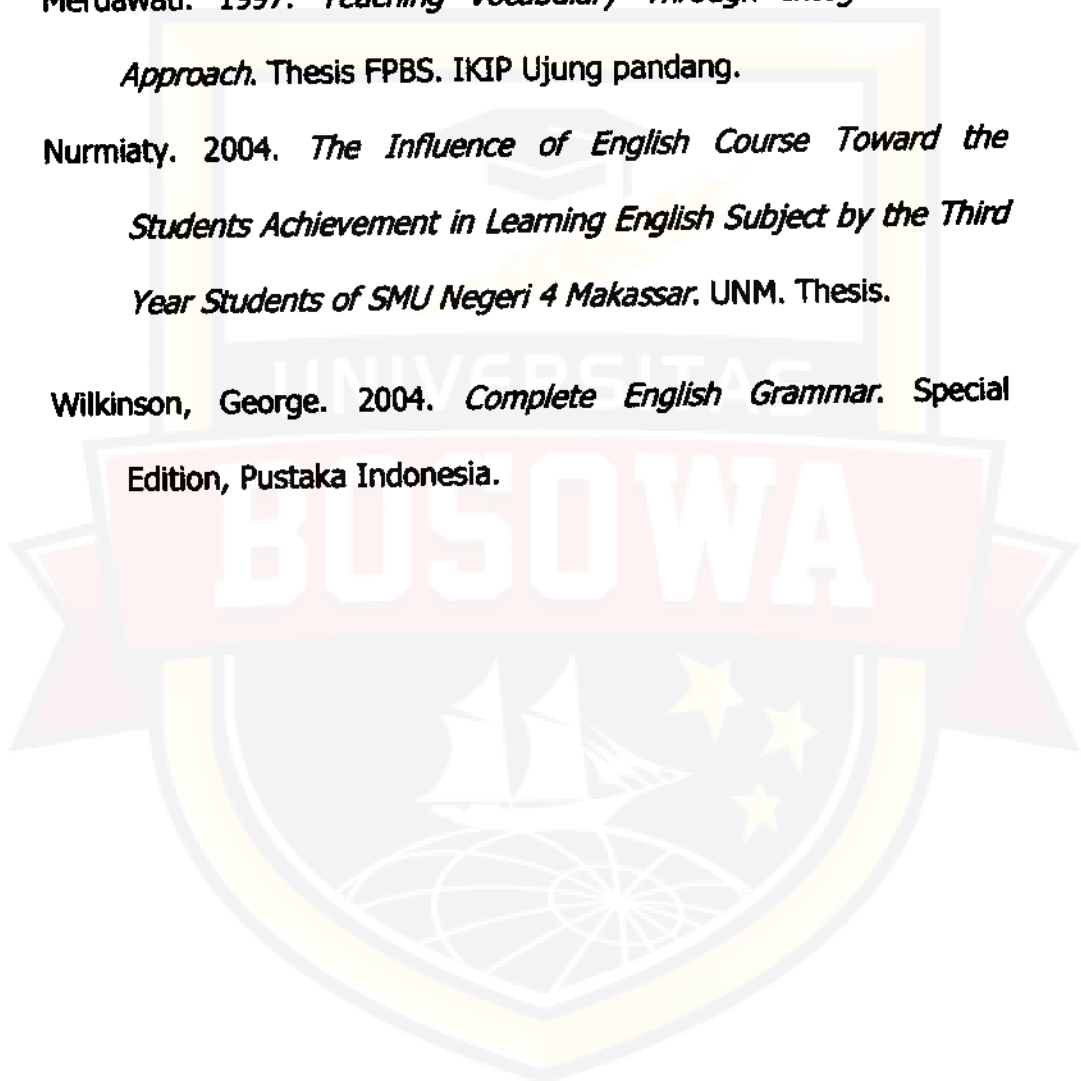
APPENDIXES

APPENDIX 1

Instrument of the Research

"IMPROVING ENGLISH VOCABULARY THROUGH DEGREE OF COMPARITON OF SMP NEGERI 31 MAKASSAR"

Keterangan:

1. Tujuan penelitian ini adalah sebagai bahan penyusunan skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan universitas "45" Makassar.

2. Penelitian Mengharapkan kiranya para siswa menjawab pertanyaan yang telah di berikan sesuai dengan petunjuk.

3. Atas partisipasinya para siswa diucapkan banyak terima kasih.

Nama   :

Nim   :

Kelas   :

A. The Result of the Students' Pre-test and Post-tests

- Compelete the sentence with comparative and superlative from the box below

  - Older
  - Longer
  - Taller
  - Tallest
  - Bigger

- **Biggest**
- **Fastes**
- **Faster**
- **Younger**
- **Smallest**
- **Smaller**
- **Most dilligent**

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is .... than Andi.

