



**THE EFFECT OF MAKE A MATCH STRATEGY ON
STUDENTS' ABILITY IN DEGREE OF COMPARISON
AT GRADE X MAS NU SIBORONG-BORONG
KABUPATEN PADANG LAWAS**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement for the Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by:

**KHOTIMATUL MAR'AH PULUNGAN
Reg. No. 09 340 0080**

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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Reg. No. 09 340 0080



Advisor I

Advisor II


Dr. Mahmudin Siregar, M.A
NIP.19530104 198203 1 003


Sojuangon Rambe, S.S., M.Pd
NIP.19790815 200604 1 003

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND PEDAGOGY FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUNAN**

2014

Things : Thesis
a.n. **Khotimatul Mar'ah Pulungan**
Appendix: 6 (six) Exemplar

Padangsidempuan, 12 June 2014

To :

The Dean of Tarbiyah and Pedagogy Faculty
in _
Padangsidempuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Khotimatul Mar'ah Pulungan** entitle "*The Effect of Make a Match Strategy on Students' Ability In Degree of Comparison At Grade X MAS NU Siborong-borong Kabupaten Padang Lawas*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

Therefore, we hope she could be to defend her thesis in Munaqasah. That's all and thank you for the attention.


Wassalamu'alaikum Wr. Wb.

Advisor I



Dr. Mahmudin Siregar, M.A.
NIP. 19530104 198203 1 003

Advisor II



Sojuangon Rambe, S.S., M.Pd.
NIP. 19790815 200604 1 003

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : KHOTIMATUL MAR'AH PULUNGAN
Registration Number : 09 340 0080
Faculty/Department : Tarbiyah and Teaching/ TBI-3
The Title of Thesis : **The Effect of Make a Match Strategy on Students' Ability In Degree of Comparison At Grade X MAS NU Siborong-Borong Kabupaten Padang Lawas**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 19 Mei 2014
Declaration maker,

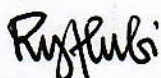


KHOTIMATUL MAR'AH PULUNGAN
Reg. No 09 340 0080

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

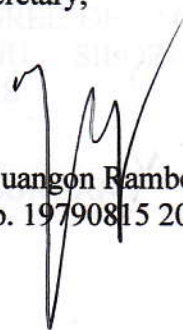
Name : KHOTIMATUL MAR'AH PULUNGAN
Registration Number : 09 340 0080
The Title of Thesis : THE EFFECT OF MAKE A MATCH STRATEGY
ON STUDENTS' ABILITY IN DEGREE OF
COMPARISON AT GRADE X MAS NU
SIBORONG-BORONG KABUPATEN PADANG
LAWAS

Chief,



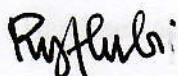
Rayendriani Fahmei Lubis, M.Ag
Nip. 19710510 200003 2 001

Secretary,

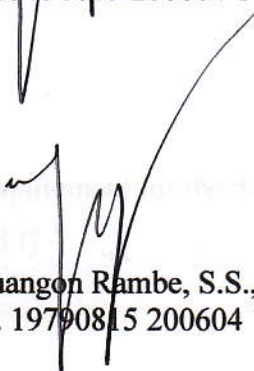


Sojuangon Rambe, S.S., M.Pd
Nip. 19790815 200604 1 003

Members,




Rayendriani Fahmei Lubis, M.Ag
Nip. 19710510 200003 2 001



Sojuangon Rambe, S.S., M.Pd
Nip. 19790815 200604 1 003



Dr. Ichwansyah Tampubolon, S.S., M.Ag
Nip. 19720303 200003 1 004



Yusni Sinaga, S.Pd., M.Hum
Nip. 19700715 2000501 2 010

Proposed :

Place : Padangsidempuan
Date : June, 11st 2014
Time : 08.00 until finish
Result/Mark : 72.62/B
IPK : 3.15
Predicate : Very Good



MINISTRY OF RELIGION
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
FACULTY OF TARBIYAH AND PEDAGOGY

Jl. H.T. Rijal Nurdin KM. 4,5 Sihitang 22733 Tlpn.(0634)22080 Fax.(0634)24022

LEGALIZATION

The thesis with title : THE EFFECT OF MAKE A MATCH STRATEGY ON STUDENTS' ABILITY IN DEGREE OF COMPARISON AT GRADE X MAS NU SIBORONG-BORONG KABUPATEN PADANG LAWAS

Written by : KHOTIMATUL MAR'AH PULUNGAN

Reg. No : 09 340 0080

Had been accepted as a partial fulfillment of the requirement for the degree of Islamic Educational Scholar (S.Pd.I)

Padangsidimpuan, June 14th 2014
Dean Faculty of Tarbiyah and Pedagogy



Hj. Zulhuma, S.Ag., M.Pd
NIP.19720702 199703 2 003

ACNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis with the title “The Effect of Make a Match Strategy on Students’ Ability in Degree of Comparison at Grade X MAS NU Siborong-borong Kabupaten Padang Lawas”. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish my thesis. May be whitout supported, help, pray this thesis would not be as it is now.

