IMPROVING STUDENT’S UNDERSTANDING 
ON DEGREES OF COMPARISON OF ADJECTIVES 
THROUGH CONTEXTUAL TEACHING AND LEARNING 

(A Classroom Action Research in the Second Year Students 
of MTs Darul Hikmah Pamulang) 

By: 
IRA IHSANUDIN 
208014000052 

DEPARTMENT OF ENGLISH EDUCATION 
FACULTY OF TARBIYAH AND TEACHERS TRAINING 
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY 
JAKARTA 
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SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan dibawah ini,
Nama : Ira Ihsanudin
Tempat/Tanggal lahir : Sukabumi, 24 Januari 1990
NIM : 208014000052
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Understanding on Degrees of Comparison of Adjectives through Contextual Teaching and Learning
(A Classroom Action Research in the Second Year Students of MTs Daarul Hikmah Pamulang)

Dosen Pembimbing : 1. Dr. Ratna Sari Dewi, M.Pd.
2. Ismalianing Eviyuliwati, M.Hum.

Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, May 2014
Mahasiswa Ybs.

Ira Ihsanudin
NIM. 208014000052
IMPROVING STUDENTS’ UNDERSTANDING ON DEGREE OF COMPARISON OF ADJECTIVE THROUGH CONTEXTUAL TEACHING AND LEARNING

(A Classroom Action Research in the second year of MTs Darul Hikmah Pamulang)

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Presented to the Faculty of Tarbiyah and Teachers’ Training
In a Partial Fulfillment of the Requirements
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By:
Ira Ihsanudin
NIM. 20801400052

Approved by the Advisor I
Dr. Ratna Sari Dewi, M.Pd
NIP. 19720501 199903 2013

Approved by the Advisor II
Ismalianing Eviyuliwati, M.Hum
NIP. 19740723 200003 2001

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2013
ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers Training certifies that the “Skripsi” (Scientific Paper) entitled, “Improving Student’s Understanding on Degree of Comparison of Adjectives Through CTL (A Classroom Action Research in the Second Year Students of MTs Darul Hikmah Pamulang)” written by Ira Ihşanudin, student’s registration number: 208014000052, was examined by committee on May 12th 2014. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd (Bachelor of Arts) in English Language Education at the Department of English Education.

Jakarta, May 12th 2014

THE EXAMINATION COMMITTEE

CHAIRMAN : Drs. Syauki, M.Pd
NIP. 19641212 199103 01 002

SECRETARY : Zahril Anasy, M.Hum.
NIP. 19761007 200710 1 002

EXAMINERS I : Siti Nurul Akiyah, M.Sc, Ph.D
NIP. 19760511 200501 2 003

EXAMINERS II : Yenny Rahmawati, M.Ed.

Acknowledge By:

The Dean of Tarbiyah and Teacher’s Training

Dra.Nurlena Rifa’i, MA.Ph.D
NIP.19591020 198603 2 001
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Finally, the writer realizes that the skripsi is far from being perfect. It is a pleasure for him to receive constructive critique and suggestions from the readers.

Jakarta, February 2013

The writer
ABSTRACT

Ira Ihsanudin. 2013 Improving Students’ Understanding on Degree of Comparison of Adjective Through Contextual Teaching and Learning Classroom Action Research in the second year of MTs Daarul Hikmah Pamulang. Skripsi of English Education at Faculty of Tarbiyah and Teachers Training of state Islamic University Jakarta. Advisors: Dr. Ratna Sari Dewi, M.Pd and Ismalianing Eviyuliawati, M.Hum

Keywords: Degree of Comparison of Adjective, Contextual Teaching and Learning.

This study was carried out to improve the students’ understanding on degree of comparison of adjective through Contextual Teaching and Learning in the second years of MTs Daarul Hikmah Pamulang academic year 2011/2012. The subjects of this study were consisted of 28 students VIII.

The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It means that the writer collaborated with the English teacher of MTs Daarul Hikmah Pamulang as an observer and collaborator. This study was conducted following procedures of the action research: planning, acting, observing and reflecting. The study carried out in two cycles. Each cycle consisted of three meetings. The data gathering in this study through interview, observation, checklist field notes questionnaire and test.

The result of the study showed that was improvement of the students’ ability in degree of comparison of adjective. Most of students gradually gained good score at the end of each cycle. The means score in the first cycle was 61.75. The mean score in the second cycle was 72.85. Besides, it showed that there were 39.28% students participated actively in the first cycle and 89.28% students participated enthusiastically in the second cycle. The class condition during teaching learning process was also quite good. In addition there was a positive response from the students and the English teacher about implementing the action. In conclusion Contextual Teaching and Learning (CTL) can improve students’ understanding on degree of comparison of adjective and it can increase students’ participation.
ABSTRAK

Ira Ihsanudin. 2013 Improving Students’ Understanding on Degree of Comparison of Adjective Through Contextual Teaching and Learning Classroom Action Research in the second year of MTs Daarul Hikmah Pamulang Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Pembimbing: Dr. Ratna Sari Dewi, M.Pd and Ismalianing Eviyuliawati, M.Hum

Kata kunci: Tingkat Perbandingan kata sifat, pembelajaran dan pengajaran kontekstual.

Penelitian ini bertujuan untuk pemahaman dalam tingkat perbandingan kata sifat dengan strategi pembelajaran dan pengajaran kontekstual pada pada siswa kelas VIII MTs Daarul Hikmah Pamulang tahun ajaran 2011/2012. Subjek penelitian ini terdiri dari 28 (dua puluh delapan) siswa kelas VIII.


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CHAPTER I
INTRODUCTION

This chapter presents the general account of the present study. It covers background of the research, focus of the research, question of the research, purpose of the research and significance of the research.

A. Background of the Research

People use language for communication with each other, and language is a system of communication. It is useful to compare it with other systems of communication. For instance, humans communicate not just through language but through such means as gesture, art, dress and music. It means that people communicate not only use language as communication but also through other system. English is one of language that most widely used in the world. English is one of important subject in Junior High School, Especially in Indonesia because English includes a subject that is required for graduation.

Listening, Speaking, Reading and Writing are basics language skills that the learners have to master them. Being able to master the four basics language skills, the learner should have the capability of grammar. Grammar is one of the important aspects in teaching and learning English. There are many kinds of materials should be learnt in grammar, one of them is degrees of comparison of adjectives.

However, unlike English, the Indonesian language does not have the degree of comparison system that denotes the pattern. This fact promotes difficulties to students understanding on degrees of comparison of adjectives. It is proved by some evidences found at MTs Daarul Hikmah Pamulang, in the second year students of VIII class in which they committed error in producing degrees of comparison of adjectives when they wrote a sentence. For example, *Susi is smart than Lita. It should be “Susi is smarter than Lita”

and *Lione Messi is the famous soccer player in the world. It should be “Lione Messi is the most famous soccer player in the world”. The writer thinks that it is necessary to find out an alternative way to create suitable and interesting techniques related to students’ condition. They need to be delivered any practices to assist them in increasing grammar comprehension. The writer assumes that there is probably the methodology used by the teacher is not appropriate yet in developing students’ understanding of degree of comparison of adjective. Consequently, the writer discusses with the teacher regarding the methodology. Furthermore, the teacher and the writer deal to use Contextual Teaching and Learning in teaching degree of comparison of adjective. Contextual teaching and learning (CTL) is a holistic system that help students sees meaning in the academic material they are studying by connecting academic subject with the context of their daily lives. Hopefully, this contextual teaching and learning would be helpful for students in understanding the use of the adjective. It also proved by some researchers such as Fernando who studied about Improving Students Ability in Forming Degree of Comparison by Using Substitution Drills: A Classroom Action Research in the Second Year Students Vocational School of Bangun Nusantara 2 Cipondoh, Zakiyah who conducted a research about Improving Student Reading Comprehension of Descriptive Text through Contextual Teaching and Learning (CTL): A Classroom Action Research in the Second Year Students of SMP Bakti Mulya 400 Jakarta, and M Imam Al Ansori who studied about An error Analysis on the use of degree of comparison of adjective: A Case Study in first year of MAN 11 Jakarta Selatan. They all revealed that Indonesian students still commit error in some are of grammar. Therefore, the writer

4 Siti Zakiyah, “Improving Student Reading Comprehension of Descriptive Text through Contextual Teaching and Learning (CTL), Skripsi”, (Jakarta:Perpustakaan Utama Syahid UIN Jakarta, 2011).
thinks that it is necessary to find out an alternative way to create suitable and interesting techniques related to the students’ condition.

Based on description above, the researcher consequently would like to carry out a research entitled “Improving Student’s Understanding on Degree of Comparison of Adjective through Contextual Teaching and Learning” (A Classroom Action Research in the Second Year Students of MTs Darul Hikmah Pamulang).

B. Focus of the Research

In order to prevent a misunderstanding and clarify the problem based on the background of the research, the researcher focuses the study on degrees of comparison of adjectives by using Contextual Teaching and Learning (for the next term, CTL is used), at MTs Daarul Hikmah Pamulang, in the second year of VIIIth class.

C. Question of the Research

Furthermore, the researcher formulates the research question as follows:

1. Can CTL increase students’ understanding in learning degrees of comparison of adjectives?
2. How CTL increase students’ understanding in learning degrees of comparison of adjectives?

D. Purpose of the Research

The Purpose of the research is:

1. To know whether CTL can increase students’ grammar and understanding in learning degrees of comparison of adjectives for second year students at MTs Darul Hikmah Pamulang.
2. To describe how CTL increase students’ understanding in learning degrees of comparison of adjectives.
E. Significance of the Research

The results of this research are expected to give the contributions to English teachers, students, and the institution of MTs Daarul Hikmah Pamulang. The first, for English teacher, it is hoped to enrich their technique in teaching and learning English subject, especially *degrees of Comparison of adjectives*. The second, for students, it is expected to help them in learning *degrees of comparison of adjectives* easily. The next is for institution of MTs Daarul Hikmah Pamulang. It can be beneficial regarding to improve its quality, in term of English teaching and learning.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter covers some theories related to the study. The discussions focus on Degrees of Comparison of Adjectives, and CTL.