2. My father is 45 years old.My mother is 46 years old. So, My mother is..... than my father

3. A buffallo is big. But, elephant is .... a buffalo.

4. Begawan solo river is long but Nil river is .... than begawan solo river.

5. Roger is 12 years old. Danu is 15 years old. So, Roger is .... than Danu.

6. The elephant is the .... animal on the earth

7. There are four tall student in my class. But the .... student is Raka.

8. Chetaah is known as the .... runner animal on the earth.

9. An ant may be the .... animal in the world.

10. Jakarta is the .... city in Indonasia

Appendix 2.

The result of the students improvement vocabulary

No	Respondent	The Students' Score			
		Pre-test (X1)	Post-test (X2)	D (X2-X1)	D²
1	Hasmiati	8	7	-1	-1
2	Ishak	4	8	4	16
3	Rahmawati	6	7	1	1
4	Fusiah	5	6	1	1
5	Abd. wahab	6	7	1	1
6	Normati	5	8	3	9
7	Ratnawati	6	9	3	9
8	Mirna	4	8	4	16
9	Abd. kadir	4	7	3	9
10	Hasniati	7	8	1	1
11	Aulia wahyuni	4	6	2	4
12	Nur ika	6	9	3	9
13	Irmawati	8	7	-1	-1
14	Dian nirwana	4	6	2	4

15	A. aksa	4	8	4	16
16	alfian	6	6	0	0
17	Rahman	3	9	6	36
18	Wahyuni	5	9	4	16
19	Asriadi	6	7	1	1
20	Hermansyah	6	8	2	4
21	Rahmi	4	7	3	9
22	Kasmawati	5	8	3	9
23	A. asrianti	8	7	-1	-1
24	Isnawati	7	8	1	1
25	Ade nurfiana	8	7,5	-0,5	-0,25
26	Asrul	6	8	2	4
27	Adrianti	6	7	1	1
28	Syamsuriani	6	9	3	9
29	Abd. muis	7	9	2	4
30	A. wahyu sidik	4	8	4	16
	Total	171	228,5	66,5	202,75

APPENDIX 3.

The students mean score of the Pre-test and Post-test

a. Pre-test

$$\overline{X1} = \frac{\Sigma\ X1}{N}$$

$$\overline{X1} = \frac{171}{30}$$

$$\overline{X1} = 5,7$$

b. Post-test

$$\overline{X2} = \frac{\Sigma\ X2}{N}$$

$$\overline{X2} = \frac{228,5}{30}$$

$$\overline{X2} = 7,6$$

APPENDIX 4.

The standard Deviation of the students in Pre-test and Post-test

a. Pre-test :

$$SD = \sqrt{\dfrac{\sum x_1 \left[\dfrac{x_1}{N}\right]^2}{N-1}}$$

$$SD = \dfrac{\sqrt{1000 - \left[\dfrac{x_1}{N}\right]^2}}{30-1}$$

$$SD = \dfrac{\sqrt{1000 - \left[\dfrac{29241}{30}\right]}}{29}$$

$$SD = \dfrac{\sqrt{1000 - 974,7}}{29}$$

$$SD = \dfrac{\sqrt{25,3}}{29}$$

$$SD = \dfrac{5,029}{29}$$

$$SD = \mathbf{0,17}$$

b. Post-test

$$SD = \frac{\sqrt{\sum x1^2 - \left[\frac{x1}{N}\right]^2}}{N-1}$$

$$SD = \frac{\sqrt{11752 - \left[\frac{228,5}{30}\right]^2}}{30-1}$$

$$SD = \frac{\sqrt{11752 - \left[\frac{52212,25}{30}\right]}}{29}$$

$$SD = \frac{\sqrt{11752 - 1740,40}}{29}$$

$$SD = \frac{\sqrt{10011,6}}{29}$$

$$SD = \frac{100,05}{29}$$

$$SD = 3,45$$

APPENDIX 5

Mean Difference :

