TEACHING DEGREES OF COMPARISON USING PICTURE CHARTS AND REALIA MEDIA AT THE SECOND YEAR STUDENTS AT MTsN-2 OF PALANGKA RAYA

THESIS

Presented to the Department of Education of the state Islamic College of Palangka Raya in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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To, Director of the State College of Islamic Studies of Palangkaraya
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Peace be unto you God's mercy and blessing as Well.

By reading and analyzing of your thesis' revision, we think that your thesis in the name of :

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Peace be with you and God's blessing.

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PENGAJARAN TINGKAT PERBANDINGAN MENGGUNAKAN MEDIA BAGAN GAMBAR DAN BENDA NYATA PADA MURID KELAS VIII DI MTsN 2 PALANGKARAYA TAHUN AJARAN 2009/2010

ABSTRAKSI

Dasar tujuan dari penelitian ini adalah mengidentifikasi beberapa masalah sebagai berikut, yaitu : 1. Bagaimanakah skor dari pengajaran tingkat perbandingan menggunakan media bagan gambar ? 2. Bagaimanakah skor dari pengajaran tingkat perbandingan menggunakan media benda nyata ? 3. Yang manakah lebih effektif antara mereka ?. Tujuan dari penelitian ini adalah : untuk menemukan skor dari pengajaran tingkat perbandingan menggunakan media bagan gambar; untuk menemukan skor dari pengajaran tingkat perbandingan menggunakan media benda nyata; untuk mengukur keefektifan dari pengajaran tingkat perbandingan menggunakan bagan gambar dan media benda nyata.

Dapat di ketahui hasil dari t_o adalah 4.14. kemudian consulate dengan table t – test dimana the degree of freedom adalah: $df = N_1 + N_2 - 2 = 33 + 33 - 2 = 64$. signifikan standar 5% $t_{table} = 2{,}00$ jadi hasil dari hipotesis adalah $t_o > t_{table} = 4.14 > 2{,}00$. Itu dapat dikatakan bahwa Ha adalah diterima dan Ho adalah ditolak, maksudnya adalah pengajaran tingkat perbandingan menggunakan Media Benda Nyata lebih efektif dari pada Media Bagan Gambar.

TEACHING DEGREES OF COMPARISON USING PICTURE CHARTS AND REALIA MEDIA AT THE SECOND YEAR STUDENTS AT MTSN 2 OF PALANGKARAYA IN ACADEMIC YEAR 2009/2010

ABSTRACT

The principle purposes of the study are to indentify some problems as follow: 1. How are the students' score in degrees of comparison taught by using realia media at the second year students of MTsN-2 of Palangka Raya? 2. How are the students' score in degrees of comparison taught by using picture chart at the second year students of MTsN-2 of Palangka Raya? 3. Which one is more effective between them.

The purposes of this study are: To find the students' score in degrees of comparison taught by using realia media at the second year students of MTsN-2 of Palangka Raya; To find the students' score in degrees of comparison taught by using picture chart at the second year students of MTsN-2 of Palangka Raya; To measure the effectiveness of teaching degrees of comparison by using picture chart and realia media.

It can be known the result of t_o is 4.14. Then it's consulted with the table of t-test where the degree of freedom are: $df = N_1 + N_2 - 2 = 33 + 33 - 2 = 64$. signification standard 5% $t_{table} = 2.00$ so the result of hypothesis is $t_o > t_{table} = 4.14 > 2.00$. It can be said that Ha was accepted and Ho was rejected, so it means that teaching degrees of comparison using realia media was more effective than picture chart.

ACNOWLEDGMENTS

First of all, the writer wishes to express her particular thanks to God. In this right chance the writer would like to give her greatest thanks to:

1. Dr. H. Khairil Anwar, M.Ag., as Director of STAIN Palangkaraya; for his direction and encouragement
2. Hj. Hamidah, M.A., as the Chair of Department of Education; for her permission so that the writer can complete the requirements for writing this thesis
3. Drs. H. Abdul Qodir, M.Pd., as the Coordinator of the English Education Study Program; for his advice, direction and motivation in conducting the study
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Grateful thanks go to all the teaching staff of the English Education Study Program for their valuable guidance and support.

The writer would like to express her most special sincere gratitude and immeasurable love to her parents, and sisters for their support and patience. So that the writer feels enthusiastically to finish thesis.

The last special thank are addressed to her friends of mine who have encourage and supported the writer from the start. Thank you very much.

DELY USWATUN HASANAH

DECLARATION OF AUTHENTICATION

In the name of God

I myself make declaration that this thesis entitles" **TEACHING DEGREES OF COMPARISON USING PICTURE CHARTS AND REALIA MEDIA AT MTsN 2 PALANGKARAYA OF ACADEMIC YEAR 2009/2010**". is truly my own writing. If is it not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, April 14 ,2010
My Own Declaration,

DELY USWATUN HASANAH
NIM. 0401120126

MOTTO

"THE BASIC IDEA BEHIND TEACHING IS TO
TEACH PEOPLE WHAT THEY NEED TO KNOW ".

(Carl Rogers)

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LIST OF ABBREVIATIONS

RM	=	Realia Media
PC	=	Picture chart
MTsN-2	=	Madrasah Tsanawiyah Negeri

DEDICATION

This thesis dedicated to:

1. Allah SWT who always gives me beneficent and merciful to company in all of my way.
2. My beloved grandma, father, mother, my brother Rahmat Fauzy, my sisters Wahyu Handriyani and Dian Putri Lestari, my little nephew Muhammad Kaisan Naufal Ali and especially one for my husband that always give me support, love, affection and their prays in all of my way.
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5. All of my friends especially graduated 2004 that I can not be called one by one, I just want to say I am very happy to be your friends.

CHAPTER I

CHAPTER I

INTRODUCTION

A. Background of The Study

English structure is one of the important parts when we are studying English, it is because the structure in English has different function, it means structure in English symbol of when we are talking and time when we are doing something[1]. Students who want to study and to be able to speak English fluently, they must master structure. It has important roles in helping the students obtain the four skill of the English language for example: listening, speaking, reading, and writing. When the students do not master of structure, they will find problems in learning English. Although structure is not always taught explicitly, but the other components or skills always need structure.

In teaching learning process, many materials should be taught by the teacher. The material is degree of comparison consist of positive, comparative and superlative. According to Rahmat positive degree is used to compare the same two things or people[2]. According to Anne comparative degree is used to compare two people or things and superlative degree is used to compare three or more people or thing[3]. It's material that is taught in grammar.

---

[1] Http://www.Paginii.blogspot.com/*English structure*.html (online 16 march 2010)
[2] Rahmat Taufiq Hidayat,*Belajar mudah Bahasa Inggris*,Bandung:Pustaka pelajar,1986,p.55
[3] Anne lindell,*Intensive English for Communication*,Jakarta:Binarupa Aksara,1990,p.94

According to Crystal that:

> Grammar is the structural foundation of our ability to express ourselves, the more we are aware of now it works, the more we can monitor the meaning and effectiveness of the way and other use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English and it can help everyone not only teacher of English, but teacher of anything, for all teaching is ultimately a matter of getting to grips with meaning.[4]

Based on explanation above grammar is very important aspect in the language learning process and Mastering grammar is needed to support every language skill.

In teaching English, the teacher should be able to make a good learning situation in classroom. She/he made the various techniques and methods of teaching, and she/he must have a good method in teaching material too. If a teacher can make a good situation in classroom and has a good method of teaching, he can give stimulation for the students to learn. It means that the applying of the technique should be planned to focus on the student's input and to keep them actively.

Beside the teacher made the various techniques and methods of teaching, the teaching media can help the English teacher in teaching learning process, for example the use of media picture chart and realia media.

According to Education Association (NEA) states that, Media are the things that can manipulate, by watching, listening, speaking, reading with their instrument used in teaching learning process, it can influence the activities of instructional program.[5]

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[4] David Crystal. *Basic Sentence Grammar*. http://grammar.about.com./grammarintro.htm (online 16 march 2010)

[5] Asnawir dan Basyuruddin Usman, *Media Pembelajaran*: Ciputat Pers, 2002.p. 10

And the function of media according to Arsyad:

> *Media berfungsi untuk tujuan instruksi di mana informasi yang terdapat dalam media itu harus melibatkan siswa baik dalam benak atau mental-mental maupun dalam bentuk aktivitas yang nyata sehingga pembelajaran dapat terjadi.*[6]

Based on explanation above can conclude that, media are something used to distribute a message and can give stimulant of the think, feel, and student's need their learning.

In this study the writer compared two kinds of media, they are picture chart and realia media. According to Ely, picture chart, which is a part of instructional media broadly conceived, is any material that established conditions which enable the learner to acquire knowledge, skill, and attitude.[7]And According to Chiarantano, realia consist of actual objects or items there of, which are used in the classroom to illustrate and teach vocabulary or to serve as and aid to facilitate language acquisition.[8]

Sumarni (2008) talked about increasing student's vocabulary mastery using realia media. The result showed that the way to increasing the vocabulary mastery is by providing the real object as a media and the result of post test is better than pre test. In pre test the highest score was 57, the lowest was 40, and the mean score was 71.58, while in post test the highest score was 97, the lowest score was 50, an the mean score was 75.37. The researcher concluded that teaching English through realia can improve the vocabulary mastery of the fifth year of SDN 1 Blimbing Ampelgading Pemalang.

---

[6]Azhar Arsyad, *Media Pengajaran,* Jakarta: PT. Raja Grafindo Persada, 1996, p. 21.

[7]Gerlanch S. Vernon and Ely, *Teaching and Media,* London: 1980, p. 32.

[8]Stefan Ciarantano .http:// www. Using English. Com/web log/archieves/00228 .html. (online 5 august 2009)

One of media can be used in teaching learning is realia media and there are three the advantages of realia media, they were: a. Represent reality. b. Can be manipulated. c. Facilitate simulating psychomotor skills. d. Model decrease risk to patient.[9]

Based on observation in MTsN 2 Palangka Raya, the English teacher sometimes did not use media in teaching learning process especially in structure. In this point the writer tried to apply picture chart and realia media in teaching degrees of comparison. The applying of this technique is expected to be able to motivate and increase the students' interest.

By seeing the case above, the writer interested in describing of technique in teaching structure. Afterward, the writer studied the comparison between teaching degrees of comparison using picture chart and realia media. So the writer wanted to write this thesis entitled: "Teaching Degrees of Comparison using Picture Charts and Realia Media at the second year students at MTsN-2 of Palangka Raya".

---

[9] Enid Errante Zwirm, *The Advantages and Disadvantages of Realia Media*, http://books.gogle.co.id/books?id.(online 5 august 2009)

B. Formulation of the Study

Based on the background of the study, the writer has three problems. They are:

1. How are the students' score in degrees of comparison taught by using realia media at the second year students of MTsN-2 of Palangka Raya?
2. How are the students' score in degrees of comparison taught by using picture chart at the second year students of MTsN-2 of Palangka Raya?
3. Which one is more effective between them?

C. Objectives of the Study

The objectives of the research related to the problems of the study are:

1. To find the students degrees of comparison score by using realia media in second year students of MTsN-2 Palangka Raya.
2. To find the students degrees of comparison score by using picture chart in second years students of MTsN-2 Palangka Raya.
3. To measure effective of teaching degrees of comparison by using picture Chart or Realia Media.

D. Significances of the Study

1. Theoretically

   This study was be able to compare the students' score in degrees of comparison using picture charts and realia media

2. Practically

   The writing of this research was describe the students' score in degrees of comparison using picture charts and realia media, as one of the alternative

media that can be used by English teacher in teaching learning process especially in degrees of comparison.

E. Variable of The Study

Variabel diartikan sebagai segala sesuatu yang akan menjadi objek pengamatan penelitian atau faktor-faktor yang berperan dalam peristiwa yang akan diteliti.[10] There are two kinds of variable in this research, namely:

1. Independent variables, called treatment conditions of factors in an experiment. These treatment conditions are under the control of the researcher and typically are manipulated in an experiment.[11]

   Realia Media

   Picture Chart

2. Dependent variables is the response or the criterion variable presumed to be "cause" or influenced by the independent variables, no set classification system exists.[12]

   The effectiveness of teaching degrees of comparison to the students

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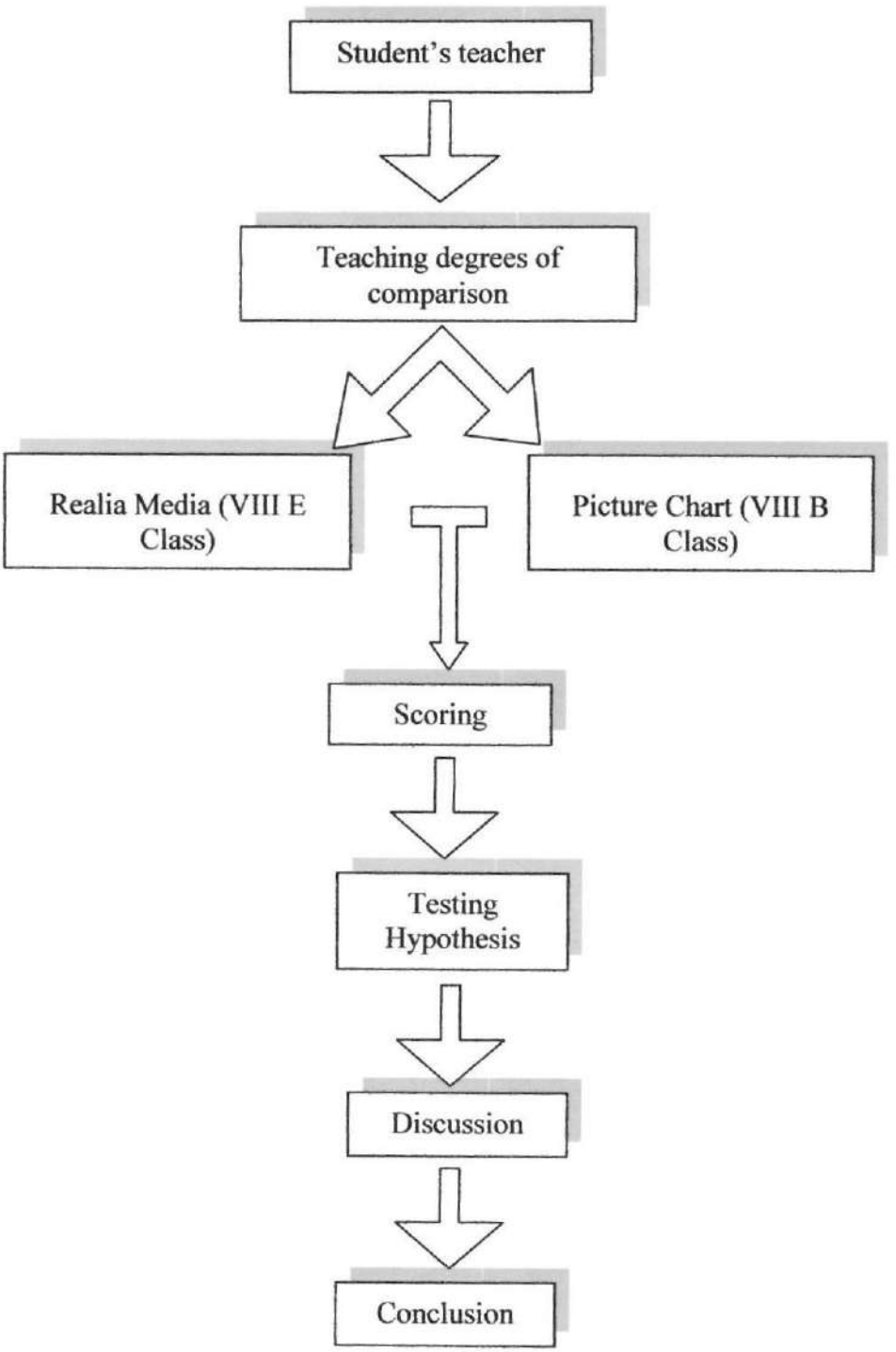
[10] Mudjia Raharjo, *Pengantar Penelitian Bahasa*, Malang: Penerbit Cendekia Paramulya, 2002, P. 13.