A. The General Concept of Degrees of Comparison of Adjectives

1. The Adjectives

Before discussing the kinds and form of degree of comparison, firstly it better to know about adjective. There are some definitions about adjective. An adjective is a word which expresses the attribute of substance (good, young, easy, loud hard, wooden, flaxen).\(^1\) According to the Valeika and Buitkiene adjective expresses the property of an entity.\(^2\) Based on the statement above it can be concluded that adjective performs the function of an attribute (an adjunct) and a predicative. Based on DeCapua, “adjectives are content words that provides imagery and character to discourse by describing the nouns in a sentence”\(^3\). It means a word that gives an explanation of noun is called an adjective. He also stated that to identify the adjectives, it can possibly use some clues:

a. **Semantic clues**, the meaning of the adjective itself provides a clue to its use. For example, *long, small, hot,* and *great* are words that describe something.

b. **Morphological clues** provide clues which words are adjectives, such as the derivational endings. For example: *gorgeous* and *helpful.*

c. **Inflections clues**, adjectives use the inflections of –*er* and –*est* to demonstrate the comparative and superlative forms. For example: *happier, happiest.*

---


\(^2\) Laimutis valeika and Janina Buitkiene, *an Introductory course in theoretical English grammar*, Vilnius pedagogical university. 2003

d. *Structural clues* provide clues from the position of adjectives. There are three positions: before a noun, after certain verbs, after certain nouns.⁴

Greenbaum and Quirk give four features which are considered as the characteristic of adjectives:

a. They appear in attributive function, which means they can modify a noun, appear between the determiner and the head of noun phrase. For example, an *ugly* painting.

b. They appear in predicative function by giving a meaning as subject complement or as object complement. For example, the painting is *ugly* or he thought the painting *ugly*.

c. The intensifier *very*, *eg.* can adapt the adjectives. For example, the children are *very* happy.

d. They can change into comparative and superlative forms. For example, the children are *happier* now, they are *the happiest* people I know.⁵

2. **The Degrees of Comparison of Adjectives**

Adjectives have the forms of *degrees of comparison*. Ed Swick explains in “*English Verbs & Essential Grammar for ESL Learner*” that adjectives can be transformed to the *comparative* and *superlative* forms. While the comparative gives a comparison between two people or things, the superlative gives the greatest degree of the meaning of the adjectives.⁶ The forms of *degrees of comparison of adjectives* are not simply described. Their forms are also divided into the forms of degrees of comparison of regular adjectives and the forms of *degrees of comparison of irregular adjectives* that would be discussed next. According to the Laimutis valeika and Janina Buitkiene the category of comparison is only grammatical category of the adjective in English. The category of comparison is constituted by the opposition of three forms of...

---

⁴ *Ibid*
  
  
the adjective: the positive, the comparative and the superlative. Based on N.M Rayevska A universal feature in the grammar of adjective is the absolute use of comparative and superlative.

3. The Degrees of Comparison of Regular Adjectives

To form the degree of comparison we need to know the inflection or addition ways of adjective and adverb. Regular adjectives and adverb make their comparative form in one of two ways:

a) By addition of the suffix –er (sometimes with modification in the spelling of the stem) bigger, larger, sillier, etc.

b) By the use of word more: more foolish, more amusing, etc.

Degrees of comparison of adjectives regularly have transformations by adding inflections –er than and more ... than for comparative and the ... -est and the most ... for superlative. The rules for constructing the comparative and superlative degrees of comparison of adjectives, based on Frank, are:

Table 2.1 Comparison of Adjectives of One and Three Syllables

<table>
<thead>
<tr>
<th>Adjectives of one syllable</th>
<th>Comparative Degree</th>
<th>Superlative Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add –er to the adjective.</td>
<td>Add –est to the adjective.</td>
<td></td>
</tr>
<tr>
<td>Add than after the adjective.</td>
<td>Add the before the adjective.</td>
<td></td>
</tr>
<tr>
<td>(tall)-er than</td>
<td>The (tall)-est</td>
<td></td>
</tr>
<tr>
<td>Adjectives of three or more syllables</td>
<td>Add more before the adjective.</td>
<td>Add the most before the adjective.</td>
</tr>
<tr>
<td>Add than after the adjective.</td>
<td>The most (beautiful)</td>
<td></td>
</tr>
<tr>
<td>more (beautiful) than</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

7 Laimutis Valeika and Janina Buitkiene, *an Introductory course in theoretical English grammar*, Vilnius pedagogical university, 2003
8 Rayevska, *Loc.cit.*
Frank, then, provides some additional explanations about the rules for adjectives of *two syllables* which are considerably more complex.

Table 2.2 Comparison of Adjectives of Two Syllables

<table>
<thead>
<tr>
<th>Two-syllable adjectives with –er, -est</th>
<th>Two-syllable adjectives with more, most</th>
<th>Two-syllable adjectives with –er, -est or more, most (the –er, -est Forms are Less Formal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjectives ending in –y</td>
<td>1. Most adjectives ending in derivational suffixes: -ous, -ish, -ful, -ing, -ed, etc.</td>
<td>1. Adjectives ending in:</td>
</tr>
<tr>
<td>preceded by a consonant</td>
<td></td>
<td>-er</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cleverer</td>
</tr>
<tr>
<td>Prettier</td>
<td>More famous</td>
<td>Tenderer</td>
</tr>
<tr>
<td>Dirtier</td>
<td>More useful</td>
<td>Bitterer</td>
</tr>
<tr>
<td>Noisier</td>
<td>More childish</td>
<td>-ow</td>
</tr>
<tr>
<td>Happier (also unhappier)</td>
<td>More interesting</td>
<td>Narrower</td>
</tr>
<tr>
<td></td>
<td>More tired</td>
<td>Shallower</td>
</tr>
<tr>
<td>occasionally – tle, -dle</td>
<td></td>
<td>-some</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handsomer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wholesome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lonesome</td>
</tr>
</tbody>
</table>

*Ibid*
The previous table shows that the comparison forms of adjectives of two syllables are more complicated. Some of them have the form of comparative and superlative with –er and –est, while others have the form of comparative and superlative with more and most.

4. The Degrees of Comparison of Irregular Adjectives

The explanation above has shown some transformations of regular adjectives. Ed Swick mentions some explanations and examples about the degrees of comparison of irregular adjectives as follows:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>Bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>Far</td>
<td>farther</td>
<td>farthest</td>
</tr>
<tr>
<td>Further</td>
<td></td>
<td>furthest</td>
</tr>
<tr>
<td>Little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>Much/many</td>
<td>more</td>
<td>most</td>
</tr>
</tbody>
</table>
The adjective *far* has two forms in the *comparative* and *superlative* when it is used in different context, such as:

**Physical Distance**

Their house is farther from the station than ours.

Which Illinois college is the farthest from Chicago?

**Advancement in Degree**

You have to read further to understand the characters.

Jack has read the furthest in the book of anyone in our class\(^\text{12}\).

Frank also gives the explanation about the form of degrees of comparison of irregular adjectives.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Better</td>
<td>best</td>
</tr>
<tr>
<td>Bad</td>
<td>Worse</td>
<td>worst</td>
</tr>
<tr>
<td>Little</td>
<td>Less</td>
<td>least</td>
</tr>
<tr>
<td>Far</td>
<td>Farther</td>
<td>farthest</td>
</tr>
<tr>
<td>Old</td>
<td>Elder</td>
<td>eldest</td>
</tr>
</tbody>
</table>

Frank adds that the use *farther* and *farthest* refer to distance. However, in the most formal situation *further* and *furthest* are used for distance (*the furthest corner of the earth*) as well as to refer to addition (*further details*)\(^\text{13}\).

*Elder* and *eldest* are used mainly in the restricted sense of family relationships of children to parents. For example, “She is the eldest of the three children; He is the elder of my two sons”\(^\text{14}\). It means *older* and *oldest* are used when the context does not refer to the sense of family relationships of children to parents.

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\(^{13}\) Marcella Frank, *Op cit* p. 120.

\(^{14}\) *Ibid*
Based on the statement above it can be concluded that some adjective can transform irregularly. It called *degrees of comparison of irregular adjectives* because the adjective are completely transformed.

**B. The Contextual Teaching and Learning (CTL)**

1. **The Definition of CTL**

   The writer found some definition about *CTL*. *CTL* is first introduced by John Dewey that he had suggested a curriculum and teaching methodology which is connected with the student environment and experience.\(^\text{15}\) There are some definitions given about *CTL*.

   According to Sears, *CTL* is concept that helps teachers relates subject matter to real-world situation.\(^\text{16}\) From this definition the teacher should be relate his or her material lesson based on the real-world, and the students can apply what is being taught in daily lives.

   Different from Susan Sears, Johnson states that *CTL* is a Holistic system that helps students sees meaning in the academic material they are studying by connecting academic subject with the context of their daily lives.\(^\text{17}\) From this understanding, the students are able to connect the subject material with the context of their daily lives.

   From the explanation above the writer may conclude that *CTL* is a concept of teaching and learning that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers.

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\(^\text{16}\) Susan Sears, *Contextual Teaching and Learning : A primer for effective instruction* (New Delhi : Phi Delta kappa education Foundation Bloomington, 2002), p.32

2. The Principles in Applying CTL

According to Nurhadi, there are seven approaches in applying CTL, there are:

a. Learning strategy should be based on students’ mental development
   The correlation between the core of curriculum and methodology that used; it should be based on students’ social condition, emotional and intellectual development. According to Kilmer, what is junior high school student learn; it would be different from high school students.

b. Building up the interdependent learning groups
   Students can learn something from his or her group, and also can cooperate with a larger group, that is called class. This is a kind of cooperative that is needed by students in workplace or other contexts.

c. Providing an atmosphere that supports a self regulated learning
   Students need an understanding with their strength and weakness for tidying up the goal that they want to reach and building strategies for reaching those goals. Meanwhile, teachers must also create and provide an atmosphere where student can reflect how they think, finish school’s project, solve problem and work together with teacher harmonically.

d. Considering the diversity of students
   In classroom, teachers should teach students about all kinds of diversities, examples: cultural background, social rank, daily spoken language, so that, it hoped that teachers can help students to reach their learning goals.

e. Focusing on multiple intelligences
   In using CTL, the way of student in participating in the classroom should be focused on 8 learning orientations. They are; special-verbal, intrapersonal, musical-rhythmic, naturalist, body kinesthetic, interpersonal, and logic mat. That is why, in teaching
students, teacher should combine all strategies and it will be effective for students.

f. **Using the questioning techniques for improving students’ learning**

Questions should be planned carefully for getting level, response and action needed by students in the process of contextual learning.

g. **Applying an authentic assessment**

Authentic assessment is design to be criterion-referenced rather than norm-referenced. Such evaluation identifies strengths and weakness, but does but does not compare or rank students. It is often based on performance; students are asked to demonstrate their knowledge, skill, or competencies in whatever way they find appropriate. There are several challenges to using authentic assessment methods. They include managing its time-intensive nature, ensuring curricular validity, and minimizing evaluator bias.\(^{18}\)

3. **The Component of CTL**

   a. **Constructivism**

   This concept claim the students to arrange and to construct of meaning from the new experience based on the certain knowledge in their cognitive structure. In this concept the strategy how to get is more important than how much students get the knowledge.

   b. **Inquiry**

   Inquiry is a learning process based on looking for and discovery through thinking process systematically. The student’s knowledge and skills are not getting from remembering a set of fact, but getting from the process of finding by themselves. The cycles of the inquiry is to formulate the problem, observation, questioning, hypothesis, collecting the data and conclude it.

c. Questioning

Questioning is techniques that enhance students learning and the development of problem solving and other higher order thinking skills. For CTL to achieve its goals, appropriate types and levels of questions must be asked. Questions must be carefully planned to produce the intended level of thinking, responses, and actions by students and all participants in the CTL approach.

d. Learning Community

In CTL, This concept suggests that result of learning is getting from the cooperation with another people. It can be done by form a learning community. The result of the learning can be getting from sharing among their friends or groups. Learning community has meaning as follow:
1) A communication to share the ideas and experiences.
2) A cooperation to solve the problem.
3) Each member of group has the same responsibility to their group.
4) An interaction in the group.
5) Each member must be respecting the ideas of their friends.

e. Modeling

Modeling is someone or something that represent the kinds of behaviors, relationship, or parts people hold up to themselves and others as exemplary. Research suggests that modeling good behavior, such as problem solving is a good way for student to learn them. Teacher modeling helps to foster the invitational environment because when teacher relate their own experiences, they can communicate several messages:
1) Teachers confront problems in and out of school daily
2) Sometimes teachers solve problem well
3) Other times teachers are not as successful.19

f. Reflections

Reflection is thinking about what students have learned or done. Teachers and students need to think about how the process went and come up with ways to improve and continue on with the inquiry. The purpose of reflection is to identify what students have known and what students have not known yet, so the teacher can add what the students have not known. The ways is by asking the students about what they have learned or ask their opinion about the teaching learning process.  

g. Authentic Assessment

Authentic assessment refers to a set of criteria for assessments, there are:

1) Students make judgments involving critical thinking and problem solving
2) They are “realistic” in that they “replicate contexts in which a person’s knowledge and abilities are ‘tested’ in real world situations.”
3) They “do” the subject as historians or scientist would.
4) They present their findings in such settings where they can rehearse and receive immediate, direct feedback, thereby being able to modify their conclusions.