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{66,5}{30}$$

$$\overline{D} = 2,21$$
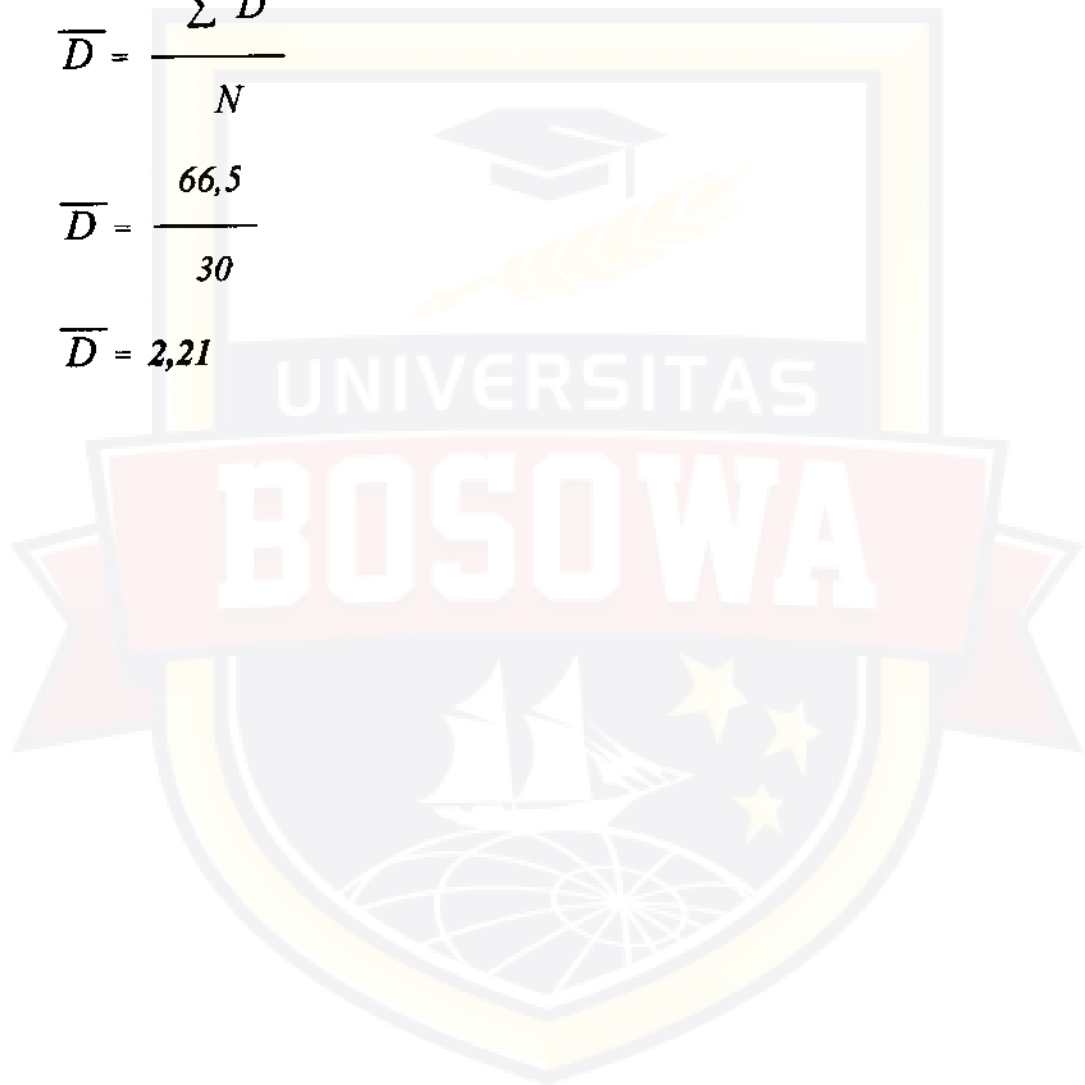
APPENDIX 6.

T-test :

$$ t = \cfrac{\overline{D}}{\sqrt{\cfrac{\sum D^2 - \left[\cfrac{\sum D^2}{N}\right]}{N(N-1)}}} $$

$$ t = \cfrac{2,21}{\sqrt{\cfrac{202,75 - \left[\cfrac{60,5}{30}\right]^2}{30\,(30-1)}}} $$

$$ t = \cfrac{2,21}{\sqrt{\cfrac{202,75 - \left[\cfrac{3660,25}{30}\right]}{30\,(29)}}} $$

$$ t = \cfrac{2,21}{\sqrt{\cfrac{213,25 - (122,008)}{870}}} $$

$$ t = \cfrac{2,21}{\sqrt{\cfrac{80,74}{870}}} $$

$$ t = \cfrac{2,21}{\sqrt{0.09}} $$

$$t = \frac{2,21}{0,30}$$

$$t = 7,36$$

APPENDIX 7.