[11] John W. Creswell, *Research design qualitative and quantitative approach*, The United States Of America: Sage Publications Inc, 1994, .p.15

[12] *Ibid.*


Student's teacher
Teaching degrees of comparison
Realia Media (VIII E Class)
Picture Chart (VIII B Class)
Scoring
Testing Hypothesis
Discussion
Conclusion

F. Definition of the Concept

The concept of this study is structure. Structure is one of the important points of English language, the writer used degrees of comparison form to measure students' score. Teaching degree of comparison by using picture chart. So the writer shows the picture chart to the students that contains positive, comparative, and superlative degree. While teaching degrees of comparison by using Realia Media the writer shows the actual object or real life materials in teaching learning process that also contains positive, comparative, and superlative degree.

The writer used two classes to measure them. The first class is teaching degrees of comparison by using realia media and the second class is teaching degrees of comparison by using picture chart, and the writer gave pre test and post test both of them (experimental classes).

G. Hypothesis

According to Prasetyo and Jannah "Hipotesis merupakan proposisi yang akan diuji keberlakuannya, atau merupakan suatu jawaban sementara atas pertanyaan penelitian".[13] The hypothesis of this study is:

Ha : There is significance difference of teaching degrees of comparison to the students between using picture chart and realia media.

Ho : There is no significance difference of teaching degrees of comparison to the students between using picture chart and realia media.

---

[13] Bambang Prasetyo dan Lina Miftahul Jannah, *Metode Penelitian Kuantitatif*, Jakarta: PT. Raja Grafindo Persada, 2005, P. 76.

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---

[1] Bambang Prasetyo dan Lina Miftahul Jannah, *Metode Penelitian Kuantitatif*, Edisi III Ke-1 Jakarta Pesanta 2005, P. 70

H. Research Methodology

1. Approach and Type of the Study

The writer used quantitative approach to get data for this study. According to Kountor, *"Data kuantitatif ialah data yang dapat diukur sehingga dapat menggunakan statistik dalam penyajiannya".*[14] The writer used quasi experimental to type of study.

According to Arikunto that:

> *Penelitian Eksperimen merupakan penelitian yang dimaksudkan untuk mengetahui ada tidaknya akibat dari " sesuatu " yang dikenakan pada subjek selidik, dengan kata lain penelitian experimen mencoba meneliti ada tidaknya hubungan sebab akibat caranya adalah dengan membandingkan sesuatu atau lebih kelompok experimen yang diberi perlakuan dengan satu atau lebih kelompok experimen yang diberi perlakuan dengan satu atau lebih kelompok pembanding yang tidak diberi perlakuan .*[15]

According to Dakir: "Eksperimen quasi adalah pada umumnya mengabaikan salah satu atau beberapa variabel tetap (tidak dikontrol)."[16]

According to Nazir that:

"Experimental adalah penelitian yang dilakukan dengan mengadakan manipulasi terhadap objek penelitian serta adanya control".[17]

---

[14]Rouny Kountor, *Metode Penelitian,* Jakarta: Penerbit PPM, 2005, p. 16.

[15]Suharsimi Arikunto, *Manajemen Penelitian.* Jakarta: PT. Rineka Cipta, 2000. P. 272

[16] Dakir, Metodologi Penelitian Kuantitatif, P. 42

[17]Moh. Nazir, *Metode Penelitian,* Jakarta: Ghalia Indonesia, 2003, p. 63.

II. Research Methodology

1. Approach and Type of the Study

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According to Nazir that:

> "Experimental adalah penelitian yang dilakukan dengan mengamatkan manipulasi terhadap objek penelitian serta adanya control."[4]

---

[1] Bonny Kountor, *Metode Penelitian*, Jakarta: Penerbit PPM, 2005, p. 16.

[2] Suharsimi Arikunto, *Manajemen Penelitian*, Jakarta: PT. Rineka Cipta, 2005, p. 322.

[3] Dakir, Metodologi Penelitian Kuantitatif, p. 12.

[4] Moh. Nazir, *Metode Penelitian*, Jakarta: Ghalia Indonesia, 2003, p. 63.

2. Population and Sample

a. Population of the Study

The population of the study is all of the second year students of MTsN-2 Palangka Raya in academic year 2009-2010. The numbers of students were 192 students. They are consists of:

Table 1.1
Number of Students

No.	Classes	Number of Students
1.	VIII-A	20
2.	VIII-B	33
3.	VIII-C	36
4.	VIII-D	35
5.	VIII-E	33
6.	VIII-F	35
	TOTAL	192

The writer took the population form heterogenic. According to Bungin:

> *Populasi heterogen yaitu keseluruhan individu anggota populasi relative memiliki sifat-sifat individual,di mana sifat tersebut membedakan individu anggota populasi yang satu dengan yang lainnya. Dengan kata lain bahwa individu anggota populasi memiliki sifat yang bervariasi sehingga memerlukan penjelasan terhadap sifat-sifat tersebut baik secara kuantitatif maupun kualitatif.*[18]

b. Sample of the Study

To take the sample, the writer took two classes to be the sample. The first class is experiment group uses picture chart and the second class is experiment group uses realia media. The writer used cluster sampling for it.

---

[18] Burhan Bungin, *Metodologi Penelitian Kuantitatif*, Jakarta: Kencana, 2005, p. 100.

2. Population and Sample

a. Population of the Study

The population of the study is all of the second year students of MTsN-2 Lutanaka Raya in academic year 2009-2010. The numbers of students were 192 students. They are consists of:

Table 1.1
Number of Students

No.	Classes	Number of Students
1.	VIII-A	29
2.	VIII-B	32
3.	VIII-C	36
4.	VIII-D	35
5.	VIII-E	37
6.	VIII-F	35
	Total	192

The writer took the population form heterogenic. According to Bungin,

> *Populasi heterogen yaitu keseluruhan individu anggota populasi relatif memiliki sifat-sifat individualis mana sifat tersebut memberlakan individu anggota populasi yang satu dengan yang lainnya. Dengan kata lain sifat individu anggota populasi memiliki sifat yang berwarna sehingga memerlukan penjelasan terinklap sifat-sifat tersebut baik secara manifestasi maupun kualitatif.*[38]

b. Sample of the Study

To take the sample, the writer took two classes to be the sample. The first class is experiment group uses picture chart and the second class is experiment group uses realia media. The writer used cluster sampling for it.

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[38] Burhan Bungin, *Metodologi Penelitian Kuantitatif*, Jakarta, Semarang 2005, p. 100.

According to Nazir :

Sampel kelompok (Cluster sample), ialah sampel acak sederhana dimana setiap sampling unit terdiri dari kumpulan atau kelompok elemen.[19]

The sample is shown in following table:

Table 1.2
Number of Sample

No	Classes	Number of Students	Note
1	VIII-E	33	Experiment group uses realia media
2	VIII-B	33	Experiment group uses picture chart

3. Data Collecting Procedure

To get data that be needed in the research, there are a few of ways to do it. They are:

a. Preparation

It is useful to prepare everything relates with this study, they were:

1) Choose the place of the study.
2) Gave information for the instances that related to show this study.
3) Made instrument try out.
4) Show the try out to the class that has been determined.
5) Analyzed the try out

[19] J. Supranto, , *Tehnik Sampling Untuk survey dan Eksperimen*, Jakarta: Rineka Cipta,2007,.p. 226

According to Nazir:

Sampel kelompok ik lavier sampler, lainih sampel acak sederhana dimana setiap sampling unit terdiri dari kumpulan atau kelompok elemen.

The sample is shown in following table:

Table 1.2
Number of Sample

No	Classes	Number of Students	Note
1	VIII-I	33	Experiment group uses realia media
2	VIII-II	33	Experiment group uses picture chart

3. Data Collecting Procedure

To get data that be needed in the research, there are a few of ways to do it like here.

a. Preparation

It is useful to prepare everything relates with this study, they were:

1. Choose the place of the study.
2. Have information on the instances that related to show this study.
3. Made instrument try out.
4. Show the try out to the class that has been determined.
5. Analyzed the try out.

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[1] I. Sapiantoro, *Teknik Sampling/ Instrumen dan Eksperimen*, Jakarta: Rineka Cipta, 2007, p. 226.

b. Implementation

1) Divided the sample into two groups, the first group is experiment group (VIII-E) the writer showed degrees of comparison by using realia media for them. The second is experiment groups (VIII-B) the writer showed degrees of comparison by using picture chart.
2) The writer showed post test for them to measure their achievement.
3) The writer gave score for the students and analyze it.

4. Instrumentation of the Study

The data were very important in the study. They were needed to support and prove the study itself. Finally there are two techniques to get it, and they were:

a. Test

According to Nurkancana,

> *"Tes adalah suatu cara untuk mengadakan penilaian yang berbentuk suatu tugas atau serangkaian tugas yang harus dikejakan oleh anak/sekelompok anak sehingga menghasilkan suatu nilai tentang tingkah laku/prestasi anak tersebut, yang dapat dibandingkan dengan nilai yang dicapai oleh anak-anak lain atau dengan nilai standar yang ditetapkan ".*[20]

In this study, test was used to collect the data. The result of test was used to measure the students' achievements in degrees of comparison taught by using realia media and picture chart. Test in this study was in the form of multiple choices. The number of item is 100 (a hundred) items. The numbers of valid item were 50 items and invalid items were 50 items.

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[20] Wayan Nurkancana & P.P.N Sumartana, *Evaluasi Pendidikan*, Surabaya: Usaha Nasional, p.25.

b. Implementation

Table 1.3
The indicators of the test material in try out

No	The Content	The Sub Of Items
1.	Positive	22
2.	Comparative	49
3.	Superlative	29
	Total	100 items

Then the writer gave an approach before experiment (pre test) and after experiment (post test). The writer gave pre test on Saturday, October 21th 2009 and the writer gave post test on Tuesday, December 1th 2009. The allocation of time pre test and post test were 90 minutes.

The standard of valuation at MTsN-2 Palangka Raya.[21]

Table 1.4
Standard of Valuation
at MTsN-2 Palangkaraya

interval	interpretation
60 – 100	Mastery
0 < 60	Fail

b. Scoring system

The form of instrument is multiple choice with 50 items and the highest score is 100, it means that one item is scored 2

c. Documentation

This technique was aimed to finding out the documents related to the study was the English syllabus that is used in MTsN 2 Palangka Raya.

[21] SKBM MTsN-2 Palangka Raya Tahun Pelajaran 2009-2010.

Table 1.3

The indicators of the test material in try out

No	The Content	The Sub Of Items
1	Mastery	22
2	Lightning	10
3	Pop Sauce	20
	Total	100 items

Then the writer gave an approach before experiment (pre test) and after experiment (post test). The writer gave pre test on Saturday, October 21st 2009 and the writer gave post test on Tuesday, December 1st 2009. The allocation of time pre test and post test were 90 minutes.

4. Standard of valuation at MTsN-2 Palangka Raya[25]

Table 1.4
Standard of Valuation
at MTsN-2 Palangkaraya

interval	interpretation
60 - 100	Mastery
0 - 60	Fail

5. Scoring system

The form of instrument is multiple choice with 50 items and the highest score is 100. It means that one item is scored [illegible]

6. Documentation

This technique was aimed to finding out the documents related to the study was the Lighting Habits that is used in MTsN-2 Palangka Raya.

[25] Sk.BM MTsN-2 Palangka Raya, Tahun Pelajaran 2009/2010

5. Instrumentation Try Out

The writer tried out the test instrument before it was applied to the real sample in the study. The subject of try out was the second year students at MTsN 2 of Palangkaraya. The process of try out was held on Monday, October 19th 2009 and allocations of time were 90 minutes. The writer analyzed the test instrument to gain the information about the instrument quality that consists instrument validity, instrument reliability, and index of difficulty and the procedures of the try out were:

a. Preparing the instrument.

b. Giving the test items to the students who would be students try out.

c. Determining the allocation of time.

d. Collecting and scoring the students answer.

e. Analyzing the result of the students test.

Having done the try out, the writer continues to find out the validity of the test, reliability of the test and the level of difficulty of the test item. They were explained in the following ways:

1. Validity

To know the validity of each item, the formula below is used.

$$r_{pbi} = \frac{\mathrm{MP} - \mathrm{M}t}{SDt}\sqrt{\frac{p}{q}}$$

3. Instrumentation (Try Out)

The writer tried out the test instrument before it was applied to the real sample in the study. The subject of try out was the second year students at MTSN 2 of Cilongkrang. The process of try out was held on Monday, October 14th 2019 and allocations of time were 90 minutes. The writer analyzed the test instrument to gain the information about the instrument quality that consists instrument validity, instrument reliability, and index of difficulty and the procedures of the try out were:

a. Executing the instrument

b. Giving the test items to the students who would be students try out

c. Determining the allocation of time

d. Collecting and scoring the students test

e. Analyzing the result of the students test

Having done the try out, the writer continues to find out the value of the test validity of the test and the level of difficulty of the test item. They were explained in the following ways:

1. Validity

To know the validity of each item, the formula below is used

$$r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$$

r_{pbi} : Coefficient validity of each item

MP : Mean of the right answer

Mt : Mean of the total score

SDt : Standard deviation from the total score

p : Proportion of the students' correct answers for each item

q : Proportion of the students' wrong answer for each item[22]

To know the level of test validity, the result of r is correlated to the criteria of r value below:

0.800 – 1.000 : Very high validity

0.600 – 0.799 : High validity

0.400 – 0.599 : Fair validity

0.200 – 0.399 : Poor validity

0.000 – 0.199 : Very poor validity[23]

The formula to find out the mean of the total score (Mt), are as follows:

$$Mt = \frac{\sum Xt}{N}$$

$$= \frac{2729}{37}$$

$$= 73{,}75$$

[22]Anas Sudijono, *Pengantar Statistik Pendidikan,* Jakarta: Raja Grafindo Persada, 2005, p. 120.

[23]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: PT. Bumi Aksara, 2001, p.75

r_{pbi} : Coefficient validity of each item

MP : Mean of the right answer

Mt : Mean of the total score

SD : Standard deviation from the total score

p : Proportion of the students' correct answers for each item

q : Proportion of the students' wrong answer for each item[1]

To know the level of test validity, the result of r is correlated to the criteria of r value below:

0,800 - 1,000 : Very high validity

0,600 - 0,799 : High validity

0,400 - 0,599 : Fair validity

0,200 - 0,399 : Poor validity

0,000 - 0,199 : Very poor validity[2]

The formula to find out the mean of the total score (Mt), are as follows:

$$Mt = \frac{\Sigma Xt}{N}$$

$$= \frac{2720}{37}$$

$$= 73,75$$

[1] Lucas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Rajia Grafindo Persada, 2005, p. 129.

[2] Sukarsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: PT. Bumi Aksara, 2006, p. 75.

The formula to find out standard deviation (SDt), are as follows:

$$SDt = \sqrt{\frac{\sum Xt^2}{N} - \left[\frac{\sum Xt}{N}\right]^2}$$

$$= \sqrt{\frac{215292}{37} - \left[\frac{2729}{37}\right]^2}$$

$$= \sqrt{5818.7027 - 5440.0592}$$

$$= \sqrt{5818.7027 - [73.756757]^2}$$

$$= \sqrt{378.64354}$$

$$= 19.458765$$

Here are two examples to calculate the validity:

1. Test item no. 8

$$r_{pbi} = \frac{Mp - Mt}{SDt} \cdot \sqrt{\frac{p}{q}}$$

$$= \frac{75.71428571 - 73.75675676}{19.458765} \cdot \sqrt{\frac{0.945945946}{0.054054054}}$$

$$= \frac{1.95752895}{19.458765} \cdot \sqrt{17,5000000185}$$

$$= 0.10059882 \; x \; 4.183300134$$

$$= 0,42083505$$

$$= 0,421$$

2. Test item no. 11

$$r_{pbi} = \frac{Mp - Mt}{SDt} \cdot \sqrt{\frac{p}{q}}$$

$$= \frac{77.45454545 - 73.75675676}{19.458765} \cdot \sqrt{\frac{0.945945946}{0.054054054}}$$

$$= \frac{3.69778869}{19.458765} \cdot \sqrt{1.4666666691}$$

$$= 0.190032033 \; x \; 1.211060142$$

$$= 0.230140$$

$$= 0.23$$

Based on the examples above, it can be known that the test item no. 8 was valid and the test item no. 11 was invalid

To know the test item are valid and invalid so the degree of freedom must be consulted to the table (r) product moment, where the degree of freedom are as follows: df = N – nr

= 37 – 2

= 35

The df = 35 then consulted to the table (r) product moment, where the result was:

r_{table} or r_t at the significant 5 % = 0.334

r_{table} or r_t at the significant 1 % = 0.430

2. Test item no. 11

$$t_{pb} = \frac{Mp - Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{72.45845 - 73.75025}{1.45875}\sqrt{\frac{0.05}{0.95}}$$

$$= \frac{-1.29180}{1.45875} \times \sqrt{0.05263}$$

$$= -0.88546 \times 0.22942$$

$$= -0.20$$

Since the computed value is less than the table value, it can be known that the test item no. 5 was valid.