I would like to express my especially thanks to Mr.Mahmudin siregar, M.A, as the first advisor and Mr.Sojuangon Rambe,S.S,M.Pd as the second advisor who has given me advice, suggestion, comments and help me in writing this thesis.

I would like to express his thanks to:

1. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Education Department.
2. Headmaster, English teacher and also students of MAS NU Siborong-borong Kabupaten Padang Lawas. Especially to the ten grade who helped me to completed my research.

1. My beloved parents, Zulpan Pulungan and Nur Hamidah Hsb, A.Ma, my beloved brother, Abdullah Pulungan, S.Pd. And my beloved sister, Misro Hayati Pulungan, S.Pd.I. And the last my beloved younger sister, Uswatun Hasanah Pulungan, Amna Sari Pulungan, for their pray, love and support.
2. My beloved friends, Rahmi Juliani, Nelvi Simamora, Eli mahrani, Desi Handayani, Sandra putri perdana, Fitri Morbeini, and my special friend, Yahya Daulay, and all of my friends that I can't mention one by one, for their support, and suggestion .

Writer realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis becomes better in the future.

Padangsidempuan, 19 May 2014

The Researcher,



KHOTIMATUL MAR'AH PULUNGAN

Reg.No. 09 340 0080

ABSTRACT

Name : KHOTIMATUL MAR'AH PULUNGAN
Registration Number : 09.340.0080
Department/Study Program : Tarbiyah/ TBI-3
The Tittle of Thesis : THE EFFECT OF MAKE A MATCH STRATEGY ON STUDENTS' ABILITY IN DEGREE OF COMPARISON AT GRADE X MAS NU SIBORONG-BORONG KABUPATEN PADANG LAWAS

This research focuses on students' problem in degree of comparison at grade X MAS NU Siborong-borong Kabupaten Padang Lawas. It came from the phenomenon that was found when the researcher asked students' give the examples in degree of omparison. Students' cannot differ adjective in degree of comparison, such as, positive, comparative and superlative degree. So, the problems above to be solved by using make a match strategy on students' ability in degree of comparison.

This research conducted by quantitative method and types of the research was experimental research. The population of the research was the ten grade students' of MAS NU Siborong-borong Kabupaten Padang Lawas. The total of population were 4 class. Then the sample of research were 2 class. It was taken by used normality and homogeneity that were X1 (experiment class) and X2 (control class). The instrument for collecting the data was multiple-choice. And to analysis the data the researcher used formulation of t-test.

The data analysis of post-test showed that score of the students' in experimental class was significantly higher than control class, its showed from the mean score of eksperimental class was 76,11 and control class was 70,76. And the t-count of observation 3,18 and t-table 1,67 its mean (3,18 > 1,67). Based on the analysis t-test, alternative hyphotesis (Ha) was accepted and zero hyphotesis (Ho) was rejected. It means there is was a significant effect of make a match strategy on students' ability in degree of comparison.

Appendix I

The Normality and Homogeneity at grade X MAS NU Siborong-borong

No	Xi	Fi	F Kum	Zi	F (Zi)	S (Zi)	F (Zi) – S (Zi)
1	50,70	1	1	0,07	0,5279	0,25	0,2779
2	47,23	1	2	0,00	0,5000	0,5	0
3	47,42	1	3	0,00	0,5000	0,75	-0,25
4	43,25	1	4	-0,09	0,4641	1	-0,5359