Distribution Of t-table

Df	a (level of significance) (one- tailed test)			
	.10	.05	.01	.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745

APPENDIX 8 : The Students Attendance List

No. :   Date. :

NO	Nama	TTO
1	Hasmiati	
2	Ishak	
3	Rahmawati	
4	Fusiah	
5	Abd. Wahab	
6	Normati	
7	Ratnawati	
8	Mirna	
9	Abd. Kadir	
10	Hasniati	
11	Aulia. Wahyuni	
12	Nur Ika	
13	Irmawati	
14	Dian nirwana	
15	A. Aksa	
16	Alfian	
17	Rahman	
18	Wahyuni	
19	Asriadi	
20	Hermansyah	
21	Rahmi	
22	Kasmawati	
23	A. Asrianti	
24	Isnawati	
25	Ade nurfiana	
26	Asrul	
27	Adrianti	

No. :			Date. :
28 -	Syamsuriani		
29 -	Abd . muis		
30 -	A . Wahyu sdik .		

APPENDIX 9 : The result of the Students pre-test

"IMPROVING ENGLISH VOCABULARY THROUGH DEGREE OF COMPARITON OF SMP NEGERI 31 MAKASSAR"

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3. Atas partisipasinya para siswa diucapkan banyak terima kasih.

Nama   : MIRNA

Nim   : 012 1011

Kelas   : VII F

A. The Result of the Students' Pre-test
➤ **Compelete the sentence with comparative and superiative from the box below**

Older	fastest
taller	
Tallest	faster
Bigger	younger
Biggest	smallest
Smaller	Longer
most diligent	

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is .... than Andi.
2. My father is 45 years old.My mother is 46 years old. So, My mother is..... than my father
3. A buffalo is big. But, elephant is .... a buffalo.

4. Begawan solo river is long but Nil river is .... than begawan solo river.
5. Roger is 12 years old. Danu is 15 years old. So, Roger is .... than Danu.
6. The elephant is the .... animal on the earth
7. There are four tall student in my class. But the .... student is Raka.
8. Chetaah is known as the .... runner animal on the earth.
9. An ant may be the .... animal in the world.
10. Jakarta is the .... city in Indonasia

No. : _____   Date. : _____

Answer

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is taller than Andi ✓

2. My father is 45 years old. My mother is 46 years old. so, My mother is older than my father. ✓

3. A buffallo is big. But, elephant is bigger a buffallo. ✓

4. Begawan solo river is long but nill river is Faster than begawan solo river. ✗

5. Roger is 12 years old. Danu is 15 years old. ~~Danu~~ so, Roger is Longer than danu. ✗

6. The elephant is younger animal on the earth ✗

7. There are four tall student in my class. But the smaller student is Raka ✗

8. Chetaah is known as the tallest runner animal on the earth. ✗

9. An ant may be the smallest animal in the world ✓

10. Jakarta is the Biggest city in Indonesi. ✓

"IMPROVING ENGLISH VOCABULARY THROUGH DEGREE OF COMPARITON OF SMP NEGERI 31 MAKASSAR"

Keterangan:

1. Tujuan penelitian ini adalah sebagai bahan penyusunan skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan universitas "45" Makassar.
2. Penelitian Mengharapkan kiranya para siswa menjawab pertanyaan yang telah di berikan sesuai dengan petunjuk.
3. Atas partisipasinya para siswa diucapkan banyak terima kasih.
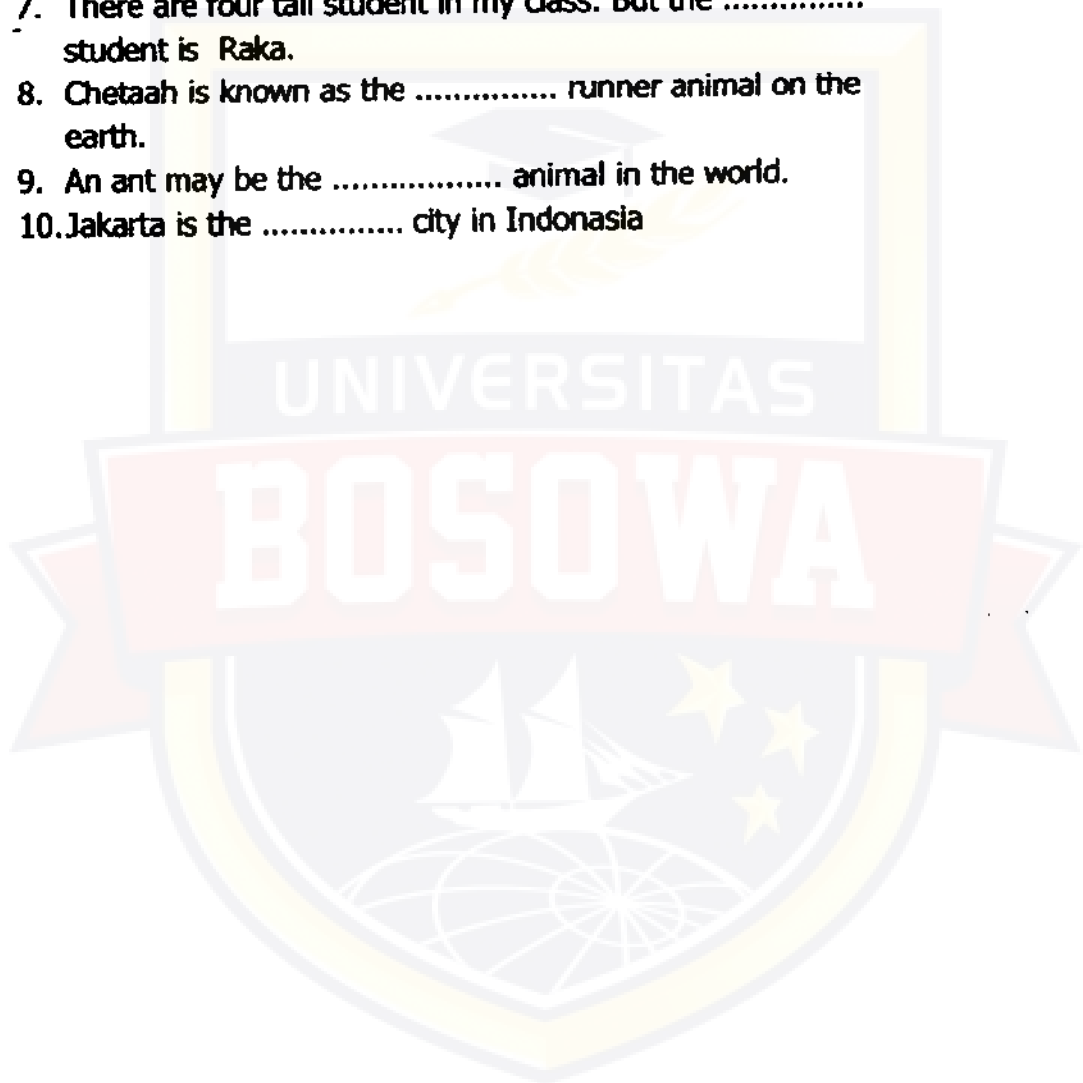
Nama   : Rahman

Nim   : 012 1027

Kelas   : VII F

A. The Result of the Students' Pre-test

➤ Compelete the sentence with comparative and superlative from the box below

Older	fastest
taller	
Tallest	faster
Bigger	younger
Biggest	smallest
Smaller	Longer
most diligent	

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is .... than Andi.
2. My father is 45 years old. My mother is 46 years old. So, My mother is..... than my father
3. A buffallo is big. But, elephant is ·.......... a buffalo.
4. Begawan solo river is long but Nil river is .... than begawan solo river.

4. Begawan solo river is long but Nil river is .... than begawan solo river.
5. Roger is 12 years old. Danu is 15 years old. So, Roger is .... than Danu.
6. The elephant is the .... animal on the earth
7. There are four tall student in my class. But the .... student is Raka.
8. Chetaah is known as the .... runner animal on the earth.
9. An ant may be the .... animal in the world.
10. Jakarta is the .... city in Indonasia

No.:   Date. :

Answer

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is taller than Andi. ✓

2. My father is 45 years old. My mother is 46 years old. So, My mother is bigger than my father. ✗

3. A buffallo is big. But, elephant is biggest a buffalo. ✗

4. Begawan Solo river is long but Nil river is longer than begawan Solo river. ✓

5. Roger is 12 years old. Danu is 15 years old. So, Roger is tallast than Danu. ✗

6. The elephant is the ~~younger~~ animal on the earth. ✗

7. There are four tall student in my class. But the fastest student is Raka. ✗

8. Chetaoh is known as the Older runner animal on the eath. ✗

9. An ant may be the Smallest animal in the world. ✓

10. Jakarta is the faster city in Indonesia. ✗

APPENDIX 10 : The result of the Students post-test

"IMPROVING ENGLISH VOCABULARY THROUGH DEGREE OF COMPARITON OF SMP NEGERI 31 MAKASSAR"

Keterangan:

1. Tujuan penelitian ini adalah sebagai bahan penyusunan skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan universitas "45" Makassar.
2. Penelitian Mengharapkan kiranya para siswa menjawab pertanyaan yang telah di berikan sesuai dengan petunjuk.
3. Atas partisipasinya para siswa diucapkan banyak terima kasih.