Thus, the test item no. 11 was invalid.

To know the test item no. valid and invalid or the degree of freedom must be computed to the table (t) product moment, where the degree of freedom are as follows: $df = N - 2$

$= 22 - 2$

$= 19$

The $df = 19$ then consulted to the table (t) product moment, where the result was:

t_{table} on the significant 5% = 0.374

t_{table} on the significant 1% = 0.430

2. Reliability

Reliability is a necessary characteristic of any good test, for it to be valid at all; a test must first be reliable as a measuring instrument. If the test is administered to the same candidates on different occasion (with no language practice work taking place between these), then to extent that it produces differing result, it is not reliable.[24] To measured the reliability of the test measurement, the researcher used the formula of product moment by person and the formula was:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}}\sqrt{\{N\sum Y^2 - (\sum Y)^2}}$$

Where:

rx_y = the coefficient of correlation

ΣX = score of each items of students

ΣY = total score of students

N = number of students[25]

The qualifications of reliability are:

0.800 – 1.000 : Very high Reliability

0.600 – 0.799 : High Reliability

0.400 – 0.599 : Fair Reliability

0.200 – 0.399 : Poor Reliability

0.000 – 0.199 : Very poor Reliability [26]

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[24] J.B. Heaton, *Writing English language*, England: Longman, 1974.p.155.

[25] Suharsimi Arikunto, *Manajemen Penelitian*, p. 225

[26] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: PT. Bumi Aksara, 2001, p.75

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Where:

r_{xy} = the coefficient of correlation

$\sum X$ = score of each items of students

$\sum Y$ = total score of students

N = number of students[2]

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[1] Heaton, *Writing*, Longman, Longman, 1974, p. [illegible]

[2] Sukarsimi Arikunto, *Manajemen Pendidikan*, p. 239

Sukarsimi Arikunto, *Dasar-Dasar Pendidikan Evaluasi*, Jakarta: PT. Bumi Aksara, 2001, p. 7

From the data appendix, the reliability of the test was:

$N = 37;\ \Sigma X = 1391;\ \Sigma Y = 1396;\ \Sigma XY = 52961;\ \Sigma X^2 = 53095;\ \Sigma Y^2 = 53148$

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}}\sqrt{\{N\sum Y^2 - (\sum Y)^2}}.$$

$$= \frac{(37\ x\ 52961) - (1391)(1396)}{\sqrt{\{37x53095 - 1391^2\}}\sqrt{\{37x53148 - 1396^2\}}}.$$

$$= \frac{1959557 - 1941836}{\sqrt{\{1964515 - 1934881\}}\sqrt{\{1966476 - 1948816\}}}.$$

$$= \frac{17721}{\sqrt{29634}\ x\sqrt{17660}}.$$

$$= \frac{17721}{\sqrt{252336440}}.$$

$$= \frac{17721}{22876.54782}.$$

$= 0.\ 77463611$

After collecting the data above the writer calculated the reliability test using split half method by Spearman-Brown:

$$r_{11} = \frac{2.r_{\frac{11}{12}}^{`}}{1 + r_{\frac{11}{12}}}.$$

$$= \frac{2\ x\ 0.77463611}{1 + 0.77463611}.$$

$$= \frac{1{,}549}{1.774}.$$

$= 0.873008394$

$= 0.873$

Therefore, the score of reliability is 0.873 it has meant that the qualifications of the reliability is very high reliability.

3. Level of Difficulty

To know the quality of instruments too neither difficult nor easy.

The formulation used is:

$$F.V = \frac{R}{N}$$

Where:

F.V : Index of difficulty

R : Number of students who answer the question correctly

N : Number of all students who follow the test.[27]

It would be classified as:

P 0.00 – 0.30 : Difficult

P 0.30 – 0.70 : Fair

P 0.70 – 1.00 : Easy[28]

Here are three examples to calculate the index of difficulty:

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[27]Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta : PT. Raja Grafindo Persada, 2003, p. 252-253

[28]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. p. 210.

a. the test item no. 29

$$P = \frac{B}{J} = \frac{7}{37} = 0{,}19$$

b. the test item no. 30

$$P = \frac{B}{J} = \frac{24}{37} = 0{,}65$$

c. the test item no. 32

$$P = \frac{B}{J} = \frac{32}{37} = 0{,}86$$

Based on the examples above, it can be known that the test item no. 29 is difficult, the test item no. 30 is fair and the test item no.32 is easy.

6. Instrumentation Validity

The instrumentation validities are:

a. Construct Validity

According to Thoha that: Validitas konstruksi adalah tes yang butir-butir soalnya mengukur aspek berpikir sesuai dengan konsep atau pendekatan untuk mengurai aspek berpikir tersebut.[29] If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning.

The test items are constructed based on syllabus to the second year students at MTsN-2 of Palangka Raya.

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[29] Chabib Thoha, *Teknik Evaluasi Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2003, p. 110.

b. Content Validity

According to Thoha that: Validitas isi adalah tes yang mempersoalkan apakah isi butir tes yang diujikan itu mencerminkan isi kurikulum yang seharusnya diukur atau tidak.[30]

To fulfill the content validity, the test content is directly related with what have been taught to the student that have two ways namely picture chart and realia media. The test material was about degrees of comparison.

7. Data Analyze procedure

The writer analyzed the data with a few of ways, they are:

a. The writer collected the result of test.

b. The writer gave score for the students that suitable with the criteria.

c. The writer arranged the score into the table.

d. The writer determined the mean score with the formula :

$$Mx = m' + i\left[\frac{\sum fx'}{N}\right]$$

Mx : mean

f : frequency of score

x : score

N : number of test

[30] Ibid, p. 111.

6. Content Validity

According to Ghoba that Validitas ini adalah tes yang mempersoalkan apakah ini butir tes yang dibuikan itu mencerminkan ini kurikulum yang seharusnya dibuat atau tidak.[7]

To fulfill the content validity, the test content is directly related with what have been taught to the student that have two ways namely picture chart and media media. The test material was about degrees of comparison.

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a. The writer collected the result of test

b. The writer gave score for the students that suitable with the criteria.

c. The writer arranged the score into the table

d. The writer determined the mean score with the formula :

$$Mx = m^2 + 1 \left[\frac{\sum fx^2}{N} \right]$$

Mx : mean

f : frequency of score

x : score

N : number of test

---

[7] Ibid, p. 119.

To analyze the data had been collected, the formulation of t-test used is:

$$t_o = \frac{M_{X1} - M_{X2}}{SE_{MX1\ -\ MX2}}$$

t_o : The value of the mean difference will be judge.

M_{x1} : The mean of the first group.

M_{x2} : The mean of the second group.

$SE_{Mx1} - SE_{Mx2}$: Standard error of the first and second mean.[31]

If $t_{test} \geq t_{table}$, Ha is accepted and Ho is rejected

If $t_{test} < t_{table}$, Ha is rejected and Ho is accepted.

[31] Nana Sudjana, *Metoda Statistika*, Bandung: Tarsito, 1996, p. 239.

8. Framework of the discussion

The frameworks of the discussion of this study were:

Chapter I : Introduction that consist of the background of the study, formulation of the study, objective of the study, signification of the study, variable of the study, definition of the concept, hypothesis, research methodology there are some points in this sub chapter such as: approach and type of study, population and sample, data collecting procedure, instrumentation of study, instrument try out, instrumentation validity, data analysis procedure.

Chapter II : Review and related literature that consists of: a. previous study. b. degrees of comparison. c. picture chart. d. realia media

Chapter III : Result of the study consists of: a. the students' achievements in degrees of comparison taught by using realia media. b. the students' achievements in degrees of comparison taught by using picture chart. c. the effectiveness between the result of teaching realia media and picture chart.

Chapter IV : Closing and suggestion

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Chapter II Review and related literature that consists of: a. previous study, b. degrees of comparison, c. picture chart, d. realia media

Chapter III Result of the study consists of: a. the students' achievements in degrees of comparison taught by using realia media, b. the students' achievements in degrees of comparison taught by using picture chart, c. the effectiveness between the result of teaching realia media and picture chart

Chapter IV Closing and suggestion

CHAPTER II

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous studies

The previous studies done by some students (Sumarni; 2008, Airlangga; 2006, Suryani; 2006). Proved that realia media was effective in increasing the students' score

Sumarni (2008) talked about increasing student's vocabulary mastery using realia media. The result showed that the way to increasing the vocabulary mastery is by providing the real object as a media and the result of post test is better than pre test. In pre test the highest score was 57, the lowest was 40, and the mean score was 71.58, while in post test the highest score was 97, the lowest score was 50, an the mean score was 75.37. The researcher concluded that teaching English through realia can improve the vocabulary mastery of the fifth year of SDN 1 Blimbing Ampelgading Pemalang.

Airlangga (2006) talked about *penggunaan media realia sebagai upaya meningkatkan pembelajaran menulis deskripsi.* The result showed that in the first step there were 6.6% students got very poor category, there were 21.21% students got poor category, fair there were 51.52% students got fair category, there were 21.21 students got good category, there were 0% students got very good categorize. The second step there was 0% students got very poor category, there were 12.12% students got poor category , there were 42.42% students got fair category, good there were 42.42% students got good category, there were 3.03%

CHAPTER II

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A. Previous studies

The previous studies done by some students (Sumatrini 2008, Ariyanegar 2006, Suryani 2006). Proved that realia media was effective in increasing the students' score.

Sumatrini (2008) talked about increasing student's vocabulary mastery using realia media. The result showed that the way to increasing the vocabulary mastery is by providing the real object as a media and the result of post test is better than pre test. In pre test the highest score was 57, the lowest was 40 and the mean score was 71.58, while in post test the highest score was 97, the lowest score was 70 and the mean score was 75.55. The researcher concluded that teaching English through realia can improve the vocabulary mastery of the fifth year of SDN 18 Kuala Ampelgaonng Pemalang.

Ariyanegar (2006) talked about *pengaruhan media realia sebuah agara mengganda pembelajaran menulis deskripsi*. The result showed that in the first step there were 60% students got very poor category, there were 21.21% students got poor category, fair there were 51.52% students got fair category, there were 21.21 students got good category, there were 0% students got very good categories. The second step there was 6% students got very poor category, there were 12.12% students got poor category, there were 42.42% students got fair category, good there were 42.42% students got good category, there were 1.02%

students got very good category. The third step there were 0% students got very poor category, there were 5.88% students got poor category, there were 29.41% students got fair category, there were 58.82% students got very good category, there were 15.88% students got very good category.

Suryani (2006) talked about *penggunaan media realia dalam pembelajaran menulis petunjuk sebagai upaya meningkatkan keterampilan menulis siswa.* The result showed that in the first step from 43 students' writing there were 2.38% students got poor category, there were 46.51% students got fair category, there were 46.51% students got good category, there were 4.65% students got very good category. The second step from 42 students' writing there were 78.57% students got good category, there were 21.43% students got very good category.

Related to the explanation above, the writer explores a different case of the study. The writer took degrees of comparison as the material of research and the second year students at MTsN 2 PalangkaRaya as the object of this research. The research written by using quantitative approach which looking for is there a significance effective of teaching degrees of comparison to the students between using picture chart and realia media or There is no significance effective of teaching degrees of comparison to the students between using picture chart and realia media.

B. Degrees of Comparison

1. The Definition Teaching Degree of Comparison

According to Brown, teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.[1] Teaching is the process to give guidance or helping to the students to do learning.[2]

Based on definition above, teaching is the process of guiding and helping learner to learn something, giving instruction, and providing knowledge that all of them are given by a teacher.

According to Hornby, degree is defined as amount or extent.[3] While comparison is used to emphasize the difference between two people or things being compared.[4] According to Thoifuri, degree of comparison is "*kata perbandingan yang menyatakan lebih atau paling dari lainnya*".[5] (Comparison word that shown more (er) or most (est)).

From the other opinion, degree of comparison is *"tingkat perbandingan, jika membuat kalimat comparison degree, di dalam kalimat tersebut terkandung makna adanya sejumlah hal atau objek yang dibandingkan".*[6] (It is degree of

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[1]H.D. Brown, *Principle of Language Learning and Teaching,* New York: Longman, 2000, 4th edition, p. 7.

[2]Syaiful Bahri Djamarah, *Strategi Belajar Mengajar,* Jakarta: Rineka Cipta, 2002, 2nd edition, p. 45.

[3]Hornby, *Oxford Advanced Learner's Dictionary of Current English,* Oxford: Oxford University Press, 1935, p. 306.

[4]*Ibid.,* p. 231.

[5]Thoifuri, *Tata Bahasa Inggris Praktis dan Mudah Kuasai Bahasa Dunia,* Jakarta: Puspaswara, 2005, p. 88.

[6]Pardiyono, *Communicative Grammar for Easy Conversation,* t.tp: Andi Offset, 2004, p. 231.

comparison, when degrees of comparison sentences are made into sentences, there are many things or object to be compared).

Based on the definition above, degree of comparison is the words used to compare the things or objects that are similar.

2. The Kinds of Degrees of Comparison

According to Thomson, there are three degrees of comparison[7]. It can be seen the following table:

Table 2.1
The Kinds of Degrees of Comparison
And the Examples

Positive	Comparative	Superlative
Dark	Darker	Darkest
Tall	Taller	Tallest
Useful	More useful	Most useful

a. Positive

According to Rahmat, positive degree is *"dipakai untuk membandingkan dua benda atau orang yang sama".*[8] (It is used to compare the same two things or people).

Examples:

1) The man is as tall as my elder brother.

   (Orang itu setinggi kakak saya).

2) Jane is as old as my elder sister.

   (Jane setua kakak saya).

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[7]A.J. Thomson and A.V. Martinet, *A Practical English Grammar,* Oxford: Oxford University Press, 1985, p. 36.

[8]Rahmat Taufiq Hidayat, *Belajar Mudah Bahasa Inggris,* p. 55.

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a. Positive

According to Sahman, positive degree is "*Ilyakal untuk membandingkan dua hal ke dalam ukuran yang sama*"[2]. It is used to compare the same two things or objects.

Examples:

1) The man is as tall as my elder brother.

Adalah dia setinggi kakak saya

2) Lane is as old as my elder sister.

Ahmed setua saya

---

[1] A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, Oxford: Oxford University Press, 1983, p. 56.
[2] Robert, Lantig Hidayat, *Belajar Mudah Bahasa Inggris*, p. 56.

3) His house is as big as ours.

(Rumahnya sebesar rumah kami.)[9]

Positive form of the adjective, we use "as.....as" in the affirmative and "not as/ not so ..... as" in the negative.

Examples:

1) A boy of sixteen is often as tall as his father.

2) He was as white as a sheet.

3) Manslaughter is not as/ so bad as murder.

4) Your coffee is not as/ so good as the coffee my mother makes.[10]

b. Comparative

According to Anne, the comparative degree is used to compare two people or things.[11] Examples:

1) Mary is cleverer than Jane.

(Mary lebih tua dari Jane).

2) He runs faster than me.

(Dia berlari lebih cepat dari pada saya).

3) I am older than you.

(Saya lebih tua dari kamu).[12]

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[9]Danny R. Cyssco, *Practical English Grammar A Daily Conversations,* Jakarta: Puspaswara, 2000, p. 155.

[10]A.J. Thomson and A.V. Martinet, *A Practical*, p. 138.

[11]Anne Lindell, *Intensive English for Communication,* p. 94.

[12]Danny R. Cyssco, *Practical English*, p. 56.

The suffix –er is used in the following ways:

a. With adjective of one syllable:

Tall	:	taller	Nice	:	nicer
Cheap	:	cheaper	clear	:	clearer[13]
Safe	:	safer			

Examples:

1. John is taller than Peter.
2. Maria is nicer that Ratna.

b. With adjectives that end in –y (2 syllables)

Busy	:	busier	Lazy	:	lazier
Easy	:	easier	Pretty	:	prettier
Happy	:	happier	Early	:	earlier [14]
Heavy	:	heavier			

Examples:

1. My brother is busier than Linda.
2. Lala is happier than Nana.

c. Adjective with three or more syllable:

Important	:	more important
Fascinating	:	more fascinating
Beautiful	:	more beautiful[15]

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[13]Robert Krohn, *English Sentences-Structure,* Jakarta: Binarupa Aksara, 1990, p. 164.
[14]*Ibid.*
[15]Betty Schrampfer Azar, *Fundamental of English Grammar,* New Jersey: Englewood Cliffs, 1992, p. 332.