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{50,70 - 47,15}{45,5} = 0,07$$

$$Z_i 2 = \frac{47,23 - 47,15}{45,5} = 0,00$$

$$Z_i 3 = \frac{47,42 - 47,15}{45,5} = 0,00$$

$$Z_i 3 = \frac{43,25 - 47,15}{45,5} = -0,09$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

$$S(Z_i) 1 = \frac{1}{4} = 0,25$$

$$S(Z_i) 2 = \frac{2}{4} = 0,5$$

$$S(Z_i) = \frac{3}{4} = 0,75$$

$$S(Z_i) = \frac{4}{4} = 1$$

Then, the coefficient of $F_{\text{count}} =$ is compared with F table. Where F table was determined at real $\alpha = 0,05$, and the same numerator $dk = N - 1 = 26 - 1 = 25$ and denominator $dk = N - 1 = 26 - 1 = 25$ So, by using the list of critical value at F distribution is got $F_{0,05(25,25)} = 2,03$ It shows that $F_{\text{count}} (2,03) < F_{\text{table}} (2,16)$. So, it can be concluded that the variant from the data of the students' ability in degree of comparison at grade MAS NU Siborong-borong was homogeneity.

Appendix XIII

Scores Pre Test Exsperiment class

1. The scores of pre test in exsperiment class

No	Initial name	Score
1	NH	30
2	KH	40
3	SRH	30
4	MR	35
5	AF	45
6	RD	35
7	MA	50
8	NKH	45
9	RS	50
10	NA	60
11	SKH	50
12	NHH	60
13	SH	65
14	RHS	60
15	JR	40
16	ND	50
17	RJ	55
18	RA	65
19	JA	45
20	NS	30
21	SI	50
22	SRH	55
23	HP	35
24	NM	45
25	YU	55
26	LN	40

2. Highest score = 65
3. Lowest score = 30
4. Range = highest score – lowest score
 $= 65-30$
 $= 35$
5. Total of classes (BK) = $1 + 3,3 \log n$
 $= 1 + 3,3 \log 26$
 $= 1 + 3,3 (1,4149)$
 $= 1 + 4,66917$
 $= 5,66917$
 $= 5$

$$6. \text{ Interval (i) } = \frac{\text{Range}}{\text{BK}}$$

$$= \frac{35}{5}$$

$$= 7$$

No	Interval	Frequency
1	30-36	4
2	37-43	3
3	44-50	4
4	51-57	8
5	58-64	5
6	65-71	2
$i=7$		26

7. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{44+43}{2}$$

$$= 43,5$$

$$p = 4$$

$$F = 4+3+ 4 = 11$$

$$f = 4$$

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 43,5 + 4 \left\{ \frac{\frac{1}{2}26 - 11}{4} \right\}$$

$$= 43,5 + 4 \left\{ \frac{13 - 11}{4} \right\}$$

$$= 43,5 + 4 \left\{ \frac{2}{4} \right\}$$

$$= 43,5 + 4 \{0,5\}$$

$$= 43,5 + 2$$

$$= 45,5$$

8. Mode = 50

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF EKSPERIMENTAL CLASS IN PRE-TEST

NO	Xi	Fi	FiXi	Xi²	FiXi²
1	30	3	90	900	2700
2	35	3	90	1225	2700
3	40	3	90	1600	2700
4	45	4	180	2025	8100
5	50	5	250	2500	12500
6	55	3	165	3025	9075
7	60	3	180	3600	10800
8	65	2	130	4225	8450
	Total	26	1175		57025

a. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$\bar{X} = \frac{\sum FiXi}{Fi} = \frac{1175}{26} = 45,19$$

b. The variant is;

$$(S^2) = \frac{N \cdot \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$(S^2) = \frac{26 \cdot 57025 - (1175)^2}{26(26-1)}$$

$$(S^2) = \frac{1482650 - 1380625}{26 \cdot 25}$$

$$(S^2) = \frac{102025}{650}$$

$$(S^2) = 156,96$$

c. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{156,96}$$

$$S = 12,52$$

Appendix XIV

Scores Control class pre-test

1. The scores of pre test in control class

No	Initial name	Score
1	MI	30
2	IA	40
3	RS	30
4	RWN	35
5	AW	45
6	IB	35
7	IR	50
8	AK	45
9	RA	50
10	AKH	60
11	AM	55
12	RA	60
13	NH	65
14	HE	60
15	SE	40
16	AD	50
17	ES	55
18	DPR	60
19	SH	55
20	JSI	30
21	SR	50
22	AH	60
23	WN	35
24	NKL	40
25	AB	35
26	BR	60