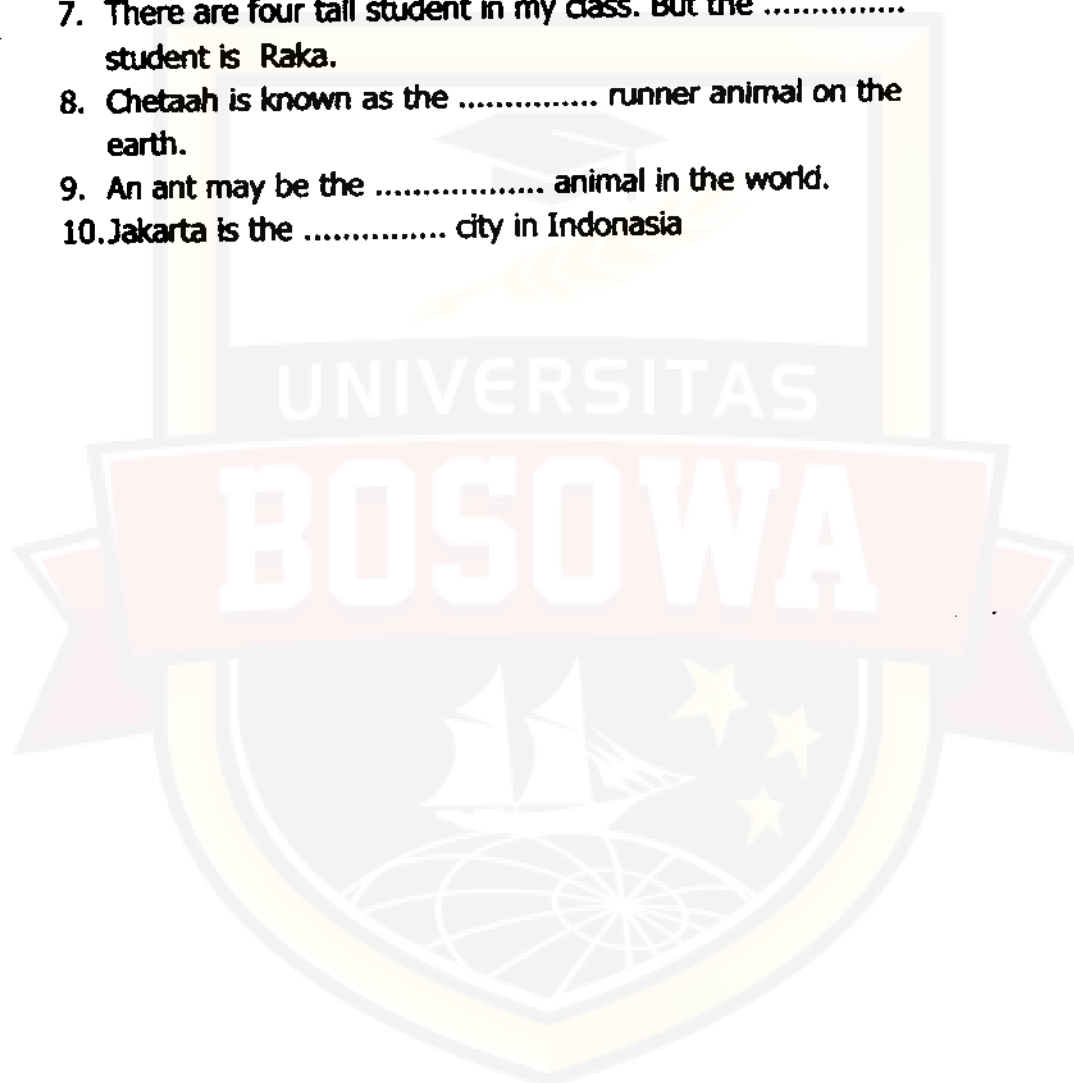Nama   : MIRNA

Nim   : 0r 1011

Kelas   : VII F

A. The Result of the Students' Pre-test

➢ **Compelete the sentence with comparative and superlative from the box below**

Older	fastest
taller	
Tallest	faster
Bigger	younger
Biggest	smallest
Smaller	Longer
most diligent	

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is .... than Andi.
2. My father is 45 years old. My mother is 46 years old. So, My mother is..... than my father
3. A buffallo is big. But, elephant is .... a buffalo.