Examples :

1. Rara is more important than Lia.
2. Maria is more beautiful than Maya

c. Superlative

According to Anne, the superlative degree is used to compare three or more people or things.[16]

Examples:

1) Marry is the cleverest girl in the class.

(Mary adalah anak yang paling pintar di kelas ini)

2) This is the oldest cinema in Bandung.

(Ini adalah bioskop yang paling tua di Bandung).

3) It was the most beautiful house that I had ever seen.

(Itu adalah rumah yang paling bagus yang pernah saya lihat).[17]

The suffix –est is used with the same words that –er is used with.

1) Adjective of one syllable

Tall : taller : tallest

Sad : sadder : saddest

Noisy : noisier : noisiest[18]

Example: John is the tallest boy in his family.

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[16]Anne Lindell, *Intensive English*, p. 95.
[17]Danny R. Cyssco, *Practical English*, p. 56
[18]Anne Lindell, *Intensive English*, p. 95.

2) Adjective that end in –y (2 syllables)

Busy	:	busier	:	the busiest
Easy	:	easier	:	the easiest
Happy	:	happier	:	the happiest
Heavy	:	heavier	:	the heaviest
Lazy	:	lazier	:	the laziest
Pretty	:	prettier	:	the prettiest
Early	:	earlier	:	the earliest

Examples:

a. She is the prettiest girl.

b. Budi is the laziest boy.

The word most is used with the same words that more is used with. It is used for the adjectives words that consist of two or more syllables.

Careful	:	more careful	:	the most careful
Beautiful	:	more beautiful	:	the most beautiful
Expensive	:	more expensive	:	the most expensive
Interesting	:	more interesting	:	the most interesting
Important	:	more important	:	the most important
Necessary	:	more necessary	:	the most necessary[19]

Examples:

a) Nila is the most beautiful girl in this city.

b) Kara is the most interesting friend.

---

[19] *Ibid.*, p. 167.

2) Adjective that end in -y (2 syllables)

Busy	:	busier	:	the busiest
Easy	:	easier	:	the easiest
Happy	:	happier	:	the happiest
Heavy	:	heavier	:	the heaviest
Lazy	:	lazier	:	the laziest
Pretty	:	prettier	:	the prettiest
Early	:	earlier	:	the earliest

Example:

a) Alice is the prettiest girl.

b) Hadi is the laziest boy.

The word most is used with the same words that more is used with. It is used for the adjectives words that consist of two or more syllables.

Careful	:	more careful	:	the most careful
Beautiful	:	more beautiful	:	the most beautiful
Expensive	:	more expensive	:	the most expensive
Interesting	:	more interesting	:	the most interesting
Important	:	more important	:	the most important
Necessary	:	more necessary	:	the most necessary[1]

Examples:

a) Adhaisine most beautiful girl in this city.

b) Khaaid is most interesting friend.

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[1] Ibid., p.

3. Irregular Degrees of Comparison

In the following tables are the examples of irregular degrees of comparison in positive, comparative, and superlative forms

Table 2.2
Irregular Degrees of Comparison

Positive	Comparative	Superlative
Good (*baik*)	Better (*lebih baik*)	Best (*paling baik*)
Well (*baik*)		
Bad (*jelek*)	Worse (*lebih jelek*)	Worst (*paling jelek*)
Ill (*buruk*)		
badly (*jelek*)		
Many (*banyak*)	More (*lebih banyak*)	Most (*paling banyak*)
Much (*banyak*)		
Far(*jauh*)	farther (*lebih jauh*) further (*lebih lanjut*)	Farthest (*jarak terjauh*) Furthest (*urutan/ kiasan*) *paling lanjut*
Little	Less Smaller	Least (*sedikit*) Smallest (*kecil*)
Old	Older Elder	Oldest (*umur*) eldest (*tingkat/ untuk keluarga*)
Late	Later Latter	Latest (*waktu*) *yang termodern* last (*urutan*) *yang penghabisan*
Near	Nearer	Nearest (*jarak*) Next (*urutan*)[20]

[20]John Surjadi Partanto, *Tata Bahasa Inggris*, Jakarta: Penerbit Indah, 1980, p. 88.

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Far (*jauh*)	farther (*lebih jauh*) further (*lebih jauhan*)	Farthest (*paling terjauh*) furthest (*paling jauhan*)
Little	Less Smaller	Least (*sedikit*) Smallest (*kecil*)
Old	Older Elder	Oldest (*tertua*) eldest (*tertua*)
Late	Later Latter	Latest (*terakhir*) last (*terakhir*)
Near	Nearer	Nearest (*tarik*) Next (*tarikan*)

Lalu Sumadi Pantanto, *Tata Bahasa Inggeris*, Jakarta: Penerbit Indah, 1980, p. 88.

C. Picture Chart

1. Definition of Picture Chart

According to *Oxford Advanced Learner's Dictionary,* picture is a painting, drawing, sketch of something especially as a work of art.[21] According to Sudjana that: *"chart didefinisikan sebagai kombinasi antara media grafis dan gambar foto yang dirancang untuk memvisualisasikan secara logis dan teratur mengenai fakta pokok/ gagasan".*[22] (Chart is defined as the combination between graphic and photo picture media that are designed to visualize the main facts and ideas logically and systematically).

According to Rohani that: *"chart media sering disebut dengan diagram merupakan suatu lambang (media visual) untuk mengikhtisarkan, membandingkan dan mempertentangkan kenyataan".*[23] (Chart which is often called diagram is a sign (visual media) to summarize, to compare to contrast facts).

Based on the definition above, it can be said that chart is a symbol used to interpret, compare and give clear information.

According to Ely that: picture chart, which is a part of instructional media broadly conceived, is any material that established conditions which enable the learner to acquire knowledge, skill, and attitude.[24]

Before teaching learning process the teaching should choose the best picture. In choosing the appropriate picture, there are some criteria that must be attended:

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[21]A.S. Hornby, *Oxford Advanced,* p. 871.
[22]Nana Sudjana and Ahmad Rivai, *Media Pengajaran,* p. 27.
[23]Ahmad Rohani, *Media Instruksional Edukatif,* Jakarta: Rineka Cipta, 1997, p. 35.
[24]Gerlanch S. Vernon and Ely, *Teaching and Media,* London:., 1980, p. 32.

a. The originality of the picture, the source that is used should show the originality on the simple situation.
b. Simplicity, it has estetis value and it can motivate the students' interest.
c. The form of item, organize the students in order to get the right comment about object in the picture. For example, picture in magazine, newspaper, and so forth.
d. The used picture should show the things that is talking about or being done.
e. The artistic value has to be attended. The children usually concentrate to the interesting sources.
f. The artistic side is also necessary to be attended. The use of the picture is appropriated to the objective that has been determined.
g. The picture should be popular and well-know by the students.
h. The picture should be dynamic.
i. The picture contains message in teaching learning process.[25]

The ways of teaching by using picture chart are:

1. The teacher prepares the material.
2. The teacher shows the picture chart to the students.
3. The teacher explains the material about degree of comparison that consists of positive, comparative, and superlative based on the picture.

According to Fauziati, picture certain kinds of ready-made picture can be used to develop and sustain motivation, to produce positive attitude toward English and to teach or reinforce some language-learning skills.

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[25]Asnawir and M. Basyiruddin Usman, *Media Pembelajaran,* p.49-50.

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Wiemer and M. Hayyandra Usman, *Ayla Pembelajaran*, p. 49-50

There are various cut outs that can be used for teaching a foreign language, such as:

a. Picture of single person and single object.

b. Picture of single engaged in activities.

c. Picture showing some environment (a street, a room, a factory, etc).

d. Series of several pictures belonging to one conversational them: food, pieces, of furniture, work activities, sport, means of transportation, article of clothing, etc). Glued on to a large sheet of heavy paper, and

e. Small pictures glued onto small cards for or group work.[26]

2. The Advantages and Disadvantages of Picture Chart

There are three advantages and disadvantages of picture chart, they are as follows:

a. Advantages of Picture Chart

1) Comprehensible by the student.

2) Simple and the task is easy.

3) Change at the certain time so that still up to date and it doesn't make the student bored.[27]

b. Disadvantage of Picture Chart

1) The picture only focuses in sense of eyesight.

2) The picture that really complex is not effective to learning activities.

3) The size us very limit to a large group.[28]

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[26]Endang Fauziati, *Teaching English of as a Foreign Language,* Surakarya: Muhamadiyah University Press, 2002, p. 176.

[27]Asnawir and Basyirudin Usman, *Media Pembelajaran*, Jakarta: Delia Citra Utama, 2002, p. 34.

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[2] Arnawa and Hasyimdin Usman, *Ilmu Pendidikan*, Jakarta: Delaxe and Lemlang Sejahtera, 2002.

D. Realia Media

1. The Definition and Kinds of Media

Education Association (NEA) states that, media are the things that can be manipulated by watching, listening, reading and speaking with their instrument used in teaching learning process. It can influence the activities of instructional program.[29] According to Sardiman media are those that are used to transfer message from the senders to the receivers in order to stimulate the students' thought, feeling, attention and interest. In such a way, so that the process of learning take place.[30]

According to Gerlanch and Ely in Arsyad states that in abroad outline manner media is people, material or event that built the condition of the students until make the student get knowledge, skill, or attitude. In this meaning, the teacher, book, and school environment forms of media.[31]

Based on definition above can conclude that media is an instrument of communication that can help the students and the teachers to achieve learning objective optimally.

In education, media is not only one form but it consists of some terms. According to Sudjana and Rivai, there are some kinds of teaching media that can be used in teaching process. First, graphic media like picture, photo, graph, chart, or diagram, poster, cartoon, comic, etc. Graphic media often called two dimension

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[28] Arief S. Sardiman, R. Raharjo, dkk., *Media Pendidikan,* Jakarta: PT. Raja Grafindo Persada, 1996, p. 3.

[29] Asnawir, Basyiruddin Usman, *Media Pembelajaran,* p. 10

[30] Sardiman, Arief S, et.al., *Media Pendidikan (Pengertian Pengembangan dan Pemanfaatannya),* Jakarta: PT. Raja Grafindo Persada, 1996, p. 7.

[31] Azhar Arsyad, *Media Pembelajaran*, p. 3.

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[3] Sardiman, Anef S. et al. *Media Pendidikan (Pengertian Pengembangan dan Pemanfaatan)*, Jakarta: PT. Raja Grafindo Persada, 1996, p. 7.

[4] Arsyad, *Media Pembelajaran*, p. 5.

media is that the media that have a measure of long and wide. Second, three dimension media is that in form model like solid model, longitudinal model, stack model, work model, mock up, chorama, etc. Third, projection media like slide, strips film, film, use OHp, etc. Fourth, use environment as a teaching media.[32]

2. The Definition of Realia Media

According to Stefan Chiarantano, realia consist of actual objects or items there of, which are used in the classroom to illustrate and teach vocabulary or to serve as and aid to facilitate language acquisition. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in same cases touch the object. Here some example:

a. To illustrate and teach young learners vocabulary for animals, clothing, fruit for example, the teacher can use actual objects there of (pieces of clothing, toy animals, plastic fruit or young learners, it's a very useful tool in making the abstract concrete.
b. Realia is useful in teaching prepositions (such as on, in, under, next to, in front of, over) objects can be placed on a desk, in a desk, under a desk and soon.[33]

According to Nana Sudjana and Ahmad Rivai, using real object or real life materials in teaching is mostly the best in presenting the material such as about the size, colour, movement, surface, weight, smell and the benefit.[34]

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[32]Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, p. 3-4.

[33]Stefan Ciarantano .http:// www. using English. com/web log/archieves/00228 .html. (online 5 august 2009)

[34]Nana Sudjana and Ahmad Rivai, *Media Pengajaran,* p. 196.

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[16] Stefan Chiarantano, http://www.usingenglish.com web log on Kieses-Ed (8 Jumlah, Jumlah 3 August 2009)

[17] Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, p. 196.

Furthermore, the explanation that the use of real life materials in teaching learning process has some objectives such below:

a. Introducing definite lesson unit.

b. Work process of definite study object.

c. Parts and other aspect needed.[35]

Using real object for teaching objective, the teacher should pay attention to the things below:

a. Choosing the things or real life materials that are really efficient to be used in the class.

b. Finding out the way in order that the materials used relevant to the students learning pattern.

c. Looking for the source of getting the materials.[36]

3. The Advantages and Disadvantages of Realia Media

There are three advantages and two disadvantages of realia media, they are as follows:

a. Advantages of Realia Media

1) Represent reality.

2) Can be manipulated.

3) Facilitate simulating psychomotor skills.

4) Models decrease risk to patients.

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[35] *Ibid.* p. 207.
[36] *Ibid.* p. 196.

b. Disadvantages of Realia Media

1) Expense

2) Difficult to used with large audience.[37]

[37]Enid Errante Zwirm, *The Advantages and Disadvantages of Realia Media*, http://books.gogle.co.id/books?id.(online 5 august 2009)

5. Binary images of Kerala Media

7. ...ography

7a. Difficult to read with large medians

CHAPTER III

CHAPTER III

RESULT OF STUDY

A. THE STUDENTS' SCORE IN DEGREES OF COMPARISON TAUGHT BY USING REALIA MEDIA

1. Pre Test Score of Realia Media

The writer got the data from the result of pre test. Where the data that has been know: High score: 76, low score: 46; so 76 – 46 = 30

Class interval (I) = 1 + 3.3 log n

= 1 + 3.3 log 33

= 1 + 3.3 x 1.51

= 1 + 4.986 = 5.983 = 6 or 7

Interval of temporary = 30: 6 = 5

Table 3.1
The Distribution of Frequency of Pre Test by the Student Using Realia Media

Class	Interval	Frequency	Mid	The limitation of each class	Frequency relatif	frequency Cumulative
1	46 - 50	5	48	45.5 - 50.5	15.151	15.1515
2	51 - 55	1	53	50.5 - 55.5	3.0303	18.1818
3	56 - 60	4	58	55.5 - 60.5	12.121	30.303
4	61 - 65	11	63	60.5 - 65.5	33.333	63.6364
5	66 - 70	9	68	65,5 - 70.5	27.272	90.9091
6	71 - 75	2	73	70.5 - 75.5	6.0606	96.9697
7	76 80	1	78	75.5 80.5	3.0303	100
		33			100	

CHAPTER III

RESULT OF STUDY

A. THE STUDENTS' SCORE IN DEGREES OF COMPARISON EXEGIT BY USING REALIA MEDIA

1. Pre Test Score of Realia Media

The writer put the data from the result of pre test. Where the data that has been known. High score: 70, low score: 40, so 70 - 40 = 30

Class interval (i) = 1 + 3.3 log n

= 1 + 3.3 log 33

= 1 + 3.3 x 1.51

= 1 + 5.986 = 5.983 = 6 or 7

Interval of frequency = 30 : 6 = 5

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4	61 - 65	11	63	60.5 - 65.5	33.333	63.634
5	66 - 70	9	68	65.5 - 70.5	27.272	90.9091
6	71 - 75	2	73	70.5 - 75.5	6.0606	96.9697
7	76 - 80	1	78	75.5 - 80.5	3.0303	100
		33			100	