2. Highest score = 65
3. Lowest score = 30
4. Range = highest score – lowest score
= 65-30
= 35

$$\begin{aligned}
5. \text{ Total of classes (BK)} &= 1 + 3,3 \log n \\
&= 1 + 3,3 \log 26 \\
&= 1 + 3,3 (1, 4149) \\
&= 1 + 4,66917 \\
&= 5,66917 \\
&= 5
\end{aligned}$$

$$\begin{aligned}
6. \text{ Interval (i)} &= \frac{\text{Range}}{\text{BK}} \\
&= \frac{35}{5} \\
&= 7
\end{aligned}$$

No	Interval	Frequency
1	30-36	7
2	37-43	3
3	44-50	6
4	51-57	3
5	58-64	6
6	65	1
$i = 7$		26

7. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{44 + 43}{2}$$

$$= 43,5$$

$$p = 6$$

$$F = 6 + 3 + 7 = 16$$

$$f = 6$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$\begin{aligned}
&= 43,5 + 6 \left\{ \frac{\frac{1}{2}26 - 16}{6} \right\} \\
&= 43,5 + 6 \left\{ \frac{13 - 16}{6} \right\} \\
&= 43,5 + 6 \left\{ \frac{-3}{6} \right\} \\
&= 43,5 + 6(-0,5) \\
&= 43,5 + -3 \\
&= 40,5
\end{aligned}$$

8. Mode = 60

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF CONTROL CLASS IN PRE-TEST

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	30	3	90	900	2700
2	35	4	140	1225	4900
3	40	3	120	1600	4800
4	45	2	90	2025	4050
5	50	4	200	2500	10000
6	55	3	165	3025	9075
7	60	6	360	3600	21600
8	65	1	65	4225	4225
	Total	26	1230		61350

a. Mean

$$\bar{X} = \frac{\sum F_i X_i}{F_i}$$

$$\bar{X} = \frac{\sum F_i X_i}{F_i} = \frac{1230}{26} = 47,30$$

b. Varian

The variant is;

$$(S^2) = \frac{N \cdot \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$(S^2) = \frac{26.61350 - (1230)^2}{26(26-1)}$$

$$(S^2) = \frac{1595100 - 1512900}{26.25}$$

$$(S^2) = \frac{82200}{650}$$

$$(S^2) = 126,46$$

c. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{126,46}$$

$$S = 11,24$$

Appendix XV

Scores exsperiment class post-test

1. The scores of post-test

No	Initial name	Score
1	NH	80
2	KH	70
3	SRH	85
4	MR	75
5	AF	75
6	RD	60
7	MA	70
8	NKH	65
9	RS	70
10	NA	85
11	SKH	70
12	NHH	65
13	SH	85
14	RHS	90
15	JR	60
16	ND	65
17	RJ	80
18	RA	65
19	JA	65
20	NS	90
21	SI	75
22	SRH	60
23	HP	70
24	NM	60
25	YU	65
26	NL	75

2. Highest score = 90
3. Lowest score = 60
4. Range = highest score – lowest score
= 90-60

$$= 30$$

$$5. \text{ Total of classes (BK)} = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 26$$

$$= 1 + 3,3 (1,4149)$$

$$= 1 + 4,66917$$

$$= 5,66917$$

$$= 5$$

$$6. \text{ Interval (i)} = \frac{\text{Range}}{BK}$$

$$= \frac{30}{5}$$

$$= 6$$

No	Interval	Frequency
1	60-65	10
2	66-71	5
3	72-77	4
4	78-83	2
5	84-89	3
6	90-95	2
$i = 6$		26

7. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{72+71}{2}c$$

$$= 71,5$$

$$p = 4$$

$$F = 4+5+ 10= 19$$

$$f = 4$$

$$\begin{aligned}
Me &= b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\} \\
&= 71,5 + 4 \left\{ \frac{\frac{1}{2}26 - 13}{4} \right\} \\
&= 71,5 + 4 \left\{ \frac{13 - 13}{4} \right\} \\
&= 71,5 + 4 \left\{ \frac{0}{4} \right\} \\
&= 71,5 + 4 \{0\} \\
&= 71,5 + 0 \\
&= 71,5
\end{aligned}$$

8. Mode = 65

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF EKSPERIMENTAL CLASS IN POST-TEST