4. Begawan solo river is long but Nil river is .... than begawan solo river.
5. Roger is 12 years old. Danu is 15 years old. So, Roger is .... than Danu.
6. The elephant is the .... animal on the earth
7. There are four tall student in my class. But the .... student is Raka.
8. Chetaah is known as the .... runner animal on the earth.
9. An ant may be the .... animal in the world.
10. Jakarta is the .... city in Indonasia

No. :   Date. :

Answer

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is Taller than Andi

2. My Father is 45 Years old. My mother is 46 years old. So, My mother is Older than my father.

3. A buffallo is big, But, elephant is Bigger a buffallo

4. Begawan solo river is long but Nil river is Longest than begawan solo river.

5. Roger is 12 years old. Danu is 15 Years old. So, Roger is Younger than danu

6. The elephant is the Bigger animal on the earth X

7. There are Four tall student in my class. But the tallest student is Raka

8. cheetah is known is the Fastest runner animal on the earth

9. An ant may be the smallest animal in the world.

10. Jakarta is the Biggest city in Indonesia

"IMPROVING ENGLISH VOCABULARY THROUGH DEGREE OF COMPARITON OF SMP NEGERI 31 MAKASSAR"

Keterangan:

1. Tujuan penelitian ini adalah sebagai bahan penyusunan skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan universitas "45" Makassar.
2. Penelitian Mengharapkan kiranya para siswa menjawab pertanyaan yang telah di berikan sesuai dengan petunjuk.
3. Atas partisipasinya para siswa diucapkan banyak terima kasih.