For both Newmann and Wiggins, assessment must involve challenging students to engage in complex intellectual work, kind found in the world beyond learning stuff from a textbook. This involves the complex task of applying concepts, ideas, principles, skills to complex, problematic situations. For example, “How would we analyze (compare/contrast) the check and balance within the French or British parliamentary system? What conclusions could we draw following such as an analysis?

These kinds of challenges are the real test of the depth and quality of students’ understandings. This is one of the major goals of education: application of the knowledge and skills to life situations. Education is for

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life now (as Dewey noted), not at same distant point in the future. Delaying application is one reason why so many students are so bored in class and teachers often hear “when am I ever going to use this?”

4. The Strategies in CTL

a. Problem based

_CTL_ can begin with a simulated or real problem. Students use critical thinking skills and systemic approach to inquiry to address the problem issue. Students may also draw upon multiple content areas to solve these problems. Worthwhile problem that are relevant to students’ families, school experience, workplace, and communities hold greater personal meaning for students.

b. Using multiple contexts

Theories of situated cognition suggest that knowledge cannot be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. _CTL_ experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

c. Drawing upon student diversity

On the whole, our student population is becoming more diverse, and with increased comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the _CTL_ experience. Team collaboration and group learning activities respect students’ diverse histories, broaden perspectives, and build inter-personal skills.

d. Supporting self-regulated learning

Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become more aware how they process information, employ problem-solving strategies, and use

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background knowledge. CTL experience should allow for trial and error; provide time and structure for reflection, and provide adequate support to assist students to move from dependent to independent learning.

e. **Using interdependent learning groups**

Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplace and schools in an effort to shared knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

f. **Employing authentic assessment**

CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or “authentic” contexts. Assessment of learning should align with the method and purpose of instruction. Authentic assessment shows (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices.\(^{22}\)

The applications of contextual teaching and learning to the classroom need to be neatly prepared. Both teacher and students are active. It was show that students learn best when what they are learning is connected to what they already know and when they are actively engaged in their own learning. CTL is an integration of many good teaching practices.\(^{23}\)

C. **The Teaching of Degree of Comparison of Adjective through CTL**

Before the implementation of CTL process, the way of student in participating in the classroom should be focused on 8 learning orientations. They are; special-verbal, intrapersonal, musical-rhythmic, naturalist, body kinesthetic, interpersonal, and logic mat. That is why, in teaching students,


\(^{23}\) Muljanto Soemardi, Pengajaran Bahasa Asing Sebuah Tinjauan dari Segi Metodologi, (Jakarta, 2007), p.264
teacher should combine all strategies and it will be effective for students and Questions should be planned carefully for getting level, response and action needed by students in the process of contextual learning.

The writer prepares the suitable material. Preparing the suitable material has to do by the writer in order the teaching learning process run well successfully. Here, the following are steps in teaching degrees of comparison of adjectives through CTL.

1. Preliminary activities
   a. Teacher greets the students with good morning, students
   b. The teacher checks the students’ attendance list.
   c. The teacher gives the important of English language, and motivates them to study hard and seriously.

2. Presentation
   a. Explain about form and the function degrees of comparison of adjectives
   b. The teacher shows the media (picture) related to the topic
   c. The teacher relates material degrees of comparison of adjectives based on real-world around in classroom For example : “tall” to change into comparative form, the teacher related material in the manner of object in the classroom “John is taller than susi”
   d. The teacher asks what kind of degree of comparison that the students get about in that around classroom
   e. The students makes sentence about degrees of comparison of adjectives based on media (picture etc.)

3. Closing
   a. Evaluation of CTL got from students progress, students participation in group work and the presentation by students during learning process.
   b. Teacher reviews today’s lesson
   c. Teacher closes the lesson.
D. The Relevant Studies

Some previous studies on degrees of comparison of adjectives have been conducted by some researchers. First, Zakiyah studied about “Improving Students Reading Comprehension of Descriptive Text through CTL: A Classroom Action Research in the Second Year Students of SMP Bakti Mulya 400 Jakarta”. This research is related to the result of a preliminary study showed that the students were still confused to comprehend the passage in reading skill; especially in descriptive text. The researcher used Classroom Action Research (CAR) as the method of the research. She used research design of Kurt Lewin which consists of two cycles and each cycle of four phases, there are Planning, Acting, Observing and Reflecting. The writer concluded that the implementation of CTL was successful since the criteria of success were achieved. The first criterion was 70% of students could pass the assessment score above 70 based on the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM). The finding showed that 73.91% of students had already achieved the target score.24

Second, Al Ansori studied about “An error Analysis on the use of degree of comparison of adjective: A Case Study in first year of MAN 11 Jakarta Selatan”. He analyzed the data by using descriptive research. The result of his research is the most type of error made by student is Misformation, Selection, Omission and Addition. From 920 sentences collected from 23 students, it is found 522 error occurrences. The percentage of error takes up 56.75%. 25

Third, Fernando conducted a research on “Improving Students Ability in Forming Degree of Comparison by Using Substitution Drills: A Classroom Action Research in the Second Year Students Vocational School of Bangun Nusantara 2 Cipondoh”. This research is related to the result of a preliminary

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24 Siti Zakiyah, “Improving Student Reading Comprehension of Descriptive Text through Contextual Teaching and Learning (CTL), Skripsi”, (Jakarta:Perpustakaan Utama Syahid UIN Jakarta, 2011).
study showed that the students still find difficulties in degree of comparison. The researcher used Classroom Action Research (CAR) as the method of the research. He used research design of Kurt Lewin which consists of two cycles and each cycle of four phases, there are Planning, Acting, Observing and Reflecting. The writer concluded that the research was successful. It is proved by the result of posttest 2 which is done in the last of cycle two. the result states that there are 32 from 33 students of 96.97% of their score have passed the Minimal Mastery level Criterion with the total mean score 84.90. It improves 24.24% from posttest 1 which gains 72.73% with the total mean score 77.12. Besides, it also improves 51.52% from pretest to posttest 2 which gains only 45.45% with the total mean score 68.18.26

E. Action Hypothesis

Action hypothesis of this research is that CTL can improve students’ understanding on degrees of comparison of adjectives at second grade MTs Daarul Hikmah Pamulang.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the time and place of the study, the method of the study, the subject of the study, the writer’s role in the study, the research design, the classroom action research (CAR) procedures, the technique of collecting data, the technique of data analysis and the criteria of the action success and hypothesis.

A. The Method of Study

The method used in this study was Classroom Action Research (CAR). According to Richard Sagor, Classroom Action Research (CAR) was a discipline process of inquiry conducted by and for those taking action. The Primary reason for engaging in action research is to assist the “actor” in improving and/or refining his/her action. It means that to begin the Classroom Action Research (CAR), the research or the teacher needs to find an alternative way for improving students’ understanding.

B. The Time and Place of the Study

This research was carried out for 3 (three) months started from March up to May 2012. The place was at grade VIII\(^{H}\) class of MTs Darul Hikmah Pamulang academic year 2011/2012.

C. The Subject of the Study

The subject of this study was students at grade VIII\(^{H}\) MTs Daarul Hikmah Pamulang academic year 2011/2012. The researcher selected Grade VIII\(^{H}\) which consists of twenty eight (28) students. It was chosen based upon researcher’s experience during PPKT (praktik profesi keguruan terpadu) and based on the students at grade VIII their english skill is lowest, especially on degree of comparison of adjectives. This research had been carried out for 3 months started from March up to May 2012. The English teacher taught 3

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classes altogether. The researcher taught the other 3 classes: VIII\textsuperscript{C}, VIII\textsuperscript{H}, VIII\textsuperscript{I}. That was why they need an appropriate strategy to help them improve their English skills.

D. The Writer’s Role in the Study

In this role, the writer was not only as the observers while the action but he also prepared a lesson plan and the assessment or test before Classroom Action Research (CAR) pre-test and after Classroom Action Research (CAR) post-test in each final cycle. Besides, the writer also collected and analyzed data then reports the result of study. On the other side, the English teacher was as the observer when the writer was the teacher and he was the teacher when the writer as the observer.

E. The Research Design

The Classroom Action Research (CAR) procedure used in this research was Hopkins design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

Figure 3.1

Hopkins’ Action Research Design
Based on the Hopkins action research design above, the writer would like to describe further concerning the implementation of Classroom Action research (CAR) in the cycle one and cycle two as following:

1. **Pre-Research which includes the following activities:**
   a. Preparing the research instrument
   b. Interviewing the teacher to know the subject of the research condition.
   c. Giving a pre-test to the students
   d. Giving pre-questionnaire to the students

2. **Cycle I**
   a. Planning, which includes the following activities:
      1) Curriculum study, programming and planning of learning which involves the application of the meetings
      2) Preparing material tools
      3) Preparing lesson plan
      4) Preparing evaluation tools
   b. Acting, which includes the following activities:
      1) Doing learning *degrees of comparison of adjectives* material through Contextual Teaching and Learning with implementation plan learning
      2) Giving post-test cycle I to the students
   c. Observing, which includes the following activities:
      1) Observing the students activities during learning activities
      2) Rewriting the events that appear on the students during learning activities
      3) Observation data collected during the execution of learning activities
   d. Reflecting, which includes the following activities:
      1) Analyzing data from the implementing of action
      2) Evaluating the implementation of measures that have been done on the cycle I
      3) Planning the actions for the second cycle
3. Cycle II

a. Planning, which includes the following activities:
   1) Planning the learning implementation consisting of one meeting
   2) Making the material *degrees of comparison of adjectives* instrument
   3) Preparing the research instrument
   4) Preparing the evaluation tools

b. Acting, which includes the following activities:
   1) Implementing learning activity of *degrees of comparison of adjectives* material through CTL
   2) Giving the post-questionaire
   3) Giving post-test cycle II to the students

c. Observing, which includes the following activities:
   1) Observing the students activities during learning activities
   2) Rewriting the events that appear on the students during learning activities
   3) Observation data collected during the execution of learning activities

d. Reflecting, which includes the following activities:
   1) Analyzing data from the implementation of action
   2) Evaluating the implementation of measures that have been done on the cycle II

F. The Classroom Action Research (CAR) Procedure

The Classroom Action Research using Hopkins’s design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it was necessary to continue to the second cycle in line with the same concept of the first cycle.
To make clear what happens in every phase. Here are the explanations:

1. **Planning Phase**

Planning involves thinking about what the researcher wants to improve, how he goes about it, and how he evaluates what he has done. In the following sections, the process of planning an action research study was organized into four steps. The first step involves formulating an initial research question by reflecting on puzzling student behaviors, pressing problems, or needs identified by his school district. The second step was ‘search for a new teaching strategy though his observation of students’, his dialog with other teachers, and his professional development activities. The third step requires a search of the educational literature for the purpose of further exploring new strategies and finding research evidence that supports their use in the classroom. Forth and finally he needs to consider what method of data collection he will need to evaluate the effectiveness of his teaching strategies.