The distribution frequency above can be presented in the following graph

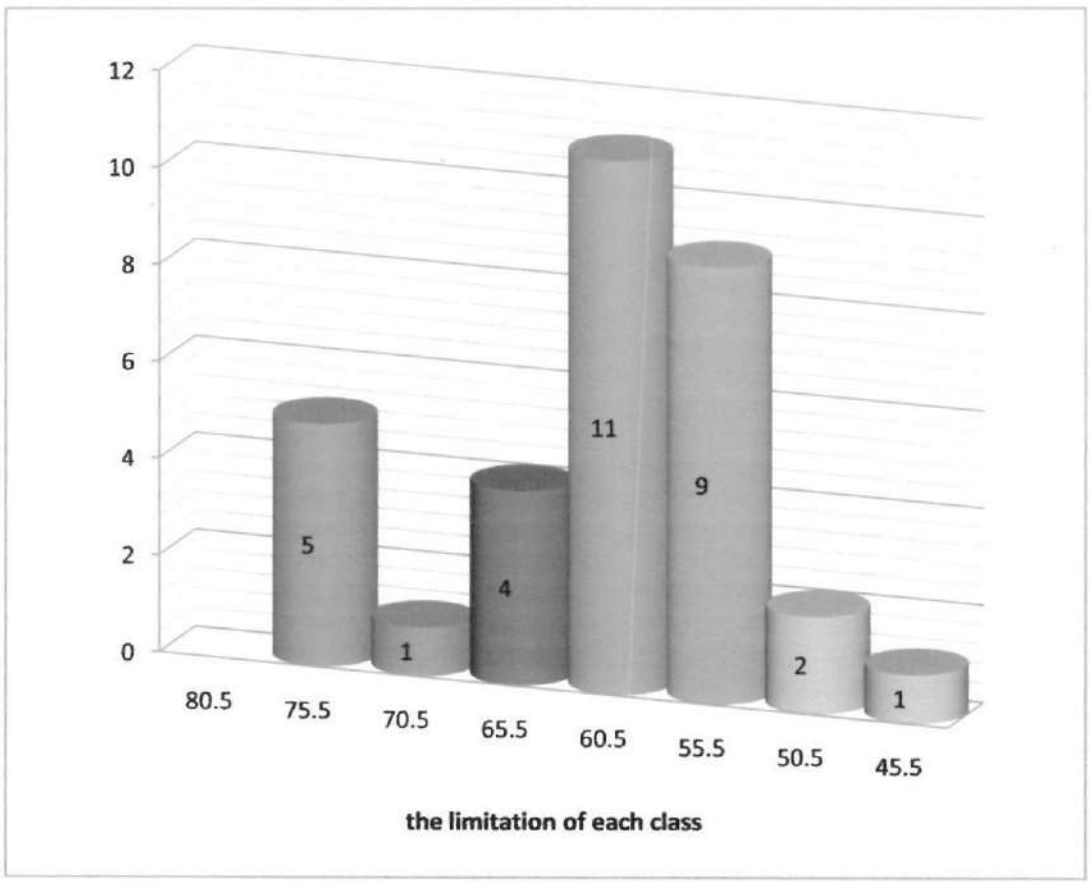


Figure 3.1. The Distribution of Frequency of Pre Test by the Student Using Realia Media

Based on the graph 3.1 above the students that got the limitation of each class is about 75.5 – 80.5 there were five students. The students that got the limitation of each class is about 70.5 – 75.5 there was one student.

The students that got the limitation of each class is about 65.5 – 70.5 there were four students. The students that got the limitation of each class is about 60.5 – 65.5 there were eleven students. The students that got the limitation of each class is about 55.5 – 60.5 there were nine students and the students that got the limitation of each class is about 50.5 – 55.5 there were two students. The students that got the limitation of each class is about 45.5 – 50.5 there was one student

Table 3.2. The Table for Counting Mean, Median, and Modus

Interval	f	x	x'	fx'	Fka	FKb
76 - 80	1	78	+ 3	3	3	33
71 - 75	2	73	+ 2	4	5	32
66 - 70	9	68	+ 1	9	14	30
61 - 65	11	63	- 0	0	25	21
56 - 60	4	58	- 1	-4	29	10
51 - 55	1	53	- 2	-2	30	6
46 50	5	48	- 3	-15	35	5
	33			-5		

1) Mean

$$Mx = m' + i\left[\frac{\sum fx'}{N}\right]$$

$$= 63 + 5\frac{-5}{33}$$

$$= 63 + (-7.575)$$

$$= 55.425$$

2) Median

$$Mdn = 1 + \left(\frac{\frac{1}{2}N - fkb}{fi}\right) \text{x } i$$

$$= 60.5 + \left(\frac{16.5 - 10}{11}\right) \text{x } 5$$

$$= 60.5 + 29.545$$

$$= 90.045$$

3) Modus

$$Mo = 1 + \frac{fa}{fa + fb} \text{x } i$$

$$= 60.5 + \left(\frac{9}{9+4}\right) \text{x5}$$

$$= 60.5 + 34.615$$

$$= 95.115$$

2. Post test score of Realia Media

The writer got the data from the result of post test. Where the data that has been know: High score: 98, low score: 54; so 98 – 54 = 44

Class interval (I) = 1 + 3.3 log n

= 1 + 3.3 log 33

= 1 + 3.3 x 1.51

= 1 + 4.986 = 5.983 = 6 or 7

Interval of temporary = 44: 6 = 7.33 = 7

Table 3.3
The Distribution of Frequency of Post Test by the Student Using Realia Media

Class	Interval	Frequency	Mid	The limitation of each class	Frequency relatif	frequency Cumulative
1	54 - 60	3	57	53.5 - 60.5	9.091	9.091
2	61 - 67	8	64	60.5 - 67.5	24.24	33.33
3	68 - 74	7	71	67.5 - 74,5	21.21	54.55
4	75 - 81	4	78	74.5 - 81.5	12.12	66.67
5	82 - 88	6	85	81.5 - 88.5	18.18	84.85
6	89 - 95	4	92	88.5 - 95.5	12.12	96.97
7	96 - 102	1	99	95.5 - 102.5	3.03	100
		33			100	

3. Median

$$\text{Median} = l + \frac{\left(\frac{n}{2} - cf\right)}{f} \times i$$

$$= 60.5 + \left(\frac{50}{70}\right) \times 5$$

$$= 60.5 + 3.57 \times 5$$

$$= 60.5 + 17.85$$

$$= 78.35$$

2. Most test score of Kerala Media

The teacher got the data from the result of post test. When the data has been

(Please continue)

Table 5.3

The Distribution of Frequency of Post Test by the Student
Using Kerala Media

Class Interval	Frequency	Mid	The limitation of each class	Frequency reduce	Frequency cumulative
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

The distribution frequency above can be presented in the following graph

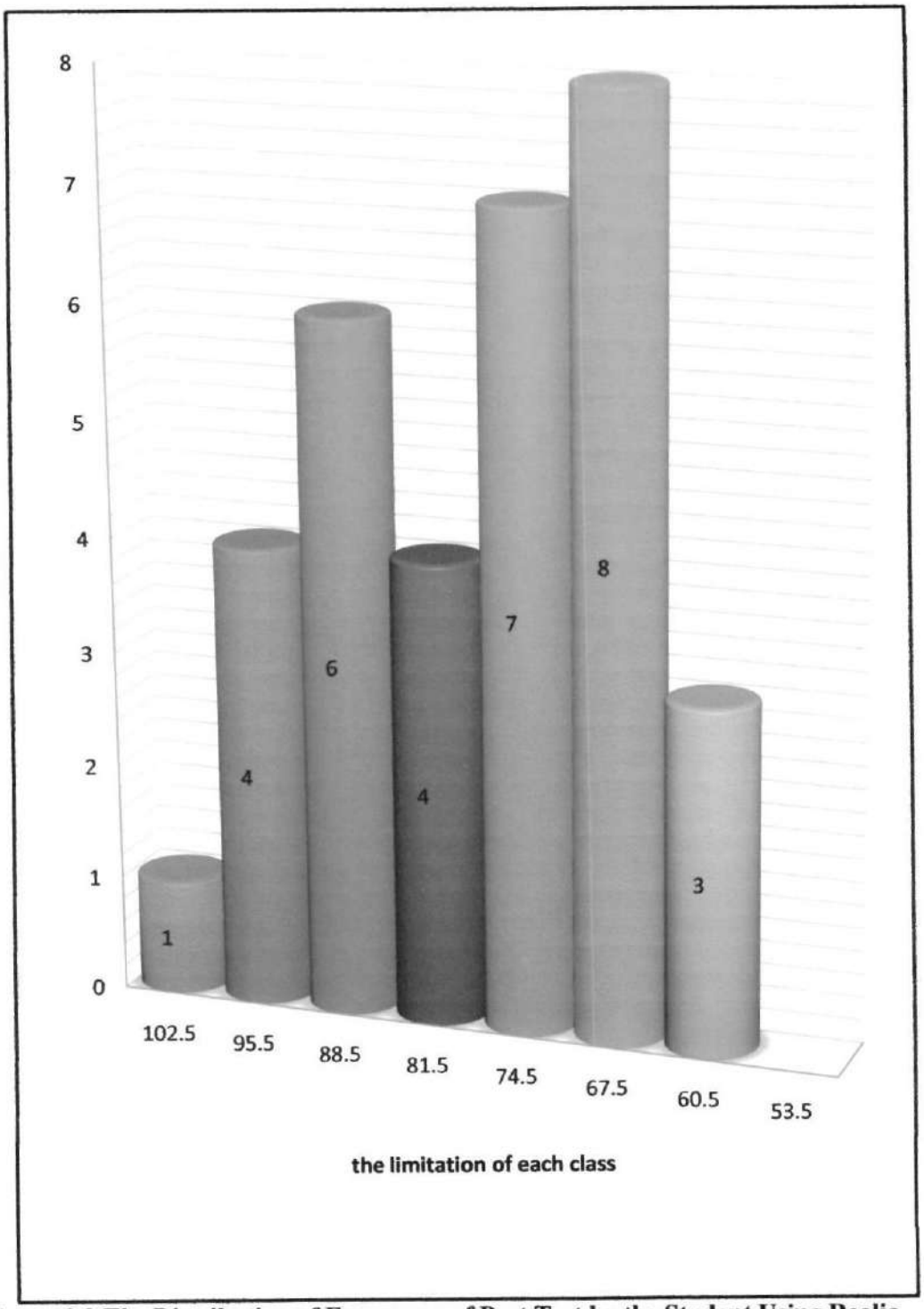
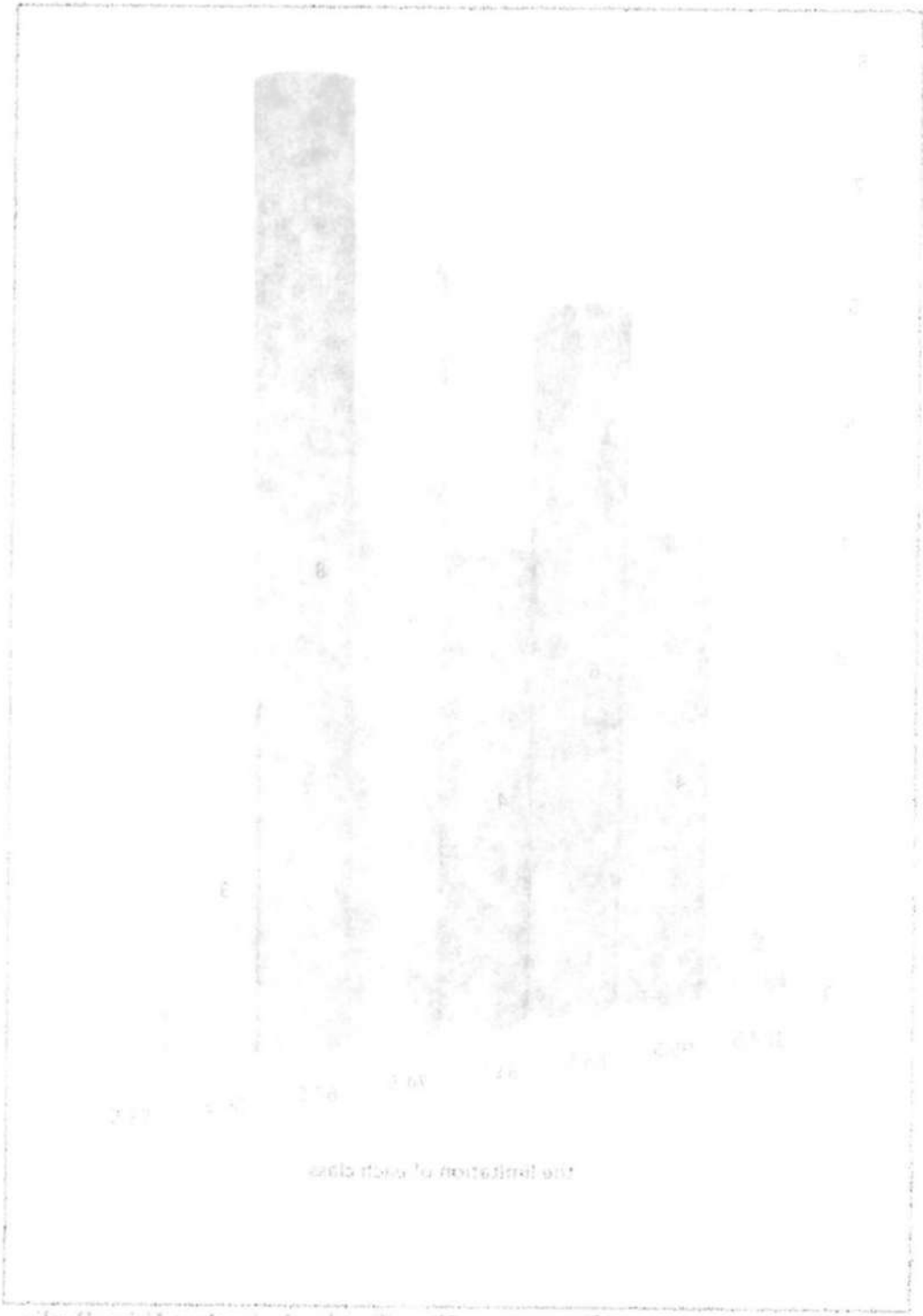


Figure 3.2.The Distribution of Frequency of Post Test by the Student Using Realia Media



45. The red comb is.....than the blue comb

a. as good as

b. better

c. best

d. good

46. The blue comb is.....as the pink comb

a. as bad

b. bad

c. worst

d. Worse

47. The black frame is .....than the white frame

a. small

b. smaller

c. the smallest

d. as small as

48. This book is .....than that one

a. useful

b. more useful

c. as useful as

d. the most useful

49. The first lamp is .....than the second lamp

a. light

b. as light as

c. lighter

d. the lightest

50. This color is.....than that one

a. worst

b. worse

c. bad

d. as bad as

SOAL POST TEST PICTURE CHART

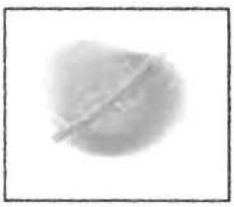
Nama : .....

Kelas : .....

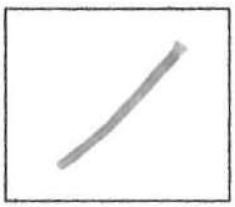
Berilah tanda silang (x) pada pilihan jawaban a, b, c, atau d yang kamu anggap benar!

1. The second wood is ..... than the first wood

   a. longer
   b. longest
   c. as long as
   d. the same as



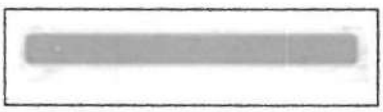
1



2

2. The red ruler is ..... the blue ruler.

   a. longer
   b. the longest
   c. as long as
   d. long



3. The red pen is ..... than the black pen

   a. small
   b. smaller
   c. as small as
   d. small

4. The magazine is ..... the newspaper

   a. interesting
   b. more interesting
   c. the most interesting
   d. as interesting as

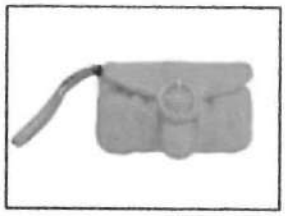
5. This book is ..... than the pink book .

   a. heavy
   b. heavier
   c. as heavy as
   d. the heaviest

6. The black hat is ..... than the pink hat.

a. old
b. as old as
c. older
d. the oldest

7. The green bag is ..... than the red bag.



a. big
b. bigger
c. the biggest
d. as big as

8. The car is ..... than the motorcycle

a. fast
b. faster
c. as fast as
d. fastest

9. The car is ..... of them
   a. the fastest.
   b. as fast as
   c. faster
   d. fast

10. The pink book is Rp 1000,- the red book is Rp2000,-, and the green book is Rp 3000,-

    This means the pink book is the .....