Nama   : Rohman

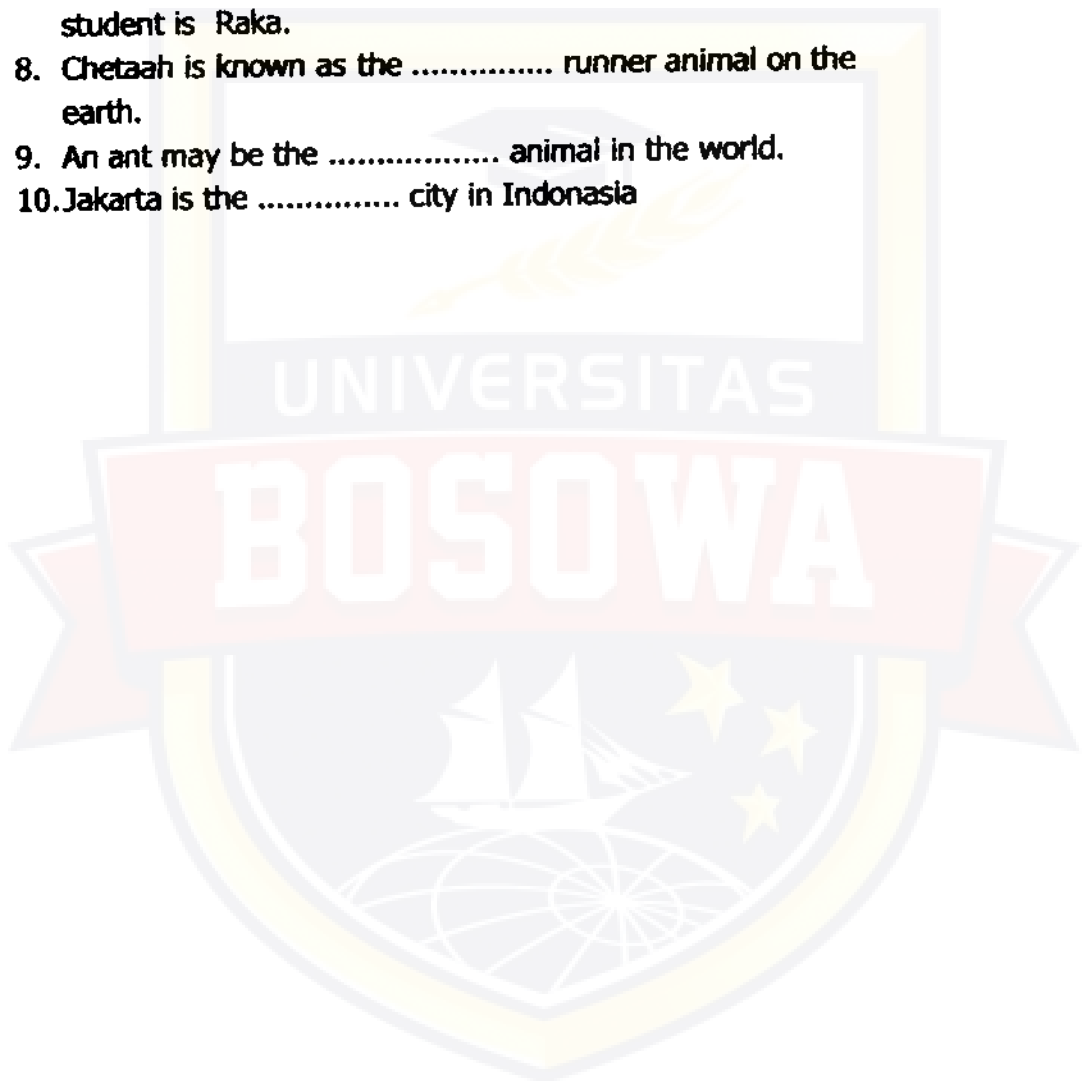Nim   : 01~ 1027

Kelas   : VII F

A. The Result of the Students' Pre-test

➤ **Compelete the sentence with comparative and superlative from the box below**

Older	fastest
taller	
Tallest	faster
Bigger	younger
Biggest	smallest
Smaller	Longer
most diligent	

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is .... than Andi.
2. My father is 45 years old.My mother is 46 years old. So, My mother is..... than my father
3. A buffallo is big. But, elephant is .... a buffalo.
4. Begawan solo river is long but Nil river is .... than begawan solo river.

4. Begawan solo river is long but Nil river is .... than begawan solo river.

5. Roger is 12 years old. Danu is 15 years old. So, Roger is .... than Danu.

6. The elephant is the .... animal on the earth

7. There are four tall student in my class. But the .... student is Raka.

8. Chetaah is known as the .... runner animal on the earth.

9. An ant may be the .... animal in the world.

10. Jakarta is the .... city in Indonasia

No. :   Date. :

Answer.

1. Andi is 165 cm tall. Donna is 167 cm tall. Donna is __taller__ than Andi.

2. My father is 45 years old. My mother is 46 years old. So, My mother is __older__ than my father.

3. A buffallo is big. But, elephant is __Bigger__ a buffalo.

4. Begawan solo river is long but Nil river is __longer__ than begawan solo river.

5. Roger is 12 years old. Danu is 15 years old. So, Roger is __younger__ than Danu.

6. The elephant is the __Biggest__ animal on the eath.

7. There are four tall student in my class. But the __tallest__ student is Raka.

8. Chetaah is known as the __Fastest__ runner animal on the eath.

9. An ant may be the __Smallest__ animal in the world.

10. Jakarta is the __Smaller__ city in Indonesia. ✗

(KEY)

A. Tujuan pembelajaran

Melengkapi

kalimat-kalimat menjadi sebuah paragraf yang baik dan benar.

B. Materi Pembelajaran

Vocabulary (Degree of Comparison)

C. Metode

Presentation and practice

D. Langkah-langkah kegiatan pembelajaran

Kegiatan awal:

Memberikan apresiasi dan motivasi kepada siswa (absensi, general information)

Kegiatan ini:

Menjelaskan materi yang akan dipelajari

Menerapkan penggunaan Degree of Comparison

Memperbaiki kesalahan yang dilakukan siswa dalam materi Degree of Comparison.

Kegiatan akhir :

Mereview kegiatan pembelajaran

E. Penilaian (Terlampir)

BIOGRAPHY

Harlina S.Pd. She was born on December 21 st 1991 in Teppoe (Sulawesi Tenggara) from the marriage of her parents Moh. Yusuf and Rusia. She has three brothers and two sisters. In 1996 she started her study in SD Negeri Teppoe Sulawesi Tenggara and graduated in 2002. Then continued her study to SMP Negeri 2 Poleang Timur. After graduating from junior high school, she continued her study to SMA Karya Sahari Bulukumba and finished her study in 2008. In 2009 she decided to continue her study at English Education Department, Faculty of Teacher Training and Education University 45 Makassar and reached her Sarjana Degree in 2013.