In this phase, the researcher also explains about *what, why, when, where, by whom, and how* the research was done. In the preparation stage of this research, the researcher determines the point or centre of events that need special attention to be observed, and then make an instrument analysis to help him recording the facts that occurred during these procedures.

2. **Acting Phase**

In this phase, both the writer and the teacher collaborate to carry out the planned action. The teacher used the determined strategy as he was teaching while the writer observes the class condition during teaching learning activity. Here, it begins the process of going more deeply into the issue being researched. Related to the condition of limited teaching learning period, that was why the writer and the teacher take the action phase during two weeks within two cycles in which each cycle consists of two meetings in action. The schedule was as follows:
Table 3.1
Schedule of Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interview</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Observation</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Proposal</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Instrument</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Cycle I</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Cycle II</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Report</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

3. Observing Phase

This phase was done by the observer. Both observing and acting will take place in the same time. The second step (action) was given to provide opportunity to the teacher who was also stated as observer. When the teacher implements the action, he did not have the time to analyze the event while it was happening. Therefore when observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher’s performance, class situation, students’ response, etc. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting Phase

This phase was aimed to restate what has been done. This activity was very appropriately when the teacher completed the action based upon data that have been collected, and then it was necessary to hold evaluation for completing the next cycle. This phase was carried out collaboratively, that was to discuss further some problems occurred in the class. Thus, the reflection was able to be determined after implementing the action and observation outcomes. If there still might have found some problems, so it
needs to move to the next cycle concerning re-planning, re-acting, and re-observing. Therefore, the unfinished problems yet could be solved.

G. The Technique of Collecting the Data

In collecting data, Classroom Action Research (CAR) uses qualitative data (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data uses pre-test and post-test. The completely explanation is as follows:

1. Observation

Firstly, the writer used the unstructured or opened observation to know the occurrences within learning process. It may be about the teacher’s performance during Classroom Action Research (CAR), class situation as grammar activity, and students’ response concerning the use of CTL method. In general, all of the needed aspects that should be noticed are to make sure whether the teaching learning processes were in line with the lesson plan or not.

2. Interview

Before implementing Classroom Action Research, the writer asked the teacher to know students’ difficulties in learning degrees of comparison of adjectives, and the method or kinds of strategies usually used by the teacher in teaching grammar. The interview carried out after accomplishing Classroom Action Research (CAR) to know the teacher’s response toward the idea of CTL Method.

3. Test

The test used in this study was pre-test and post-test. The pre-test was done before implementing CTL method. It was to measure students’ understanding in learning degrees of comparison of adjectives at first.

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Meanwhile, the post-test was implemented after using *CTL* Method. In this study, the test was done in form of multiple choices. The test was held on every second action of each cycle. In addition, for the need of the research, the writer had done the validity of the pre-test and post-test before and after CAR by using test validity.

4. **Questionnaire**

The questionnaire used after and before CAR. It was to know students’ response as a subject of study concerning the action. Furthermore, the writer used *yes/no* design in making a questionnaire. The followings are the blueprint of questionnaire before and after CAR.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ respond in learning English grammar.</td>
<td>1-6</td>
</tr>
<tr>
<td>2</td>
<td>Students’ understanding to the material</td>
<td>7-12</td>
</tr>
<tr>
<td>3</td>
<td>Students’ activity in teaching learning process</td>
<td>13-15</td>
</tr>
</tbody>
</table>

**Table 3.2**

The Blueprint of Questionnaire Before CAR

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ response in teaching learning process</td>
<td>1-4</td>
</tr>
<tr>
<td>2</td>
<td>Students’ understanding to the material <em>degrees of comparison of adjectives</em></td>
<td>5-8</td>
</tr>
<tr>
<td>3</td>
<td>The effectiveness of <em>CTL</em> method in teaching <em>degrees of comparison of adjectives</em></td>
<td>9-15</td>
</tr>
</tbody>
</table>
H. The Technique of Data Analysis

The analysis qualitative data used in this study was using descriptive analysis from the students’ activities during teaching learning process, and the interview before and after Classroom Action Research (CAR). In this case, the writer collected the entire data which have gained. In analyzing the numerical data, first the writer tries to get the average of students’ score per action within one cycle. It is used to know how well students’ score as a whole on grammar. It uses the formula:³

\[
X = \frac{\sum x}{n}
\]

\(X\) : mean  
\(x\) : individual score  
\(n\) : number of students

Second, the writer tries to get the class percentages which pass the minimal mastery level criterion (KKM) considering English subject gains score sixty eight (68) which are adapted from the school agreement at MTs Darul Hikmah Pamulang. It uses the formula.⁴

\[
P = \frac{F}{N} \times 100\%
\]

\(P\) : the class percentage  
\(F\) : total percentage score  
\(N\) : number of student

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Third, after getting mean of students’ score per actions, the writer identifies whether or not there might have students’ improvement score on grammar comprehension from pre-test up to posttest score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula.  

\[
P = \frac{y_1 - y}{y} \times 100\%
\]

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

P : percentage of students’ improvement
y : pre-test result
y1 : post-test 1

I. The Criteria of the Action Success

The action is considered success if it can exceed the criteria which have been determined, and fail if it cannot exceed the criteria which have been detained. In this study, the research will succeed when there is 70% students who pass the Kriteria Ketuntasan Minimum (KKM), which is 68. In addition, they could achieve some improvement scores from the pre-test until the second post-test in cycle two. If the criterion of the action success achieved, it

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means that the next action of the Classroom Action Research (CAR) would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.
CHAPTER IV
RESEARCH FINDINGS

This chapter presents the research findings based on the analysis of data collected from the implementation of CTL to improve students’ understanding on degrees of comparison of adjectives in two cycles. The research findings are described in three parts: data description, data analyzing and data interpretation.

A. Data Description

1. Before Implementing the Action

   a. The Result of Pre Interview

   Pre interview was held on Monday, March 5\textsuperscript{rd} 2012. Here, the writer asked some question to the teacher related to the teaching learning process degrees of comparison of adjectives. The questions were divided into three categories. Those were general condition in English class primarily on students’ performance and students’ achievement, the difficulties faced by students in understanding degree of comparison of adjective, and the strategies used by the teacher to solve the students’ difficulties in understanding degrees of comparison of adjectives.

   First category discussed about the general condition in English class primarily on students’ grammar achievement of the test and students’ activities. The teacher said that most of students who did not like English class; they gained low competence in English. Besides, they still faced obstacle in following the English lesson. They thought English as a complicated then considered that grammar as the most difficult one in learning English primarily on VIII\textsuperscript{H} class which derived the lowest score of grammar test among the other second grade classes. Moreover, the teacher stated that most of them were hardly to pass the KKM (68).

   The second category discussed about the students’ difficulties in understanding degrees of comparison of adjectives. It was related to the
students’ difficulties in understanding the formula of the sentence and remembering the pattern. The teacher said students usually forgot about the usage of *degrees of comparison of adjectives*.

The third category was related to the strategy used by the teacher to solve students’ difficulties in understanding *degrees of comparison of adjectives*. The teacher said he usually gave a brief explanation and focused on students’ who really have difficulties in understanding *degrees of comparison of adjectives*. He also gave some exercises from the students’ hand book (LKS) or English text book, and some time he took the material from internet. Unfortunately, it did not really solve the problem. Then, the writer suggested using CTL method to solve the problem. Besides, through CTL method, hopefully students are able to understand *degrees of comparison of adjectives* easily. Finally, the teacher and the writer agreed to use CTL Method in teaching *degrees of comparison of adjectives*.

b. The Result of Pre Observation

The result pre observation was conducted to know the process of teaching and learning *degrees of comparison of adjectives* before implementing CTL. It was conducted at second year of MTS Daarul Hikmah Pamulang. The class consists of twenty eight (28) students.

In the class, the teacher used teacher-centered during the activity because the teacher actually dominated the classroom activity then it made the student passive in the class and less motivation to learn grammar material *degrees of comparison of adjectives*. Generally, the teacher wrote the material *degrees of comparison of adjectives* then the students wrote after his. Afterward, if they did not know about the material, the student could ask to the teacher. This activity made the students bored in English class because the teacher center method of teaching learning in grammar activity.

In addition, when the teacher taught *degrees of comparison of adjectives*, he asked the students about pattern *degree of comparison*
between positive to comparative and superlative, after that he asked them to make sentence. The teacher just gave less explanation about degrees of comparison of adjectives. So, when the teacher asked the students to do the exercise about the degrees of comparison of adjectives to differ between the positive form to comparative and superlative form, they did not understand about that. Consequently, the students had less motivation in grammar especially in learning degree of comparison.

c. The Result of Pre Questionnaire

The researcher delivered the questionnaire to the students in two sessions; before implementation of the action and after the implementation the action. The pre questionnaire was delivered on Monday 12th March 2012. The questionnaire consists of fifteen (15) statements the questionnaire covers three categories; the students’ response in learning grammar (question number 1-6), the second category was the students’ understanding on degrees of comparison of adjectives (question number 7-12), and students’ activity in teaching learning process (question number 13-15). The detail percentage of the students’ response before the implementing of CTL is presented into a table as following:

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Answer</th>
<th>The Result of Student’s Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Students feel satisfied with their English score.</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Students like to learn English grammar.</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>English is an important lesson</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>Sometime students feel bored when learning English</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Students were motivated in learning degrees of comparison of adjectives</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 4.1

The Result of Pre Questionnaire
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Unknown (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Students always actively participated in English teaching in material degree of comparison of adjectives</td>
<td>12</td>
<td>43%</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Students understand degree of comparison of adjectives easily.</td>
<td>9</td>
<td>32%</td>
<td>19</td>
</tr>
<tr>
<td>8</td>
<td>Students could remember the formula for degrees of comparison of adjectives</td>
<td>5</td>
<td>18%</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Students know the use on degree of comparison of adjectives in their daily life.</td>
<td>5</td>
<td>18%</td>
<td>23</td>
</tr>
<tr>
<td>10</td>
<td>Students understand degree of comparison of adjectives, but they could not use it in their daily conversation</td>
<td>18</td>
<td>64%</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Students are able to make sentences on degree of comparison of adjectives correctly</td>
<td>9</td>
<td>32%</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>Students have the difficulty in using degree of comparison of adjectives.</td>
<td>22</td>
<td>79%</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>Students can do the exercise about degree of comparison of adjective.</td>
<td>12</td>
<td>43%</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>The students do the English exercise individually</td>
<td>12</td>
<td>43%</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>The students do the English exercise in group</td>
<td>22</td>
<td>79%</td>
<td>6</td>
</tr>
</tbody>
</table>

To find out students’ response and experience about the ideas of learning degree of comparison of adjectives before implementing the action, the writer used the following formula:¹

\[ P = \frac{f}{N} \times 100\% \]

\( P \) = the percentage
\( f \) = frequency of the percentage is being calculated
\( N \) = number of students

Based on the result of the pre questionnaire above, here the writer would like to give the explanation. Generally, from the table above it could be seen that some of students have a difficulty in learning *degrees of comparison of adjectives*. It showed that 9 students (32\%) students understand degree of comparison of adjectives easily, 22 students (79\%) students have the difficulty in using degree of comparison of adjectives.

d. **The Result of Pre-test**

The pretest was conducted on Monday, March 12th 2012. In pretest, the students assigned to answer the question based on multiple choices. The test consisted of 25 questions in multiple choice and the students have done for 30 minute. Based on the result of the pretest, the data showed that mean score of pretest was 50.71. There were only five students or 17.85\% of the students who passed the minimum mastery criterion-kriteria ketuntasan minimal (KKM) meanwhile the other 23 students did not pass that criterion. The lowest achievement gained score 40. From that analyzing, it could be seen that almost of VIII\textsuperscript{th} class students ‘comprehension *degrees of comparison of adjectives* was still very low.