Rp. 1.000 Rp. 2.000 Rp. 3.000

   a. cheaper
   b. cheap
   c. as cheap as
   d. the cheapest

11. Travelling by plane is ..... than travelling by ship

    a. fast
    b. faster
    c. as fast as
    d. the fastest

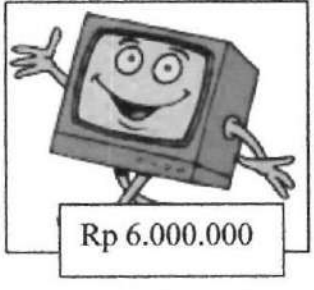
12. The train is .....of them

    a. big
    b. bigger
    c. the biggest
    d. as big as

13. The computer is Rp6.000.000,- and the television is Rp6.000.000,-.

    The computer is ..... television sets

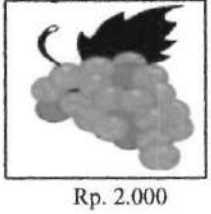
    a. expensive
    b. as expensive as
    c. more expensive
    d. the most expensive



14. Grapes are Rp2000,- the oranges are Rp2000,- and the apple are Rp10.000,-

    Grapes are .....the oranges

    a. expensive
    b. the most expensive
    c. more expensive
    d. as expensive as

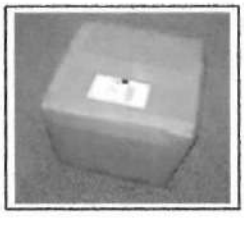

Rp. 2.000

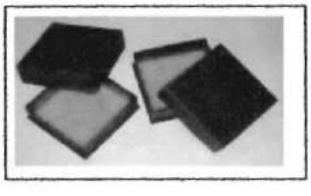
Rp. 10.000

Rp. 2.000

15. The first box is.....than the second box

    a. big
    b. bigger
    c. the biggest
    d. as big as





16. The first flower is …….. the third flower

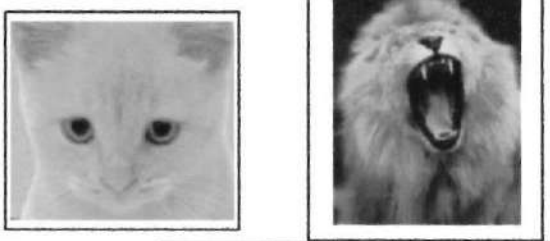
a. big
b. bigger
c. biggest
d. as big as

17. The third flower is …… of them

a. small
b. a small as
c. smallest
d. smaller

18. The cat is……than the lion

a. weak
b. weaker
c. as weak as
d. the weakest

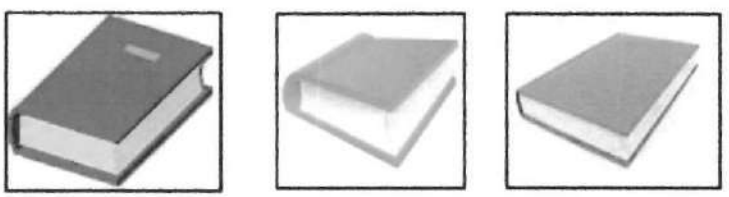


19. Andi is……than Romi

a. happy
b. happier
c. happiest
d. as happy as

20. The blue book is……of them

a. thicker
b. thick
c. as thick as
d. thickest

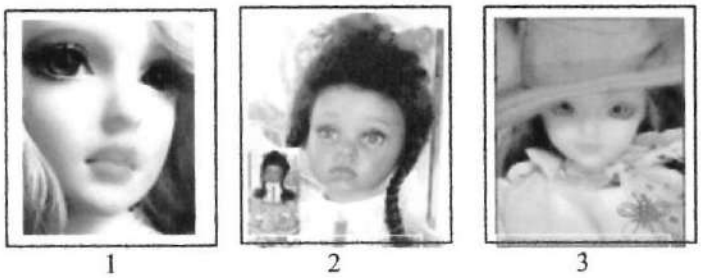


21. The Blue money is ……of them

a. bigger
b. biggest
c. as big as
d. big

22. The first doll is……than the second doll

a. beautiful
b. more beautiful
c. the most beautiful
d. as beautiful as

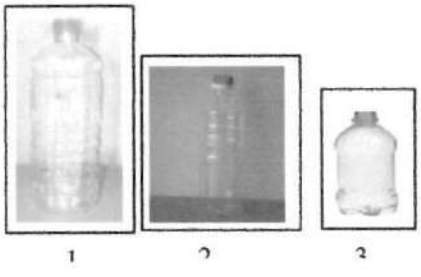


23. The second doll is……doll of all

a. bad
b. worse
c. worst
d. as bad as

24. The second bottle is……than the first bottle

a. high
b. higher
c. highest
d. as high as



25. The first bottle is…… bottle of all

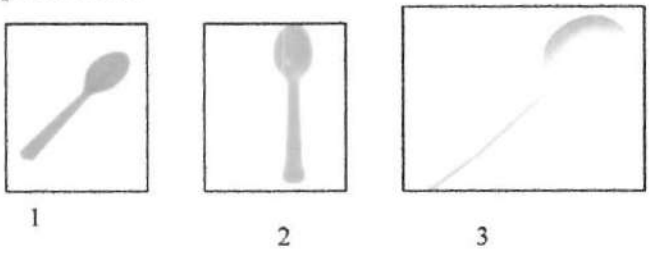
a. small
b. smaller
c. smallest
d. as small as

26. The third bottle is…… bottle of all

a. as high as
b. higher
c. high
d. highest

27. The first spoon is……spoon of all

a. smaller
b. small
c. smallest
d. as small as



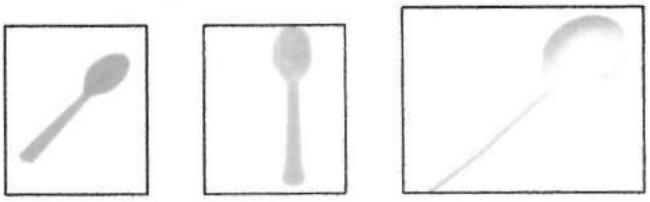
28. The third spoon is……than the second spoon

a. big

b. bigger

c. biggest

d. as big as



1 2 3

29. The first picture is……than the second picture

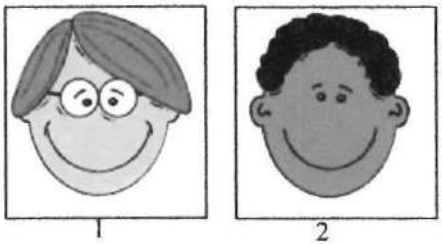
a. clear

b. as clear as

c. clearest

d. clearer

30. The second picture is……than the first picture



1 2

a. good

b. better

c. best

d. as good as

31. Wahid's score is 10, Budi's score is 8 and Toni's score is 8.

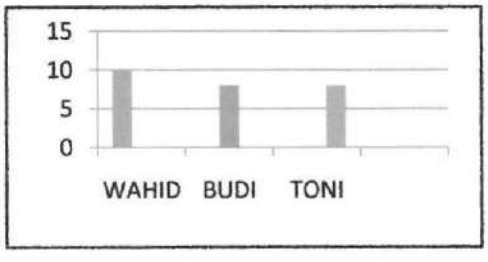
Budi is …… Toni

a. Clever

b. As clever as

c. The cleverest

d. Cleverer



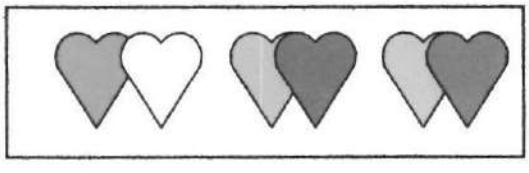
32. Of all the colors of these materials, red with white is the ……

a. Attractively

b. More attractive

c. As attractive

d. Most attractive



33. This book is ..... than your book

a. Interesting

b. More interesting

c. The most interesting

a. As interesting as

34. The black plastic is ..... than white plastic

a. Better

b. Best

c. as good as

d. good

35. The second helm is .....as the third helm

a. as big

b. bigger

c. the biggest

d. big

Rp.30.000.-

Rp.50.000,-

Rp.50.000,-

The first helm is.....of all

a. cheap

b. cheaper

c. The cheapest

d. as cheap as

36. The first glass is .....as the second glass

a. smaller

b. as small

c. the smallest

d. small

1

2

3

37. Ahmad is 165 cm tall, Iwan is 160 cm tall, and Hasan is 170 cm tall

Ahmad is.....than iwan

a. Tall

b. Taller

c. The tallest

d. As tall as

1. 160 cm

2. 165cm

3. 170 cm

38. Hasan is.....of them

a. the tallest

b. Tall

c. as tall as

d. taller

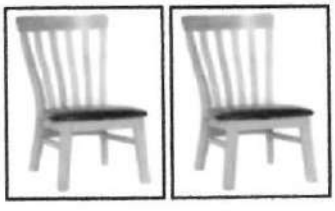
39. The chair is ..... as the other chair

a. Big

b. Bigger

c. the Biggest

d. As big



40. Reading a novel is ..... Than reading the news paper

a. Exciting

b. More exciting

c. As exciting

d. The most exciting

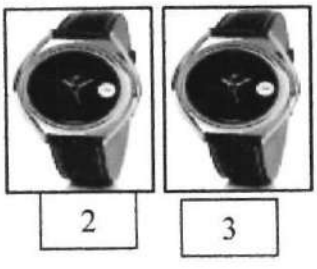
41. The second watch is ..... as the third watch

a. as wide as

b. the widest

c. wider

d. wide



42. The first watch is.....of all

a. the widest

b. wider

c. wide

d. as wide as

43. This cloth is.....than that one

a. modern

b. more modern

c. the most modern

d. as modern as

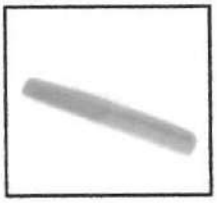
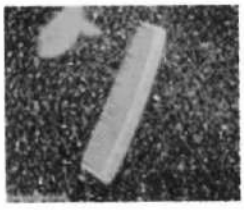
44. The red comb is.....than the blue comb

a. as good as

b. better

c. best

d. good

45. The blue comb is.....as the pink comb

a. as bad

b. bad

c. worst

d. Worse

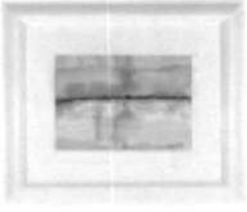
46. The black frame is .....than the white frame

a. small

b. smaller

c. the smallest

d. as small as



48. This book is .....than that one

a. useful

b. more useful

c. as useful as

d. the most useful

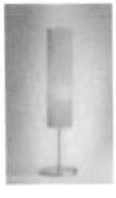
49. The first lamp is .....than the second lamp

a. light

b. as light as

c. lighter

d. the lightest



50. This color is.....than that one

a. worst

b. worse

c. bad

d. as bad as

44 The red comb is ..... than the blue comb

a. as good as

b. better

c. best

d. good

45 The blue comb is .....as the pink comb

a. as fast

b. fast

c. more

d. faster

46 The black frame is .....than the white frame

a. small

b. smaller

c. the smallest

d. as small as

47 This book is .....than that one

a. useful

b. more useful

c. as useful as

d. the most useful

48 The new lamp is ..... than the second lamp

a. light

b. as light as

c. lighter

d. the lightest

49 The color is ..... than that one

a. worst

b. worse

c. bad

d. as bad as

LESSON PLAN (LP)

Name of school : MTsN- 2 Palangkaraya

Name of subject : English

Skill : Writing (Structure)

Class / semester : VIII-E / I

Performance : The first meeting

Day and date : Saturday, October 24th, 2009

Allocation of time : 2 x 45 minutes

Competency standard : Expressing the meaning in short functional text and simple short essay in the form of descriptive and narrative to interaction in the Contact of daily activities.

. Basic competency :
1. Expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received.
2. Expressing the meaning and rhetorical steps in simple short essay.

I. Indicators : The student are able to choose the right answer based on the thing

II. Material :

1. The black hat is ..... than the pink hat.
   a. old
   b. as old as
   c. older
   d. the oldest
2. The green bag is ..... than the red bag.
   a. big
   b. bigger
   c. the biggest
   d. as big as
3. The second wood is ..... than the first wood
   a. longer b. longest
   c. as long as d. the same as

4. The red pen is ..... than the black pen
   a. small
   b. smaller
   c. as small as
   d. small
5. The pink book is Rp 1000,- the red book is Rp2000,-, and the green book is Rp 3000,- This means the pink book is the .....
   a. cheaper
   b. cheap
   c. as cheap as
   d. the cheapest
6. The computer is Rp6.000.000,- and the television is Rp6.000.000,- The computer is ..... television sets
   a. expensive
   b. as expensive as
   c. more expensive
   d. the most expensive
7. Grapes are Rp2000,- the oranges are Rp2000,- and the apple are Rp10.000,- Grapes are .....the oranges
   a. expensive
   b. the most expensive
   c. more expensive
   d. as expensive as
8. The first box is.....than the second box
   a. big
   b. bigger
   c. the biggest
   d. as big as

IV. Teaching learning activities:

1. Pre instructional procedure
   a. Teacher greets the students
   b. Teacher checks the present list
   c. Teacher prepares the condition of the class
2. Core activities :
   a. Teacher explains about degrees of comparison
   b. Teacher show realia media to the students and gives explanation
   c. Teacher gives some example in sentence about degrees of comparison
   d. Teacher gives opportunity for the students to ask related to the material
   e. Teacher gives the question (material) to every students
3. Close activities :
   a. Teacher gives advice to the students
   b. Teacher and the students close the lesson

V. Source book : English book

VI. Media : Relia media

VII. Method : Communicative approach

LESSON PLAN (LP)

Name of school : MTsN- 2 Palangkaraya

Name of subject : English

Skill : Writing (Structure)

Class / semester : VIII-E / I

Performance : The second meeting

Day and date : Saturday, October 31th, 2009

Allocation of time : 2 x 45 minutes

Competency standard : Expressing the meaning in short functional text and simple short essay in the form of descriptive and narrative to interaction in the contact of daily activities.

. Basic competency : 1. Expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received.

2. Expressing the meaning and rhetorical steps in simple short essay.

I. Indicators : The student are able to The student are able to choose the right answer based on the thing

II. Material :

1. The red ruler is ..... than the blue ruler.
   a. longer
   b. the longest
   c. as long as
   d. long
2. The magazine is ..... the newspaper
   a. interesting
   b. more interesting
   c. the most interesting
   d. as interesting as

3. Travelling by plane is ..... than travelling by ship
   a. fast
   b. faster
   c. as fast as
   d. the fastest
4. The cat is.....than the lion
   a. weak
   b. weaker
   c. as weak as
   d. the weakest
5. Andi is.....than Romi
   a. happy
   b. happier
   c. happiest
   d. as happy as
6. The Blue money is .....of them
   a. bigger
   b. biggest
   c. as big as
   d. big
7. The car is ..... than the motorcycle
   a. fast
   b. faster
   c. as fast as
   d. fastest
8. The car is ..... of them
   a. the fast est.
   b. as fast as
   c. faster
   d. fast

IV. Teaching learning activities:

1. Pre instructional procedure
   a. Teacher greets the students
   b. Teacher checks the present list
   c. Teacher prepares the condition of the class
2. Core activities :
   a. Teacher ask students to pay attention the material
   b. Teacher show realia media to the students and gives explanation
   c. Teacher ask some students to take the thing and describe it in front of the class by using degrees of comparison
   d. Teacher gives opportunity for the students to ask related to the material
   e. sTeacher gives the question (material) to every students
3. Close activities :
   a. Teacher gives advice to the students
   b. Teacher and the students close the lesson

V. Source book : English book

VI. Media : Relia media

VII. Method : Communicative approach

LESSON PLAN OF REALIA MEDIA

LESSON PLAN (LP)

Name of school : MTsN- 2 Palangkaraya

Name of subject : English

Skill : Writing (Structure)

Class / semester : VIII-E / I

Performance : The third meeting

Day and date : Saturday, November 7th, 2009

Allocation of time : 2 x 45 minutes

Competency standard : Expressing the meaning in short functional text and simple short essay in the form of descriptive and narrative to interaction in the contact of daily activities.