2. **Finding of Cycle I**

a. **Planning**

In this phase, the writer and the teacher made planning for the action based upon the problem faced by students toward grammar skill. In this case, the writer determined selected material and exercise to students. Moreover, the writer chooses *degrees of comparison of adjectives* as the material. In lesson plan, he prepared some word of adjective. Besides that,
the writer also prepared the research instruments, such as the question of posttest 1, and observation sheet of learning.

b. Acting

The action of the cycle 1 was done on May 7th 2012. After making lesson plan, the writer as the teacher implemented the teaching learning process based on it. Next the teacher started to teach the material that will be learned by students, he began to ask students to write. Next, the teacher explained about characteristic of degrees of comparison of adjectives included the schematic structures and pattern. After explaining, the teacher gave them some questions based on the material.

c. Observing

In this phase, the real teacher as the observer had a duty to monitor all activities in the classroom. He found many problems in that classroom likes the students’ active of passive during teaching and learning process, the student’s didn’t hear teacher’s explanation carefully, the teacher explained too fast, so student didn’t understand about the material.

Furthermore, the observer found some students who actively in answering the teacher’s question correctly related to the pattern degrees of comparison of adjectives. After teaching and learning process finished, in this observing phase was also carried out the posttest 1 exactly on the second action of the first cycle to measure how well the student’s grammar comprehension of degrees of comparison of adjectives that had been studied. Based on the result of the posttest I, the data showed that mean score of posttest was 61.57%. There were 11 students who passed the Minimum Mastery Criterion - Kriteria Ketuntasan Minimal (KKM) is 68. Meanwhile, 17 students did not pass that criterion.

d. Reflecting

In teaching and learning activities, the writer and teacher concluded about implementing the action. The result of pretest I data showed only 47.82% of the students could pass KKM. Based on the result of the first cycle, the writer and the teacher felt satisfied enough because
Implementation of teaching and learning activities in the cycle I was still no shortage. They were able to improve students’ grammar comprehension of adjective, although not 70% of students passed the KKM.

After reflecting the teaching learning process of cycle I, the writer and the teacher decided to conduct the next cycle. The teacher and the writer must have more effort in CTL method.

3. Finding of the Cycle II
   a. Planning

As in the previous cycle, in this phase the writer modified the lesson planning based on the result of reflecting phase in the cycle I. The writer was used still CTL in learning schematic structure and pattern of degrees of comparison of adjectives. In this planning, the writer focused in give re-explaining and some exercise about schematic structure and pattern of degrees of comparison of adjectives. Besides, the writer also prepared unstructured observation sheet to make note the classroom activity during teaching and learning process in acting of cycle II and he also prepared posttest II.

b. Acting

The implementation of learning activities for cycle II was held on 14th May 2012. After reviewing the previous lesson, the teacher got student to read the sentence and look up the picture and gave them some minute to identify the degrees of comparison adjectives and to look up the unfamiliar words of the sentence by using their dictionary. And then, the students determined the schematic structures and pattern degrees of comparison of adjectives the sentence by themselves.

Afterwards, the teacher asked students some question related to the picture, object and sentence. Then, the students were divided into two groups and asked to make sentence by using degrees of comparison of adjectives related to picture, object and sentence. After that, the teacher asked to the leader of each group to present their answer. Then discuss it
together in the class. Next teacher concluded about the material and activity in this meeting.

c. Observing

In this phase, the observer noticed the students’ improvement than that of the previous cycle in the classroom, the students were more active, they were not reluctant to ask about material which they thought unclear, they like to do exercise cooperatively, and they had more attention to the teacher’s explanation. In the second action of cycle two, the teacher held on posttest 2 regarding the students understanding on *degrees of comparison of adjectives*. Based on the result of the posttest 2, the mean score of the class in test was 72.85. In addition, there were 25 students who passed the Minimum Mastery Criterion- (Kriteria Ketuntasan Minimal), that is 68.

d. Reflecting

In this phase, the teacher and the writer have evaluated the acting in cycle two. They have concluded that the students got more understanding about the material especially in the schematic structures and pattern of *degrees of comparison of adjectives* than that in the acting phase of cycle one. Then, the students also answered the question about those materials. Besides, the writer and the teacher have satisfied of students’ understanding on *degrees of comparison of adjectives* through CTL improvement. It indicated that the mean score in posttest II was better than posttest I.

The teacher and the writer assumed that the implementing of Classroom Action Research in improving students’ understanding on *degrees of comparison of adjectives* through CTL method was appropriate with the teacher’s and the writer planning that had been discussed previously. In this case, the action could be conducted well.
4. **Discussion of the Data after Classroom Action Research (CAR)**

After implementing the action research, the writer gained four data; those were the result and post interview, post observation, post questionnaire and posttest. In this case, the writer gave report concerning the data analyzing according to post interview, observation, questionnaire and the result of posttest.

**a. The Result of Post Interview**

After implementing the *CTL* method in *degrees of comparison of adjectives*, the writer held the post interview with English teacher in second year of MTS Daarul Hikmah Pamulang. The post interview was conducted to know the teacher’s responses related to the use of *CTL* in improving students’ understanding on *degrees of comparison of adjectives*. Here, the writer asked 6 questions related to the use of *CTL* in improving students’ understanding on *degrees of comparison of adjectives*. The six questions were divided into three general categories. Those were the general condition of the classroom after CAR, the difficulties of using *CTL* during CAR, and the strategy had been used to solve the problems.

In this interview, the English teacher concluded that *CTL* method is one of good methods to use in this era. The improvement of students’ understanding on *degrees of comparison of adjectives* could prove from by the improvement of students’ score. The result of pre-test, post-test I and post-test II showed a significant improvement. Based on the explanation above, the writer concluded that the Classroom Action Research had been done successfully.

**b. The Result of Post Observation**

The writer had taken the observation result after the implementation of the Classroom Action Research. This result of post observation was to support the implementation of Classroom Action Research. From the post observation, the teacher and the observer had known whether the *CTL* method in *degrees of comparison of adjectives*
was successful or not. In this case, the writer and the observer collaboratively discussed how far this method can improve the students’ understanding in *degrees of comparison of adjectives*. From the data observation in implementation of CAR showed that the student can improve their grammar comprehension of the material on *degrees of comparison of adjectives*.

c. The Result of Post Questionnaire

The post-questionnaire was conducted to know about the students’ response after learning *degrees of comparison of adjectives* through *CTL*. The following was the description of the result of post questionnaire:

<table>
<thead>
<tr>
<th>Students’ Answer</th>
<th>The Result of Student’s Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students like the material <em>degrees of comparison of adjectives</em></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The teaching learning process was easier to understand.</td>
<td>23</td>
</tr>
<tr>
<td>The students felt motivated in teaching learning process after the implementation of <em>CTL</em></td>
<td>18</td>
</tr>
<tr>
<td>The strategy was suitable with the students’ expectation.</td>
<td>26</td>
</tr>
<tr>
<td>The students could remember the formula of <em>degree of comparison</em> easier than before.</td>
<td>19</td>
</tr>
<tr>
<td>The students could do the exercise of <em>degrees of comparison of adjectives</em></td>
<td>25</td>
</tr>
<tr>
<td>The students ability in making the sentence was better than before the implementation of <em>CTL</em></td>
<td>27</td>
</tr>
</tbody>
</table>
The students could make sentences of *degrees of comparison of adjectives* quickly and easily after the implementation of *CTL*.

| The students prefer of *CTL* method than the teaching method before the implementation of *CTL* | 27 | 96.4% | 1 | 3.6% |
| *CTL* method made students more active and creative in learning English | 25 | 89.3% | 3 | 10.7% |
| Students used the opportunity to give question | 8 | 28.6% | 20 | 71.4% |
| The students are able to do the tasks assigned by teachers individually after the implementation of *CTL* | 24 | 85.7% | 4 | 14.3% |
| *CTL* makes students happy and easy to understand lessons | 27 | 96.4% | 1 | 3.6% |
| The students feel more enjoy in learning *degrees of comparison of adjectives* than before the implementation of *CTL* | 23 | 82.1% | 5 | 17.9% |
| The strategy could help the students to implement the material in their daily life. | 23 | 82.1% | 5 | 17.9% |

Based on preceding the result of post questionnaire, the researcher concluded that there was improvement since most the students really responded positively and research has already met the criterion of action research. It showed that 26 students (92.8%) the strategy was suitable with the students’ expatiation, 27 students (96.4%) The students’ ability in making the sentence was better than before the implementation of *CTL*, 27 students (96.4%) The Students prefer of *CTL* method than the teaching method before the implementation of *CTL*, and 27 students (96.4%) *CTL* makes students happy and easy to understand lessons.
d. The result of Pre-test, Post-test I and Post-test II

For the need of the research, the writer had done the trustworthiness of the test by using discriminating power and difficulty item for pretest, posttest I, and posttest II. To identify whether the test was used or not in the real pre-test, posttest I and posttest II. Here, the writer used quantitative description technique to analyze the data.

Furthermore, the following table illustrates the data on students’ achievement’ scores of pretest, post test I, and post test II.

Table 4.3
The Result of Pre-test, Post-test I and Post-test II

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pretest</th>
<th>Cycle I Post Test</th>
<th>Cycle II Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68*</td>
<td>72*</td>
<td>76*</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>60</td>
<td>72*</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>52</td>
<td>76*</td>
</tr>
<tr>
<td>4</td>
<td>48</td>
<td>60</td>
<td>76*</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>52</td>
<td>68*</td>
<td>72*</td>
</tr>
<tr>
<td>7</td>
<td>68*</td>
<td>72*</td>
<td>80*</td>
</tr>
<tr>
<td>8</td>
<td>52</td>
<td>68*</td>
<td>76*</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>52</td>
<td>72*</td>
</tr>
<tr>
<td>10</td>
<td>68*</td>
<td>72*</td>
<td>80*</td>
</tr>
<tr>
<td>11</td>
<td>52</td>
<td>68*</td>
<td>76*</td>
</tr>
<tr>
<td>12</td>
<td>48</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>52</td>
<td>60</td>
<td>76*</td>
</tr>
<tr>
<td>14</td>
<td>52</td>
<td>68*</td>
<td>72*</td>
</tr>
<tr>
<td>15</td>
<td>40</td>
<td>52</td>
<td>68*</td>
</tr>
<tr>
<td>16</td>
<td>52</td>
<td>60</td>
<td>76*</td>
</tr>
<tr>
<td>17</td>
<td>40</td>
<td>52</td>
<td>76*</td>
</tr>
<tr>
<td>18</td>
<td>40</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>68*</td>
<td>72*</td>
<td>80*</td>
</tr>
<tr>
<td>20</td>
<td>48</td>
<td>60</td>
<td>68*</td>
</tr>
</tbody>
</table>
To know the students’ improvement score from pretest to posttest in each cycle, the writer used some steps. The steps are calculating the students’ mean score of the test, calculating the class percentage, and calculating the students’ improvement score from pretest to posttest I and II into percentage.

To analyze the data of pre test, the first step is to get the mean score of the class. The following is the calculation:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{1420}{28}$$

$$\bar{X} = 50.71$$

From the calculation above, it was known that the mean score of the class in pretest is 50.71. In the other words, the students’ achievement score of *degrees of comparison of adjectives* before implementing Classroom Action Research (CAR) is 50.71.

The next step is to know the percentage of students’ score who passed the KKM (68) the writer computes as follows:

$$P = \frac{F}{N} \times 100\%$$

*: The students who passed KKM (68)
From the computation the students score percentage in the pretest 17.85%. It means that the students who passed the KKM are 5 students and the other 23 students were below the KKM.

Furthermore, in the cycle I after getting students’ score in the posttest I, the writer analyzed the data in order to compare the result between pretest and posttest I. There are two steps to know the comparing result of pretest and posttest I. Those are calculating the students’ improvement into percentage and calculating the class percentage.

The first step was calculating the mean score of posttest I. It was calculated as follows:

\[
\bar{x} = \frac{\sum x}{n} \\
\bar{x} = \frac{1729}{28} \\
\bar{x} = 61.75
\]

The calculation above shows that students’ mean score of posttest I is 61.75. It shows that there was an improvement from pretest mean score. It could be seen from the pretest mean score (50.71) to the mean score of posttest I (61.75).

\[
P = \frac{y_1 - y}{y} \times 100\% \\
P = \frac{61.75 - 50.71}{50.71} \times 100\% \\
P = \frac{11.04}{50.71} \times 100\% \\
P = 21.77\%
\]

Based on the result above, the percentage of the students’ scores from the pretest to the posttest I is 21.77%. It means that the score in cycle I is improved about 21.77% from the pretest score.

Afterwards, the writer would like to know the percentage of students who passed the KKM. It used the calculation as following:
In conclusion, 11 (39.28%) the number of students achieving the KKM in cycle I increasing from 17.85% (in the pretest) to 39.28% (in the post-test I). in other words, it increase 21.43 %.

In cycle II, the writer used the same steps to get the mean score of the class, to get the percentage of the students’ improvement score, and to know the class percentage which derived the KKM.

Firstly, to get the mean score of the class, the writer used calculation as follows:

\[ X = \frac{\sum x}{n} \]

\[ X = \frac{2640}{28} \]

\[ X = 72.85 \]

From that calculation, the mean score of posttest II is 72.85. It means that there are some students’ improvement score from the mean score of posttest I (61.75).

Next, to get the percentage of students’ score improvement the following calculation is used:

\[ P = \frac{y_2 - y_1}{y_1} \times 100\% \]

\[ P = \frac{72.85 - 50.71}{50.71} \times 100\% \]

\[ P = 43.66\% \]

According to that calculation, it could be said that posttest 2 improves 43.66% from the pretest and improves 21.89% from the posttest 1 (43.66-21.77).

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{25}{28} \times 100\% \]

\[ P = 89.28\% \]
From that calculation, the class percentage is 89.28%. It means that in the cycle 2 there were 25 students passed the KKM and 3 students were below the KKM.

B. The Interpretation of the Data

1. The Data of Observation

From the data of observation, the data gained from unstructured observation showed that there were some improvements of the students’ participation in teaching and learning process in each meeting.

In addition, after the students had been taught using CTL, they have higher motivation in learning, so they were active during teaching learning process. It is because of CTL makes learning degrees of comparison of adjectives easy and enjoyable.

2. The Data of Questionnaire

The result of questionnaire showed that the implementation of this method got the positive responses from the students in their teaching and learning process on degrees of comparison of adjectives. It was proven by the students’ responses to the post questionnaire that there were 71.4% (20 students) like the teaching learning process, there were 82.1% (23 students) felt that the teaching learning process was easier than before doing the implementation. Next, it showed that 64.2% (18 students) felt motivate in teaching learning process. Then, it showed that 92.8% (26 students) stated that CTL was suitable with the material. Next, 67.9% (19 students) could remember the formula of degree of comparison easier than before.

After that, it showed that 89.3% (25 students) could do the exercise of degree of comparison of adjective and there were 96.4% (27 students) ability in making the sentence was better than before the implementation of CTL. Next, there were 89.3% (25 students) could make sentences of degree of comparison of adjective quickly and easily after the implementation of CTL. Then, there were 96.4% (27 students) prefer of
CTL method than the teaching method before the implementation of CTL and there were 89.3% (25 students) felt that CTL method made students more active and creative in learning English. Next, there were 28.6% (8 students) used the opportunity to give question and there were 85.7% (24 students) are able to do the tasks assigned by teachers individually after the implementation of CTL. Then, there were 96.4% (27 students) felt that CTL makes students happy and easy to understand lessons and there were 82.1% (23 students) felt more enjoy in learning degree of comparison of adjective than before the implementation of CTL. The last question showed that 82.1% (23 students) stated that the strategy could help the students to implement the material in their daily life.

3. The Data of Interview

The data gained from the pre interview with the English teacher indicated that the students’ understanding in degrees of comparison of adjectives was poor because the students had some difficulties to understand the pattern, and the students’ in grammar class was not too active. Consequently, the innovation in teaching grammar is needed. The writer suggested to implement CTL method in teaching grammar. After conducting the action, the English teacher gave positive responses toward the action. The English teacher felt satisfied with the improvement made by the students focusing in comprehension and their participation.

4. The Data of Test

The data showed that the students’ mean score of posttest I in cycle I was 61.75. It proves that there are some improvements from the pretest mean score. It could be seen from the pretest mean score (50.71) to the mean score of posttest I (61.75). It improves 11.04 (61.75-50.71)

Next, the class percentage cycle II was 89.28%. It means that in cycle II there were 25 students who passed the KKM and there were 3 students were below the KKM. The class percentage of posttest II obviously shows some improvements from the previous test.
CHAPTER V
CONCLUSION AND SUGGESTION

After finishing the whole steps of this research, the writer would like to draw some conclusions about the result of this research. Afterwards, related to the conclusion the writer would give some suggestions.

A. Conclusion

Related to the findings of this research, it could be said that this research was successful. It is proven by the test result, that there was 71.43% improvements of students mean score from pretest to posttest in the cycle II. In the pretest, there were 5 students who passed the KKM and another 23 students who were out of target. In the posttest I, there were 11 (47.82%) students who passed the KKM and in Posttest II there were 25 students or (89.28%) who passed the KKM. Based on Teaching and Learning degree of comparison of adjective by using CTL that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers.

B. Suggestion

Based on the result of the study, the writer would like to give some suggestions for the teacher. First, the teacher must be creative in creating teaching learning activities; the teacher should focus on teaching learning strategy not only focus on transferring information. Second, CTL is an appropriate method to improve students understanding of grammar especially degrees of comparison of adjectives. Therefore, the writer hopes the teacher maintain the use of CTL method in teaching degrees of comparison of adjectives or other grammar materials in the next academic year.
BIBLIOGRAPHY


Interview Guidelines for the Needs Analysis (Before CAR)

R : The researcher
T : The teacher

A. Kategori kondisi umum kelas

R : Bagaimana tanggapan Bapak selama ini dalam proses pembelajaran Bahasa Inggris?
T : cukup menarik

R : Berapa standar nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil perolehan nilai Bahasa Inggris siswa Bapak?
T : Kelas unggulan = 68
    Kelas Regular = 65

R : Skill Bahasa Inggris apa yang dianggap paling sulit oleh siswa?
T : Siswa Merasa skill “Speaking” yang dianggap paling sulit

R : Dari keseluruhan kelas yang Bapak ajar, kelas manakah yang kemampuan pemahaman grammar-nya sangat rendah?
T : VIII

R : Untuk semester ini, jenis materi apa saja yang harus mereka kuasai?
T : 1. Conversation
    2. Past Continuous tense
    3. Reading and Writing a letter
    4. Give advice or suggestion
    5. the simple past tense

R : Darimana Bapak mendapatkan sumber materi tersebut?
T : 1. English in focus, for grade VIII SMP/MTS
    2. Smart steps, for junior High School
B. Kategori kesulitan siswa yang dialami dalam hal pemahaman (Degree of comparison of adjective)

R : Ketika mempelajari Degree of comparison of adjective, kesulitan apa yang kiranya dialami oleh siswa?

T : *Merubah kata sifat dari positive ke comparative dan superlative*

R : Menurut Bapak, apa saja penyebab kesulitan yang dialami oleh siswa?

T : *Kemampuan Vocabulary siswa yang kurang memadai*

C. Kategori strategi pengajaran didalam grammar

R : Teknik mengajar seperti apa yang Bapak gunakan dalam pengajaran grammar?

T : *Fantasy learning dan writing text*

R : Untuk mengatasi kesulitan siswa dalam pengajaran grammar, apakah bapak mempunyai rencana lain untuk mengatasi kesulitan tersebut?

T : *Tentu, setiap ada solusi lain yang lebih baik akan saya gunakan*

R : Apakah guru – guru di sini pernah menggunakan tehnik dalam pengajaran kontektual teaching and learning?

T : *Ya*

R : Apa pendapat Bapak tentang pengajaran dengan menggunakan kontektual teaching and learning?

T : *Menarik, membawa siswa seolah-olah melakukan hal-hal yang diucapkan, dirasakan orang lain pada saat itu.*

R : Bagaimana pendapat bapak Jika ada penelitian tindak kelas tentang tehnik kontektual teaching and learning?

T : *Saya akan membantu dan mendukungnya.*
The Questionnaire for Students (Before CAR)

Nama : ___________________  Kelas : _____________________

Cara pengisian:
1. Berilah check list (√) pada salah satu jawaban Ya atau Tidak
2. Jawablah dengan jujur sesuai dengan keadaan!
3. Periksa kembali jawaban sebelum diserahkan kepada guru!

Pertanyaan

Ya

Tidak

1. Saya merasa puas dengan nilai pelajaran Bahasa Inggris yang saya peroleh.

2. Saya menyukai belajar aturan – aturan Bahasa Inggris

3. Menurut saya pelajaran bahasa Inggris adalah pelajaran Yang penting

4. Kadang – kadang saya merasa jenuh dengan pelajaran bahasa Inggris

5. Saya merasa bersemangat ketika mengikuti pelajaran Bahasa Inggris materi degree of comparison of adjective

6. Saya selalu aktif dalam mengikuti pelajaran bahasa Inggris materi degree of comparison of adjective

7. Saya dapat memahami materi degree of comparison of adjective dengan baik

8. Saya hafal dan mengerti formula dan rumus degree of comparison of adjective

10. Saya memahami materi *degree of comparison of adjective* namun tidak bisa mengunakannya dalam percakapan sehari - hari

11. Saya dapat membuat kalimat *degree of comparison of adjective* dengan benar

12. Saya mengalami kesulitan dalam membuat kalimat *Degree of comparison of adjective*

13. Saya dapat mengerjakan tugas yang diberikan oleh guru tentang *degree of comparison of adjective*

14. Saya mengerjakan tugas bahasa inggris secara individual

15. Saya mengerjakan tugas bahasa inggris secara kelompok
The Questionnaire for Students (After CAR)

Nama  : ___________________ Kelas  : _____________________

Cara pengisian:
4. Berilah check list (√) pada salah satu jawaban Ya atau Tidak
5. Jawablah dengan jujur sesuai dengan keadaan!
6. Periksa kembali jawaban sebelum diserahkan kepada guru!