I. Basic competency : 1. Expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received.

2. Expressing the meaning and rhetorical steps in simple short essay.

II. Indicators : The student are able to choose the right answer based on the thing

III. Material :

1. The blue book is.....of them
   a. thicker
   b. thick
   c. as thick as
   d. thickest
2. The first doll is.....than the second doll
   a. beautiful
   b. more beautiful
   c. the most beautiful
   d. as beautiful as
3. The second doll is.....doll of all
   a. bad b. worse
   c. worst d. as bad as

4. The first picture is.....than the second picture
   a. clear
   b. as clear as
   c. clearest
   d. clearer
5. Of all the colors of these materials, red with white is the .....
   a. Attractively
   b. More attractive
   c. As attractive
   d. Most attractive
6. This book is ..... than your book
   a. Interesting
   b. More interesting
   c. The most interesting
   a. As interesting as
7. The black plastic is ..... than white plastic
   a. Better
   b. Best
   c. as good as
   d. good
8. The second helm is .....as the third helm
   a. as big
   b. bigger
   c. the biggest
   d. big

IV. Teaching learning activities :

1. Pre instructional procedure
   a. Teacher greets the students
   b. Teacher checks the present list
   c. Teacher prepares the condition of the class
2. Core activities :
   a. Teacher asks to the student to give attention
   b. Teacher asks to the student to mention some word about degrees of comparison
   c. Teacher ask some students to take the thing and describe it in front of the class by using degrees of comparisons
   d. Teacher gives opportunity for the students to ask related to the material
   e. Teacher gives the question (material) to every students and correct it together
3. Close activities :
   a. Teacher gives advice to the students
   b. Teacher and the students close the lesson

V. Source book : English book

VI. Media : Relia media

VII. Method : Communicative approach

LESSON PLAN (LP)

Name of school : MTsN- 2 Palangkaraya

Name of subject : English

Skill : Writing (Structure)

Class / semester : VIII-E / I

Performance : The four meeting

Day and date : Saturday, November 14th, 2009

Allocation of time : 2 x 45 minutes

Competency standard : Expressing the meaning in short functional text and simple short Essay in the form of descriptive and narrative to interaction in The contact of daily activities.

. Basic competency : 1. expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and Received.

2. Expressing the meaning and rhetorical steps in simple short essay.

I. Indicators : The student are able to choose the right answer based on the thing

II. Material :

1. The first flower is ..... the third flower
   a. Big
   b. bigger
   c. biggest
   d. as big as

2. The third flower is ..... of them
   a. small
   b. a small as
   c. smallest
   d. smaller

3. The second bottle is.....than the first bottle
   a. high
   b. higher
   c. highest
   d. as high as
4. The first bottle is..... bottle of all
   a. small
   b. smaller
   c. smallest
   d. as small as
5. The third bottle is..... bottle of all
   a. as high as
   b. higher
   c. high
   d. highest
6. The first spoon is.....spoon of all
   a. smaller
   b. small
   c. smallest
   d. as small as
7. The third spoon is.....than the second spoon
   a. big
   b. bigger
   c. biggest
   d. as big as
8. The first picture is.....than the second picture
   a. clear
   b. as clear as
   c. clearest
   d. clearer

VI. Teaching learning activities :

1. Pre instructional procedure
    a. Teacher greets the students
    b. Teacher checks the present list
    c. Teacher prepares the condition of the class
2. Core activities :
    a. Teacher asks to the student to give attention
    b. Teacher asks to the student to mention some word about degrees of comparison
    c. Teacher ask some students to take the thing and describe it in front of the class by using degrees of comparisons
    d. Teacher gives opportunity for the students to ask related to the material
    e. Teacher gives the question (material) to every students and correct it together
3. Close activities :
    a. Teacher gives advice to the students
    b. Teacher and the students close the lesson

V. Source book : English book

VI. Media : Relia media

VII. Method : Communicative approach

LESSON PLAN (LP)

Name of school : MTsN- 2 Palangkaraya

Name of subject : English

Class / semester : VIII-E / I

Skill : Writing (Structure)

Performance : The five meeting

Day and date : Saturday, November 21th, 2009

Allocation of time : 2 x 45 minutes

Competency standard : Expressing the meaning in short functional text and simple short Essay in the form of descriptive and narrative to interaction in The contact of daily activities.

. Basic competency : 1. Expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received.

2. Expressing the meaning and rhetorical steps in simple short essay.

I. Indicators : The student are able to choose the right answer based on the thing

II. Material :

1. The first glass is .....as the second glass
   b. smaller
   c. As small
   d. the smallest
   e. small
2. Ahmad is 165 cm tall, Iwan is 160 cm tall, and Hasan is 170 cm tall
   Ahmad is.....than iwan
   a. Tall
   b. Taller
   c. The tallest
   d. As tall as

3. Hasan is.....of them

   a. the tallest

   b. Tall

   c. as tall as

   d. taller

4. The chair is ..... as the other chair

   a. Big

   b. Bigger

   c. the Biggest

   d. As big

5. Reading a novel is ..... Than reading the news paper

   a. Exciting

   b. More exciting

   c. As exciting

   d. The most exciting

6. The second watch is ..... as the third watch

   a. as wide as

   b. the widest

   c. wider

   d. wide

7. The first watch is.....of all

   a. the widest

   b. wider

   c. wide

   d. as wide as

IV. Teaching learning activities :

1. Pre instructional procedure
   a. Teacher greets the student s
   b. Teacher checks the present list
   c. Teacher prepares the condition of the class
2. Core activities :
   a. Teacher asks to the student to give attention
   b. Teacher asks to the student to mention some word about degrees of comparison
   c. Teacher ask some students to take the thing and describe it in front of the class by using degrees of comparisons
   d. Teacher gives opportunity for the students to ask related to the material
   e. Teacher gives the question (material) to every students and correct it together
3. Close activities :
   a. Teacher gives advice to the students
   b. Teacher and the students close the lesson

V. Source book : English book

VI. Media : Relia media

VII. Method : Communicative approach

LESSON PLAN (LP)

Name of school	:	MTsN- 2 Palangkaraya
Name of subject	:	English
Skill	:	Writing (Structure)
Class / semester	:	VIII-E / I
Performance	:	The six meeting
Day and date	:	Saturday, November 28th, 2009
Allocation of time	:	2 x 45 minutes
Competency standard	:	Expressing the meaning in short functional text and simple short essay in the form of descriptive and narrative to interaction in the contact of daily activities.
I. Basic competency	:	1. Expressing the meaning in simple short functional text using Various written language in accurate manner, fluent, and Received. 2. Expressing the meaning and rhetorical steps in simple short essay.
II. Indicators	:	The student are able to choose the right answer based on the thing
III. Material	:	

1. The red comb is.....than the blue comb
   a. as good as
   b. better
   c. best
   d. good
2. The blue comb is.....as the pink comb
   a. as bad
   b. bad
   c. worst
   d. Worse

3. The black frame is .....than the white frame
   a. small
   b. smaller
   c. the smallest
   d. as small as
4. This book is .....than that one
   a. useful
   b. more useful
   c. as useful as
   d. the most useful
5. The first lamp is .....than the second lamp
   a. light
   b. as light as
   c. lighter
   d. the lightest
6. This color is.....than that one
   a. worst
   b. worse
   c. bad
   d. as bad as

Teaching learning activities :

1. Pre instructional procedure
   a. Teacher greets the students
   b. Teacher checks the present list
   c. Teacher prepares the condition of the class
2. Core activities :
   a. Teacher asks to the student to give attention
   b. Teacher asks to the student to mention some word about degrees of comparison
   c. Teacher ask some students to take the thing and describe it in front of the class by using degrees of comparisons
   d. Teacher gives opportunity for the students to ask related to the material
   e. Teacher gives the question (material) to every students and correct it together

3. Close activities :
    a. Teacher gives advice to the students
    b. Teacher and the students close the lesson

V. Source Book : English Book

VI. Media : Relia Media

VII. Method : Communicative Approach

Table
Result Post Test of Picture Chart

Student	Score	Final Result
T1	66	66
T2	82	82
T3	64	64
T4	66	66
T5	60	60
T6	82	82
T7	64	64
T8	80	80
T9	70	70
T10	74	74
T11	60	60
T12	68	68
T13	73	73
T14	60	60
T15	58	58
T16	62	62
T17	82	82
T18	50	50
T19	68	68
T20	54	54
T21	70	70
T22	60	60
T23	73	73
T24	62	62
T25	66	66
T26	70	70
T27	60	60
T28	94	94
T29	62	62
T30	68	68
T31	76	76
T32	60	60
T33	64	64
	2228	2228

Table
Result Post Test of Realia

Student	Score	Final Result
S1	60	60
S2	68	68
S3	66	66
S4	82	82
S5	70	70
S6	98	98
S7	66	66
S8	84	84
S9	82	82
S10	68	68
S11	64	64
S12	66	66
S13	64	64
S14	80	80
S15	70	70
S16	90	90
S17	72	72
S18	66	66
S19	54	54
S20	88	88
S21	90	90
S22	74	74
S23	78	78
S24	76	76
S25	58	58
S26	64	64
S27	64	64
S28	80	80
S29	92	92
S30	88	88
S31	72	72
S32	82	82
S33	94	94
	2470	2470

Table

Result Pre Test of Picture Chart

Student	Score	Final Result
T1	60	60
T2	60	60
T3	58	58
T4	64	64
T5	50	50
T6	60	60
T7	62	62
T8	66	66
T9	56	56
T10	68	68
T11	56	56
T12	58	58
T13	60	60
T14	46	46
T15	56	56
T16	60	60
T17	64	64
T18	40	40
T19	64	64
T20	50	50
T21	62	62
T22	56	56
T23	60	60
T24	62	62
T25	56	56
T26	64	64
T27	62	62
T28	64	64
T29	58	58
T30	56	56
T31	62	62
T32	54	54
T33	60	60
	1934	1934

Table
Result Pre Test of Realia

Student	W1	Final Result
S1	50	50
S2	62	62
S3	60	60
S4	48	48
S5	66	66
S6	64	64
S7	72	72
S8	68	68
S9	64	64
S10	76	76
S11	62	62
S12	60	60
S13	64	64
S14	72	72
S15	62	62
S16	64	64
S17	48	48
S18	68	68
S19	50	50
S20	66	66
S21	64	64
S22	46	46
S23	66	66
S24	62	62
S25	56	56
S26	52	52
S27	62	62
S28	66	66
S29	56	56
S30	66	66
S31	64	64
S32	66	66
S33	68	68
	2040	2040

LESSON PLAN OF PICTURE CHART

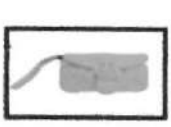
LESSON PLAN (LP)

Name of school	: MTsN- 2 Palangkaraya
Name of subject	: English
Skill	: Writing (Structure)
Class / semester	: VIII-B / I
Performance	: The first meeting
Day and date	: Tuesday / October 20th, 2009
Allocation of time	: 2 x 45 minutes
Competency standard	: Expressing the meaning in short functional text and Simple short essay in the form of descriptive and Narrative to interaction in the contact of daily Activities.
I. Basic competency	: 1. expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received. 2. Expressing the meaning and rhetorical steps in simple short essay.
II. Indicators	: The students are able to choose the right answer based on the picture chart.
III. Material	:

1. The black hat is ..... than the pink hat

a. old b. as old as c. older d. the oldest

2. The green bag is ..... than the red bag.



a. big b. bigger c. the biggest d. as big as

3. The second wood is ..... than the first wood

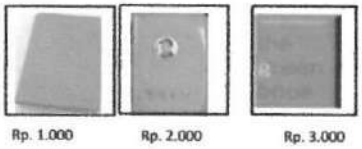
1 2

a. longer b. Longest c. as long as d. the same as

4. The red pen is ..... than the black pen

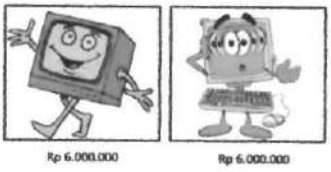
a. small b. smaller c. as small as d. Small

5. The pink book is Rp 1000,- the red book is Rp2000,-, and the green book is Rp 3000,- ; This means the pink book is the .....



a. cheaper b. Cheap c. as cheap as d. the cheapest

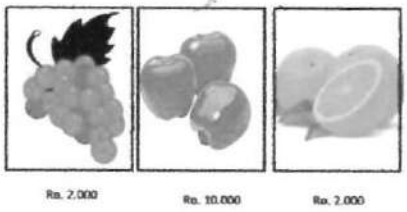
6. The computer is ..... television sets



a. expensive b. as expensive as c. more expensive d. the most expensive

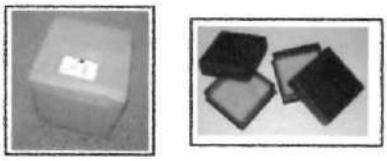
7. Grapes are Rp2000,- the oranges are Rp2000,- and the apple are Rp10.000,-

   Grapes are .....the oranges



   a. expensive b. the most expensive c. more expensive d. as expensive as

8. The first box is.....than the second box



   a. big b. bigger c. the biggest d. as big as

IV. Teaching learning activities:

a. Pre instructional procedure
   1. Teacher greets the students
   2. Teacher checks the present list
   3. Teacher prepares the condition of the class
b. Core activities :
   1. Teacher explains about degrees of comparison
   2. Teacher show picture chart to the students and gives explanation
   3. Teacher gives some example in sentence about degrees of comparison
   4. Teacher gives opportunity for the students to ask related to the material
   5. Teacher gives the question (material) to every students
c. Close activities :
   1. Teacher gives advice to the students
   2. Teacher and the students close the lesson

V. Source Book : English book

VI. Media : Picture Chart

VII. Method : Communicative Approach

LESSON PLAN (LP)

Name of school	: MTsN- 2 Palangkaraya
Name of subject	: English
Skill	: Writing (structure)
Class / semester	: VIII-B / I
Performance	: The second meeting
Day and date	: Tuesday / October 27th, 2009
Allocation of time	: 2 x 45 minutes
Competency standard	: Expressing the meaning in short functional text and Simple short essay in the form of descriptive and Narrative to interaction in the contact of daily Activities.
I. Basic competency	: 1. Expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received. 2. Expressing the meaning and rhetorical steps in simple short essay.
II. Indicators	: The students are able to choose the right answer based on the picture chart.
III. Material	:

1. The red ruler is ..... than the blue ruler.

a. longer b. the longest c. as long as d. long

2. The magazine is ..... the newspaper

a. interesting b. more interesting c. the most interesting d. as interesting as

3. Travelling by plane is ..... than travelling by ship

a. Fast b. faster c. as fast as d. the fastest

4. The cat is.....than the lion

a. weak b. weaker c. as weak as d. the weakest

5. Andi is.....than Romi

a. happy b. happier c. happiest d. as happy as

6. The Blue money is .....of them

a. bigger b. Biggest c. as big as d. Big

7. The car is ..... than the motorcycle

a. fast b. faster c. as fast as d. Fastest

8. The car is ..... of them

a. the fastest. b. as fast as c. Faster d. Fast

IV. Teaching learning activities:

a. Pre instructional procedure
   1. Teacher greets the students
   2. Teacher checks the present list
   3. Teacher prepares the condition of the class

b. Core activities:
   1. Teacher ask students to pay attention the material
   2. Teacher show picture chart to the students and gives explanation
   3. Teacher ask some students to take picture and describe it in front of the class by using degrees of comparison
   4. Teacher gives opportunity for the students to ask related to the material
   5. Teacher gives the question to every student and corrects it together.