Pertanyaan

16. Saya merasa senang dengan pelajaran Bahasa Inggris materi Degree of comparison of adjective sekarang

17. Saya merasa pengajaran pada materi Degree of comparison of adjective lebih mudah dipahami

18. Saya merasa lebih bersemangat dengan pengajaran Bahasa Inggris materi Degree of comparison of adjective sekarang

19. Belajar dengan menghubungkan materi dengan kehidupan sehari-hari adalah pengajaran yang sesuai dengan keinginan saya

Saya merasa lebih mudah dalam mengingat rumus penggunaan degree of comparison of adjective dengan strategi yang digunakan sekarang
20. Saya merasa lebih mudah dalam mengerjakan tugas yang diberikan guru

21. Saya merasa mengalami peningkatan/lebih baik dalam membuat kalimat dengan menggunakan *degree of comparison of adjective*

22. Saya dapat membuat kalimat perbandingan menggunakan *Degree of comparison of adjective* dengan cepat dan mudah

23. Saya senang belajar dengan mengkaitkan materi pelajaran dengan kehidupan sehari-hari.

24. Pembelajaran dengan mengkaitkan materi pelajaran dengan kehidupan sehari-hari membuat saya lebih aktif dan kreatif dalam belajar

25. Saya sering mengajukan pertanyaan ketika pembelajaran berlangsung

26. Saya merasa mampu mengerjakan tugas yang diberikan oleh guru secara individu

27. Belajar sambil bermain membuat saya senang dan mudah memahami pelajaran

28. Saya merasa senang dengan metode pembelajaran yang sekarang

29. Saya merasa strategi yang digunakan sekarang membantu saya untuk menerapkan penggunaan *degree of comparison of adjective* dalam kehidupan sehari – hari.
Pre-Test

Name :  

Class :  

In this part of the test, you have to choose the best answer to each question in the degree of comparison of adjective from the alternatives given.

1. Learning math is........ than learning Indonesian language
   a. More Difficult
   b. The difficult
   c. As Difficult
   d. Difficult

2. Bali is (far) ……. than Bandung from Jakarta
   a. as far as
   b. the most far
   c. more further
   d. further

3. Rama understands Biology (little) ……. of all her friends
   a. Littler
   b. the little
   c. least
   d. less

4. I like both t-shirt, but the pink color is (beautiful) ……. the other
   a. more beautiful than
   b. beautiful than
   c. as beautiful
   d. most beautiful
5. There are three volcanoes in Bali. The ……. one is Mt Agung
   a. Higher
   b. The Highest
   c. High
   d. the higher

6. Roger is 15 years old. Danu is 12 years old. So, Roger is the…than Danu
   a. The older
   b. The Oldest
   c. Old
   d. Older

7. The red jacket is 60,000 rupiahs. The blue jacket costs 75,000 rupiahs. The blue jacket is the…… than the Red jacket.
   a. Most expensive
   b. The most expensive
   c. Expensive
   d. The Expensive

8. A goat runs…… than a horse.
   a. Slower
   b. is slower
   c. the slow
   d. Slow

9. Most students think Mathematic is…… than Social Science.
   a. Happy
   b. Happier
   c. The happy
   d. most happy
10. Andi is 167 cm tall. Donna is 165 cm tall. So, Andi is the _____ than Donna.
   a. Taller
   b. The taller
   c. Tall
   d. The tall

11. A buffalo is big. But, an elephant is _____ than a buffalo.
   a. Bigger
   b. Most big
   c. Big
   d. The big

12. Today, the weather is the _____ in this week.
   a. Bad
   b. Worse
   c. The bad
   d. The worse

13. Jane is the _____ girl in her class.
   a. Most beautiful
   b. The beautiful
   c. Beautiful
   d. The most beautiful

14. Has Andi done in examination final-year his better
   1 2 3 4 5 6 7 8
   a. 1-2-3-4-5-6-7-8
   b. 2-1-3-8-4-7-6-5
   c. 2-3-1-8-4-7-6-5
   d. 1-3-2-4-5-6-7-8
15. The performance of Girl band Cherybell is the……
   a. Most attractive
   b. Attractive
   c. The most attractive
   d. The attractive

16. susi’s handwriting is ................... than Lit
   a. the better
   b. better
   c. good
   d. the good

17. Messi is the ……soccer player in the world
   a. Most famous
   b. The most famous
   c. Famous
   d. The famous

18. The **Bugatti Veyron Super Sports** is one of the……cars in the world
   a. Most expensive
   b. The expensive
   c. Expensive
   d. The most expensive

19. The football is……than basketball
   a. More exciting
   b. Exciting
   c. The exciting
   d. is most exciting

20. Ungu band is the……in Indonesia
   a. Most popular
   b. The popular
   c. Is Popular
   d. The most popular
21. is than in James his class smarter andi
a. 2-4-6-1-5-8-7-3
b. 4-1-7-2-8-3-5-6
c. 4-7-1-3-8-2-5-6
d. 7-1-3-8-5-6-2-4

22. Romi is twelve years old and andi is eight year old. Romi is... than andi
a. Most old
b. Old
c. Older
d. The old

23. Justine Bieber is the.....singer in the world
a. Most famous
b. Is famous
c. The famous
d. The most famous

24. John than James is taller
a. 1-3-4-2-5
b. 1-4-5-2-3
c. 1-3-2-4-5
d. 1-2-4-5-3

25. The mobile phone becomes......than a home telephone.
 a. Useful
 b. Is useful
 c. More useful
d. The useful
Post-Test

Name: 

Class: 

1. This flower is…..in this garden
   a. Is beautiful
   b. The beautiful
   c. Beautiful
   d. The most beautiful

2. Dude Herlino is the ……actor in Indonesia
   a. Most popular
   b. Is popular
   c. The popular
   d. Popular

3. Adam is the ……in this class
   a. Attractive
   b. The attractive
   c. Most Attractive
   d. Is Attractive

4. is learning match most language than indoesia difficult learning

   a. 2-3-1-4-8-6-9-7-5
   b. 2-1-3-4-7-5-8-9-6
   c. 2-1-3-5-6-7-8-9-4
   d. 2-3-1-4-5-6-7-8-9

5. John is….. than other students in this class
   a. Is nice
   b. The nice
   c. Is nice
   d. nicer
6. is longest of the Amazon world the river
   a. 1-2-3-4-5-6-7-8
   b. 5-1-7-2-8-3-4-6
   c. 5-1-7-8-2-3-4-6
   d. 7-1-5-2-8-3-4-6

7. This tree is than any other tree in this garden
   a. Is short
   b. The short
   c. is shorter
   d. shorter

8. this the test in this easiest semester is
   a. 1-3-8-2-6-4-5-7
   b. 1-2-3-8-4-5-6-7
   c. 1-3-8-4-6-5-7-2
   d. 1-3-8-2-6-4-7-5

9. Andi has done in his final-year examination
   a. The better
   b. Is better
   c. Better
   d. Most better

10. jane is than susi
    a. old
    b. The elder
    c. Is elder
    d. elder
11. Lita came to school ..... than susi  
   a. Later  
   b. Is Latest  
   c. The later  
   d. Is later

12. An elephant is ..... animal nowadays  
   a. Big  
   b. The big  
   c. The biggest  
   d. Is biggest

13. The red bag is 30,000 rupiahs. The pink bag costs 75,000 rupiahs. The pink bag is the…… than the Red bag.  
   a. Most expensive  
   b. The most expensive  
   c. Expensive  
   d. The Expensive

14. Andi think football is…… than basket ball  
   a. Happy  
   b. Happier  
   c. The happy  
   d. Is happier

15. Turtle runs…… than a horse.  
   a. Slower  
   b. is slower  
   c. the slow  
   d. Slow

16. Andi is 65 kg. Donna is 60. So, Andi is the ..... than donna  
   a. Bigger  
   b. Is big  
   c. The bigger  
   d. Is bigger

17. Rafi is ..... than his father
a. Is tall
b. The tall
c. Taller
d. Tall

18. The performance of ungu band is the……
   a. Most attractive
   b. Is attractive
c. The attractive
d. Attractive

19. The red T-shirt is 100,000 rupiahs
   The pink T-shirt costs 150,000 rupiah
   The pink T-shirt is the…..than the red T-shirt
   a. Most expensive
   b. Is expensive
c. The expensive
d. Expensive

20. This flower is ….. than any other flower in this garden
   a. Is beautiful
   b. The beautiful
c. The More beautiful
d. Beautiful

21. He drives……when there is a traffic policeman around.
   a. The Most careful
   b. Is careful
c. The careful
d. Careful

22. Annisa is ….. than other girls in the class.
a. Is intelligent
b. The intelligent
c. The More intelligent
d. Intelligent

23. Julie is ….. than other girl in the school
   a. Is beautiful
   b. Most beautiful
   c. The beautiful
   d. Beautiful

24. The movie was so ….. that most of us fell asleep
   a. Is boring
   b. The boring
   c. Most boring
   d. Bored

25. The exercise...............is of all
   a. The bad
   b. Worse
   c. The worse
   d. Is worse
1. Playing Football is........than playing Badminton
   a. More exciting
   b. The exciting
   c. The More exciting
   d. Exciting
2. Jogjakarta is.........than Bandung from Jakarta
   a. As far as
   b. The most far
   c. Further
   d. Is Further
3. Jane is the ..........of the three children of mine
   a. Eldest
   b. Is eldest
   c. Is the eldest
   d. The eldest
4. I like both Bag, but the red color is........than the other
   a. The expensive
   b. The Most Expensive
   c. Most Expensive
   d. Expensive
5. He is the.........in His class
   a. The Tall
   b. Is tall
   c. Tallest
   d. The tallest
6. Summer is much……….than spring  
   a. The hot  
   b. Is the hot  
   c. Is hot  
   d. Hotter  

7. The red T-shirt is 85,000 rupiahs. The pink T-shirt costs 75,000 rupiahs.  
The Red T-shirt is…… than the pink T-shirt  
   a. Expensive  
   b. Is expensive  
   c. More expensive  
   d. The Expensive  

8. Turtle runs……….than a horse  
   a. Slow  
   b. Is slow  
   c. Slower  
   d. The slower  

9. I think singing is…… than dancing  
   a. Happy  
   b. Happier  
   c. Most happy  
   d. Is happy  

10. James is..........than his brother  
    a. Is tall  
    b. The tall  
    c. Taller  
    d. Tall  

11. The weather today is ...................... than yesterday  
    a. Bad  
    b. Is worse  
    c. The worse  
    d. Worse
12. Susi house is……….than Jane House
   a. Big
   b. The big
   c. Is big
   d. Bigger