C. Close activities:
   1. Teacher gives advice to the students
   2. Teacher and the students close the lesson

V. Source Book : English book

VI. Media : Picture Chart

VII. Method : Communicative Approach

LESSON PLAN (LP)

Name of school	: MTsN- 2 Palangkaraya
Name of subject	: English
Skill	: Writing (Structure)
Class / semester	: VIII-B / I
Performance	: The third meeting
Day and date	: Tuesday / November 3rd, 2009
Allocation of time	: 2 x45 minutes
Competency standard	: Expressing the meaning in short functional text and simple short essay in the form of descriptive and narrative to interaction in the contact of daily activities.
I. Basic competency	: 1. expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received. 2. Expressing the meaning and rhetorical steps in simple short essay.
II. Indicators	: The students are able to choose the right answer based on the picture chart.
III. Material	:

1. The blue book is.....of them

a. thicker b. thick c. as thick as d. thickest

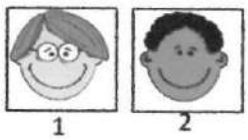
2. The first doll is.....than the second doll

a. beautiful b. more beautiful c. the most beautiful d. as beautiful as

3. The second doll is.....doll of all

a. bad b. worse c. worst d. as bad as

4. The second picture is.....than the first picture



a. good b. better c. best d. as good as

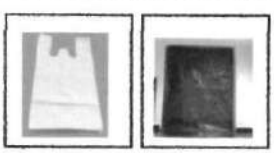
5. Of all the colors of these materials, red with white is the .....

a. Attractively b . More attractive c. As attractive d. Most attractive

6. This book is ..... than your book

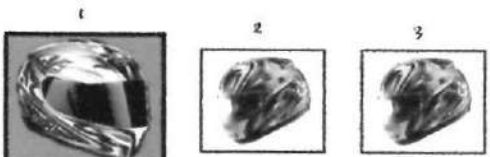
a. Interesting b. More interesting c. The most interesting d. As interesting as

6. The black plastic is ..... than white plastic



a. Better b. Best c. as good as d. good

8. The second helm is .....as the third helm



a. as big b.bigger c. the biggest d.big

IV. Teaching learning activities :

a. Pre instructional procedure
   1. Teacher greets the students
   2. Teacher checks the present list
   3. Teacher prepares the condition of the class

b. Core activities :
   1. Teacher ask students to pay attention the material
   2. Teacher show picture chart to the students and gives explanation
   3. Teacher ask some students to take picture and describe it in front of the class by using degrees of comparison
   4. Teacher gives opportunity for the students to ask related to the material
   5. Teacher gives the question to every students and correct it together

c. Close activities :
   1. Teacher gives advice to the students
   2. Teacher and the students close the lesson

V. Source book : English book

VI. Media : Picture Chart

VII. Method : Communicative Approach

LESSON PLAN (LP)

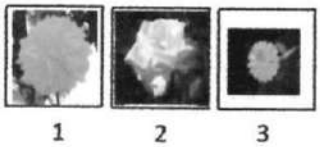
Name of school	: MTsN- 2 Palangkaraya
Name of subject	: English
Skill	: writing (structure)
Class / semester	: VIII-B / I
Performance	: The four meeting
Day and date	: Tuesday / November 10th, 2009
Allocation of time	: 2 x 45 minutes
Competency standard	: Expressing the meaning in short functional text and simple short essay in the form of descriptive and narrative to interaction in the contact of daily activities.
I. Basic competency	: 1. expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received. 2. Expressing the meaning and rhetorical steps in Simple short essay.
II. Indicators	: The students are able to choose the right answer based on the picture chart.
III. Material	:

1. The first flower is ..... the third flower

1 2 3

a. big b. bigger c. biggest d. as big as

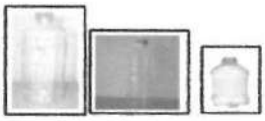
2. The third flower is ..... of them



1 2 3

a.small b. a small as c. smallest d. smaller

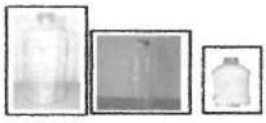
3. The second bottle is.....than the first bottle



1 2 3

a. hign b. higher c. highest d. as high as

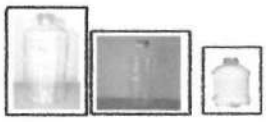
4. The first bottle is..... bottle of all



1 2 3

a. small b. smaller c. smallest d. as small as

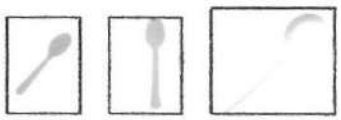
5. The third bottle is..... bottle of all



1 2 3

a. as high as b. higher c. high d. highest

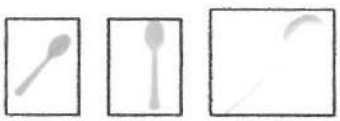
6. The first spoon is.....spoon of all



1 2 3

a. smaller b. small c. smallest d. as small as

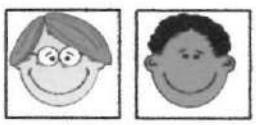
7. The third spoon is.....than the second spoon



1 2 3

a. big b. bigger c. biggest d. as big as

8. The first picture is.....than the second picture



1 2

a. clear b. as clear as c. clearest d. clearer

VI. Teaching learning activities:

a. Pre instructional procedure
   1. Teacher greets the students
   2. Teacher cheeks the present list
   3. Teacher prepares the condition of the class

b. Core activities :
   1. Teacher ask students to pay attention the material
   2. Teacher points to the pictures and ask the students what picture are
   3. Teacher ask some students to take picture and describe it in front of the class by using degrees of comparison
   4. Teacher gives opportunity for the students to ask related to the material
   5. Teacher gives the question to every students and correct it together

c. Close activities :
   1. Teacher gives advice to the students
   2. Teacher and the students close the lesson

V. Source book : English Book

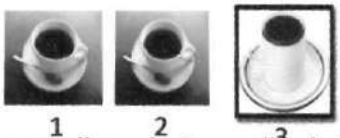
VI. Media : Picture Chart

VII. Method : Communicative Approach

LESSON PLAN (LP)

Name of school	: MTsN- 2 Palangkaraya
Name of subject	: English
Skill	: Writing (Structure)
Class / Semester	: VIII-B / I
Performance	: The Five Meeting
Day and date	: Tuesday / November 17th, 2009
Allocation of time	: 2 x 45 minutes
Competency standard	: Expressing the meaning in short functional text and simple short essay in the form of descriptive and narrative to interaction in the contact of daily activities.
I. Basic competency	: 1. expressing the meaning in simple short functional *text using various written language in accurate* manner, fluent, and received. 2. Expressing the meaning and rhetorical steps in simple short essay.
II. Indicators	: The students are able to choose the right answer based on the picture chart.
III. Material	:

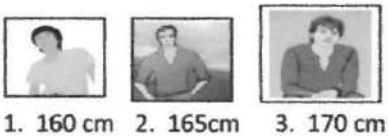
1. The first glass is .....as the second glass



1 2 3

a. smaller b. As small b. the smallest c. small

2. Ahmad is 165 cm tall, Iwan is 160 cm tall, and Hasan is 170 cm tall
   Ahmad is.....than iwan



1. 160 cm 2. 165cm 3. 170 cm

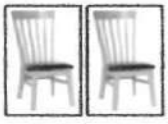
a. Tall b.Taller c. The tallest c. As tall as

3. Hasan is.....of them

1. 160 cm 2. 165cm 3. 170 cm

a. the tallest b. Tall c. as tall as d. taller

4. The chair is ..... as the other chair



a. Big b. Bigger c. the Biggest d. As big

5. Reading a novel is ..... Than reading the news paper

a. Exciting b. More exciting c. As exciting d. The most exciting

6. The second watch is ..... as the third watch

1 2 3

a. as wide as b. the widest c. wider d. wide

7. The first watch is.....of all

1 2 3

a. the widest b. wider c. wide d. as wide as

8. This cloth is.....than that one

a. modern b. more modern c. the most modern d. as modern as

VI. Teaching learning activities:

a. Pre instructional procedure
   1. Teacher greets the students
   2. Teacher cheeks the present list
   3. Teacher prepares the condition of the class

b. Core activities :
   1. Teacher ask students to pay attention the material
   2. Teacher points to the pictures and ask the students what picture are
   3. Teacher ask some students to take picture and describe it in front of the class by using degrees of comparison
   4. Teacher gives opportunity for the students to ask related to the material
   5. Teacher gives the question to every students and correct it together

c. Close activities :
   1. Teacher gives advice to the students
   2. Teacher and the students close the lesson

V. Source book : English Book

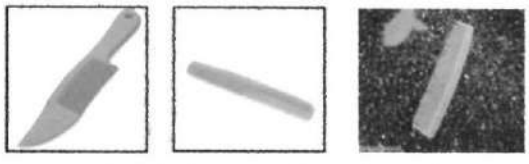
VI. Media : Picture Chart

VII. Method : Communicative Approach

LESSON PLAN (LP)

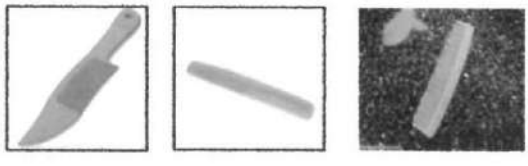
Name of school	: MTsN- 2 Palangkaraya
Name of subject	: English
Skill	: Writing (structure)
Class / semester	: VIII-B / I
Performance	: The six meeting
Day and date	: Tuesday / November 24th, 2009
Allocation of time	: 2 x 45 minutes
Competency standard	; Expressing the meaning in short functional text and simple short essay in the form of descriptive and narrative to interaction in the contact of daily activities.
I. Basic competency	: 1. expressing the meaning in simple short functional text using various written language in accurate manner, fluent, and received. 2. Expressing the meaning and rhetorical steps in simple short essay.
II. Indicators	; The students are able to choose the right answer based on the picture chart.
III. Material	:

1. The red comb is.....than the blue comb



a. as good as b. better c. best d. good

2. The blue comb is.....as the pink comb



a. as bad b. bad c. worst d. worse

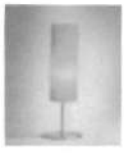
3. The black frame is .....than the white frame

a. small b. smaller c. the smallest d. as small as

4. This book is .....than that one

a. useful b. more useful c. as useful as d. the most useful

5. The first lamp is .....than the second lamp



a. light b. as light as c. lighter d. the lightest

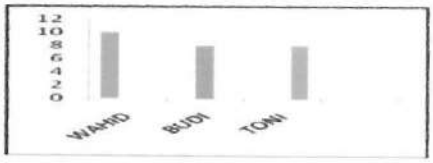
6. This color is.....than that one

a. worst b. worse c. bad d. as bad as

7. This book is ..... than the pink book.

a. heavy b. heavier c. as heavy as d. the heaviest

8. Wahid's score is 10, Budi's score is 8 and Toni's score is 8.
   Budi is ..... Toni



a. Clever b. As clever as c. The cleverest d. Cleverer

IV. Teaching learning activities:

a. Pre instructional procedure
   1. Teacher greets the students
   2. Teacher checks the present list
   3. Teacher prepares the condition of the class
b. Core activities :
   1. Teacher ask students to pay attention the material
   2. Teacher points to the pictures and ask the students what picture are
   3. Teacher ask some students to take picture and describe it in front of the class by using degrees of comparison
   4. Teacher gives opportunity for the students to ask related to the material
   5. Teacher gives the question to every students and correct it together
c. Close activities :
   1. Teacher gives advice to the students
   2. Teacher and the students close the lesson

V. Source book : English book

VI. Media : Picture Chart

VII. Method : Communicative Approach

Curriculum Vitae

A. The writer's identity

1. Full name : Dely Uswatun Hasanah
2. Place and date of birth : Balikpapan, February 25 , 1985
3. Sex : Female
4. Hobby : Travelling and reading
5. Address : Jl. G.obos VII no. 16 Palangka Raya
6. Education background : SDN Palangka – 20 (Graduated 1997)
   SLTPN – 8 Palangka Raya (Graduated 2000)
   SMUN – 3 Palangka Raya (Graduated 2003)

B. The families identity

1. Father's name : Cholik
   a. Job : Retired armed services officer
   b. Address : Jl. G.obos VII no. 16 Palangka Raya
2. Mother's name : Hari Suprihatin
   a. Job : House Wife
   b. Address : Jl. G.obos VII no. 16 Palangka Raya
3. Sister's name : Wahyu Handriyan her job is public servant
   Dian Putri Lestari her job is student
   Address : Jl. G.obos VII no. 16 Palangka Raya

PENGEMBANGAN SILABUS KTSP

Sekolah : MTsN 2 Palangkaraya
Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2
Tahun Pelajaran : 2007/2008

Standar Kompetensi 1. Mendengarkan

No	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI	INDIKATOR	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER PEMBELAJARAN
	1	2	3	4	5	6	7	8
1	Memahami makna dalam percakapan transaksional dan interpersonal lisan, serta teks lisan fungsional dan monolog pendek sederha na untuk berinteraksi dalam konteks kehidupan sehari-hari.	1. Merespon makna yang terdapat dalam percakapan transaksional *(to get things done)* dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari.	1. Responding a Request 2. Responding to an opinion 3. Responding to an agreement 4. Respnding to an attention	1. Merespon sebuah permintaan 2. Merespon sebuah pendapat 3. Merespon sebuah ksepakatan 4. Merespon sebuah perhatian	1. mendengarkan dialog singkat tentang permintaan. 2. memahami cara merespon pendapat. 3. memahami cara merespon kesepakatan. 4. memahami cara merespon perhatian.	Tes lisan Dictation	4 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.
		2. Merespon makna dalam teks lisan fungsional atau monolog pendek sederhana secara akurat, lancar dan berterima.	1. narrative 2. recount	1. Memahami makna / isi teks lisan pendek berupa *narrative.* 2. memahami monolog sederhana berupa *recount*	1. mendengarkan teks narrative dan report lisan pendek dan sederhana. 2. memahami makna yang terkandung dalan *narrative* dan *recount* lisan. 3. memahami langkah-langkah penyusunannya	Tes lisan Tes tertulis	4 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.

Standar kompetensi 2. Berbicara

No	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI	INDIKATOR	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER PEMBELAJARAN
	1	2	3	4	5	6	7	8
2	Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan, , serta teks lisan fungsional dan monolog pendek sederha na untuk berinteraksi dalam konteks kehidupan sehari-hari.	1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima.	1. Making a Request 2. expressing an opinion 3. Expressing and Responding to a statement 4. Expressing attention 5. Colling someone on a telepone	Melakukan percakapan: 1. Meminta sesuatu 2. tentang suatu pendapat 3. tentang sesuatu dan meresponnya 4. tentang suatu perhatian 5. dengan seseorang di telepon	1. memahami cara berdialog dg sopan. 2. membuat dialog singkat (inpairs). 3. melakukan dialog lisan berpasangan.	Tes lisan - individu - berpasangan	4 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.
		2. Merespon makna dalam bentuk teks lisan fungsional atau monolog pendek sederhana secara akurat, lancar dan berterima	1. narrative 2. recount	1. menceritakan kembali (storytelling) folktale yang pernah di dengar atau dibaca secara lisan. 2. memberikan laporan singkat tentang suatu kejadian	1. memahami cara bercerita dan memberi laporan. 2. bercerita di depan kelas. 3. membuat laporan dan menyampai kannya secara lisan.	Tes lisan (individu)	4 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.

Standar Kompetensi 3. Membaca

No	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI	INDIKATOR	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER PEMBELAJARAN
	1	2	3	4	5	6	7	8
3	Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *Narasi* untuk berinteraksi dalam konteks kehidupan sehari-hari.	1. membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *Narasi* dengan ucapan, tekanan dan intonasi yang berterima. 2. merespon makna dalam teks tulis fungsional pendek sederhana (surat pribadi, iklan / brosur). 3. merespon makna dan langkah retorika dalam esei pendek sederhana.	1. narrative 2. recount	1. membaca nyaring dengan ucapan dan intonasi yang tepat. 2. memahami makna kata dan kalimat dalam teks tulis. 3. memahami isi teks. 4. mampu menemukan ide pokok dan informasi rinci dalam teks. 5. memahami langkah-langkah penyusunan teks.	1. membaca teks tulis dengan nyaring dan ucapan serta intonasi yang tepat. 2. menemukan kata benda, kerja, sifat dari teks. 3. menemukan arti kata- kata sulit. 4. menemukan ide pokok dan informasi rinci. 5. menjawab pertanyaan 6. mengidentifikasi ciri teks dan memahami langkah-langkah penyusunannya.	Tes tertulis Open book test	14 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.

Standar Kompetensi 4. Menulis

No	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI	INDIKATOR	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER PEMBELAJARAN
	1	2	3	4	5	6	7	8
4	Mengungkapkan makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *Narasi* untuk berinteraksi dalam konteks kehidupan sehari-hari.	1. mengungkapkan makna dalam teks tulis fungsional pendek sederhana mengguna kan ragam bahasa tulis secara akurat, lancar dan berterima. 2. mengungkapkan makna dan langkah retorika dalam esei pendek sederhana.	1. narrative 2. recount	1. memahami ragam bahasa tulis yang digunakan untuk membuat *descriptive* dan *Narasi*. 2. mengetahui tujuan menulis *descriptive* dan *Narasi*. 3. menulis esei pendek sesuai langkah retorika dan ragam bahasa tulis yang tepat..	1. mendiskusikan ragam bahasa tulis yang digunakan dalam penulisan *descriptive* dan *Narasi* menentukan ide pokok dan tujuan penulisan. 2. menyusun *descriptive* dan *Narasi* sesuai langkah-langkah retorikanya.	Tes tertulis Portofolio - individu - kelompok	10 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.