13. Reza Rahadian is ……….actor in Indonesia
   a. Most popular
   b. Is popular
   c. The popular
   d. The most popular

14. Is learning match more language than indonesia difficult learning
   1 2 3 4 5 6 7 8 9
   a. 2-3-1-4-8-6-9-7-5
   b. 2-1-3-4-7-5-8-9-6
   c. 2-1-3-5-6-7-8-9-4
   d. 2-3-1-4-5-6-7-8-9

15. The performance of Boy band Super Junior in indonesia is the………. 
   a. Most attractive
   b. Is attractive
   c. The attractive
   d. Attractive

16. Susi’s Painting is .................. than Lita
    a. The better
    b. Better
    c. Is better
    d. Is the better

17. This flower is………..than any other flower in this garden
    a. Is beautiful
    b. The beautiful
    c. The most beautiful
    d. Beautiful

18. This game is……….than that one
a. Is difficult
b. The difficult
c. More difficult
d. Is more difficult

19. He is the……….in his class
   a. Is intelligent
   b. Most intelligent
   c. The intelligent
   d. Is the most intelligent

20. Learning science is........ than learning match
   a. The interesting
   b. The most interesting
   c. Most interesting
   d. Interesting

21. the A group Voice of loudest is all groups the of
   1 2 3 4 5 6 7 8 9 10 11
   a. 1-3-5-9-2-7-10-6-11-8-9
   b. 1-3-5-2-7-9-10-6-11-8-9
   c. 1-2-3-4-5-6-7-8-9-10-11
   d. 1-3-2-4-5-6-7-8-9-10-11

22. Sarah is……….than Siska
   a. Short
   b. Is short
   c. Shorter
   d. The short

23. She is……….student in her school
   a. Most intelligent
   b. Is intelligent
   c. The intelligent
   d. The most intelligent

24. I phone think more a useful than a telephone becomes home mobile
   1 2 3 4 5 6 7 8 9 10 11 12
25. Vidi aldiano is the...........singer in Indonesia
   a. Most popular
   b. Is popular
   c. The most popular
   d. The popular
<table>
<thead>
<tr>
<th>Soal</th>
<th>Nomor soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1,2,3,13,18,19,21,23</td>
<td>20</td>
</tr>
<tr>
<td>B</td>
<td>20, 22</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>9,10,11,25</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>5,7,12,14,15,16,17</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>4,6,8</td>
<td></td>
</tr>
<tr>
<td>Soal</td>
<td>Nomor soal</td>
<td>Jumlah</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>C</td>
<td>1,4,7,13,15,17,18,23</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>25,19</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2,3,12,16</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>5,6,8,9,10,11,22</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>14,21,24</td>
<td></td>
</tr>
</tbody>
</table>

Si Waktu : 20 menit
Jumlah Soal : 20 (dua puluh)
Jumlah Soal : II (genap)
RENCANA PELAKSANAAN PEMBELAJARAN DEGREE OF COMPARISON OF ADJECTIVE
(Cycle 1 of CAR)
I. IDENTITAS
SMP/MTS : MTs Daarul Hikmah Pamulang
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Aspek/Skill : Grammar/writing
Alokasi Waktu : 2 x 35 menit
Tahun Pelajaran : 2011/2012

II. STANDAR KOMPETENSI
Menulis
Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

III. KOMPETENSI DASAR
Menulis
Mengungkapkan makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat lancer dan berterima untuk berinteraksi dengan lingkungan sekitar.

VI. INDIKATOR
1. Siswa dapat melengkapi kalimat menggunakan bentuk degree of comparison comparative dan superlative
2. Siswa dapat mengidentifikasi perubahan dari bentuk positive ke comparative dan superlative
3. Siswa dapat membuat kalimat dengan menggunakan degree of comparison of adjective
4. Siswa dapat menyusun kalimat degree of comparison of adjective
5. Siswa dapat mengidentifikasi kesalahan dan membetulkannya dalam kalimat

V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Melengkapi kalimat menggunakan bentuk degree of comparison comparative dan superlative
2. Menuliskan perubahan dari bentuk positive ke comparative dan superlative
3. Menuliskan kalimat dengan menggunakan degree of comparison of adjective
4. Menyusun kalimat degree of comparison of adjective
5. Mengidentifikasi kesalahan dan membetulkannya dalam kalimat

VI. MATERI POKOK DAN URAIAN MATERI
1. Kata sifat yang terdiri dari satu suku perubahan dari positive ke comparative dengan menambahkan er atau r, dan superlative dengan menambahkan -est atau –st

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big</td>
<td>Bigger</td>
<td>Biggest</td>
</tr>
<tr>
<td>Smart</td>
<td>Smarter</td>
<td>Smartest</td>
</tr>
<tr>
<td>Tall</td>
<td>Taller</td>
<td>Tallest</td>
</tr>
</tbody>
</table>

2. Kata sifat yang terdiri dari dua suku kata – two syllables atau lebih, perubahan dari bentuk positive ditambahkan more untuk membentuk comparatives dan most untuk superlatives

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous</td>
<td>More Famous</td>
<td>Most Famous</td>
</tr>
<tr>
<td>Beautiful</td>
<td>More Beautiful</td>
<td>More Beautiful</td>
</tr>
<tr>
<td>Useful</td>
<td>More Useful</td>
<td>More useful</td>
</tr>
</tbody>
</table>

3. Beberapa kata sifat dibentuk dengan cara tak beraturan (irregular) perubahan dari positive ke comparatives dan superlatives

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>Far</td>
<td>Farther/ further</td>
<td>Farthest/furthest</td>
</tr>
<tr>
<td>Good</td>
<td>Better</td>
<td>Best</td>
</tr>
</tbody>
</table>

VII. METODE PEMBELAJARAN
- Contextual Teaching and Learning
VIII. LANGKAH-LANGKAH KEGIATAN
   a. Kegiatan Pendahuluan
      • Greeting (memberi salam dan tegur sapa)
      • Tanya jawab berbagai hal tentang kondisi siswa.
      • Mengabsen siswa.
      • Memberi motivasi kepada siswa.
      • Penjelasan tentang materi yang akan dibahas
   b. Kegiatan inti
      • Guru memperlihat gambar atau objek sekitar dan memberikan satu kata sifat sesuai dengan gambar atau objek tersebut. contoh : kata “Tall” untuk merubah bentuk ke comparative guru menghubungkan kata tersebut dengan objek disekitar seperti siswa yang lebih tinggi “John is taller than susi”
      • Guru Meminta beberapa siswa untuk merubah kata sifat tersebut dari positive ke comparative dan superlative
      • Guru Menjelaskan degree of comparison of adjective dengan menghubungkan kata sifat dengan objek yang ada di lingkungan sekitar dan kehidupan sehari-hari
      • Siswa diminta membuat 10-15 kata sifat dan perubahan dari positive ke comparative dan superlative
   c. Kegiatan penutup
      • Menyimpulkan materi pembelajaran.
      • Menanyakan kesulitan siswa selama KBM
      • Memberi tugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.

X. PENILAIAN
   a. Teknik : Tes Tulis
   b. Bentuk : Tertulis

XI. PEDOMAN PENILAIAN
a. Nilai siswa = Skor prolehan \( \times 100 \), Max. score: 100

Skor siswa

b. Rubrik penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jawaban benar</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Jawaban tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>
I. IDENTITAS
SMP/MTS : MTs Daarul Hikmah Pamulang
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Aspek/Skill : Grammar/writing
Alokasi Waktu : 2 x 35 menit
Tahun Pelajaran : 2011/2012

II. STANDAR KOMPETENSI
Menulis
Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

III. KOMPETENSI DASAR
Menulis
Mengungkapkan makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

VI. INDIKATOR
6. Siswa dapat melengkapi kalimat menggunakan bentuk degree of comparison comparative dan superlative
7. Siswa dapat mengidentifikasi perubahan dari bentuk positive ke comparative dan superlative
8. Siswa dapat membuat kalimat dengan menggunakan degree of comparison of adjective
9. Siswa dapat menyusun kalimat degree of comparison of adjective
10. Siswa dapat mengidentifikasi kesalahan dan membetulkan dalam kalimat
V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Melengkapi kalimat menggunakan bentuk degree of comparison comparative dan superlative
2. Menuliskan perubahan dari bentuk positive ke comparative dan superlative
3. Menuliskan kalimat dengan menggunakan degree of comparison of adjective
4. Menyusun kalimat degree of comparison of adjective
5. Mengidentifikasi kesalahan dan membetulkannya dalam kalimat

VI. MATERI POKOK DAN URAIAN MATERI
1. Jika kata sifat positive berakhir huruf y, maka perubahan ke comparative dan superlative y diubah menjadi i, lalu ditambahkan er dan est

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<th>Positive</th>
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<th>Superlative</th>
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2. Beberapa kata sifat dibentuk dengan cara tak beraturan (irregular) perubahan dari positive ke comparatives dan superlatives

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<tr>
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3. Kata sifat yang terdiri dari satu suku perubahan dari positive ke comparative dengan menambahkan er atau r, dan superlative dengan menambahkan -est atau –st

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VII. METODE PEMBELAJARAN
- Contextual Teaching and Learning

VIII. LANGKAH-LANGKAH KEGIATAN
a. Kegiatan Pendahuluan
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berbagai hal terkait kondisi siswa.
- Mengabsen siswa.
- Memberi motivasi kepada siswa.
- Me-review materi pertemuan sebelumnya
- Penjelasan tentang materi yang akan dibahas
b. Kegiatan inti
- Guru memperlihatkan gambar atau objek sekitar dan memberikan beberapa kata sifat sesuai dengan gambar dan objek tersebut. Contoh: kata “Beautiful” untuk merubah bentuk ke comparative guru menghubungkan kata tersebut dengan objek di sekitar siswa “Susie is the most beautiful of all students in her class”
- Siswa diminta untuk membuat kalimat dengan menggunakan kata sifat satu suku kata dan dua suku kata comparative dan superlative
- Siswa diminta untuk mengemukakan kesulitan – kesulitan mereka dalam pembelajaran degree of comparison
- Guru memberikan penjelasan pola atau susunan degree of comparison setelah itu guru menyuruh siswa merubah kata sifat yang berhubungan dengan objek dan gambar yang diberikan.
- Siswa diminta membuat 10-20 kata sifat dan perubahan dari positive ke comparative dan superlative sesuai dengan objek yang diberikan
- Siswa diminta untuk mengoreksi tugas temanya.

IX. SUMBER BELAJAR.
d. Workbook: English in focus, Artono wardiman, Masduki B. Jahur & M. sukirman Dusman, penerbit Gemawindu Pancaperkasa
X. PENILAIAN

c. Teknik : Tes Tulis
d. Bentuk : Tertulis

XI. PEDOMAN PENILAIAN

c. Nilai siswa = \( \text{Skor prolehan} \times 100 \), Max. score: 100

\[ \text{Skor siswa} \]
d. Rubrik penilaian

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# BLUEPRINT POSTTEST I

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## PEDOMAN PENILAIAN

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## The Guideline of Teacher’s Observation (During CAR)

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<tr>
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<td>The teacher explained the material systematically</td>
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<td>Connecting the material with other knowledge</td>
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<td>Exploring the material as clearly as possible</td>
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