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	60	4	240	3600	14400
2	65	6	390	4225	25350
3	70	5	350	4900	24500
4	75	4	300	5625	22500
5	80	2	160	6400	12800
6	85	3	255	7225	21675
7	90	2	180	8100	16200
	Total	26	1875		137425

d. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$\bar{X} = \frac{\sum F_i X_i}{F_i} = \frac{1875}{26} = 76,11$$

e. The variant is;

$$(S^2) = \frac{N \cdot \sum F_i X_i^2 - (\sum F_i X_i)^2}{N(N-1)}$$

$$(S^2) = \frac{26 \cdot 137425 - (1875)^2}{26(26-1)}$$

$$(S^2) = \frac{3573050 - 3515625}{26 \cdot 25}$$

$$(S^2) = \frac{57425}{650}$$

$$(S^2) = 88,34$$

f. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{88,34}$$

$$S = 2,97$$

Appendix XVI

Scores Control class post-test

1. The scores of pre test in control class

No	Initial name	Score
1	MI	70
2	IA	60
3	RS	75
4	RWN	70
5	AW	60
6	IB	75
7	IR	65
8	AK	70
9	RA	65
10	AKH	75
11	AM	80
12	RA	85
13	NH	60
14	HE	75
15	SE	65
16	AD	85
17	ES	80
18	DPR	70
19	SH	65
20	JSI	75
21	SR	70
22	AH	60
23	WN	70
24	NKL	65
25	AB	75
26	BR	75

2. Highest score = 85
3. Lowest score = 60
4. Range = highest score – lowest score
= 85-60
= 25
5. Total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 \log 26$

$$\begin{aligned}
&= 1 + 3,3 (1, 4149) \\
&= 1 + 4,66917 \\
&= 5,66917 \\
&= 5
\end{aligned}$$

$$6. \text{ Interval (i) } = \frac{\text{Range}}{BK}$$

$$= \frac{25}{5}$$

$$= 5$$

No	Interval	Frequency
1	60-64	4
2	65-69	5
3	70-74	6
4	75-79	7
5	80-84	2
6	85-89	2
$i = 5$		26

7. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{70+69}{2}$$

$$= 69,5$$

$$p = 6$$

$$F = 6 + 5 + 4 = 15$$

$$f = 6$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$\begin{aligned}
&= 69,5 + 6 \left\{ \frac{\frac{1}{2}26 - 15}{6} \right\} \\
&= 69,5 + 6 \left\{ \frac{13 - 15}{6} \right\} \\
&= 69,5 + 6 \left\{ \frac{-2}{6} \right\} \\
&= 69,5 + 6 \{-0,33\} \\
&= 69,5 + -1,98 \\
&= 67,52
\end{aligned}$$

8. Mode = 75

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF CONTROL CLASS IN POST-TEST

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	60	4	240	3600	14400
2	65	5	325	4225	21125
3	70	6	420	4900	29400
4	75	7	525	5625	39375
5	80	2	160	6400	12800
6	85	2	170	7225	14450
	Total	26	1840	31975	131550

d. Mean

$$\bar{X} = \frac{\sum F_i X_i}{F_i}$$

$$\bar{X} = \frac{\sum F_i X_i}{F_i} = \frac{1840}{26} = 70,76$$

e. Varian

The variant is;

$$(S^2) = \frac{N \cdot \sum F_i X_i^2 - (\sum F_i X_i)^2}{N(N-1)}$$

$$(S^2) = \frac{26.131550 - (1840)^2}{26(26-1)}$$

$$(S^2) = \frac{3420300 - 3385600}{26.25}$$

$$(S^2) = \frac{34700}{650}$$

$$(S^2) = 53,38$$

f. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{53,38}$$

$$S = 7,30$$

Appendix XVII

The Normality of eksperimen class in pre-test

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	30	3	3	-1,21	0,1131	0,11	0,0031
2	35	3	6	-0,81	0,2090	0,23	-0,021
3	40	3	9	-0,41	0,3409	0,34	0,0009
4	45	4	13	-0,01	0,4960	0,5	-0,004
5	50	5	18	0,38	0,6480	0,69	-0,042
6	55	2	20	0,78	0,7823	0,76	0,0223
7	60	4	4	1,18	0,8810	0,92	-0,039
8	65	2	26	1,58	0,9429	1	-0,0571

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{30 - 45,19}{12,52} = -1,21$$

$$Z_i 2 = \frac{35 - 45,19}{12,52} = -0,81$$

$$Z_i 3 = \frac{40 - 45,19}{12,52} = -0,41$$

$$Z_i 4 = \frac{45 - 45,19}{12,52} = -0,01$$

$$Z_i 5 = \frac{50 - 45,19}{12,52} = 0,38$$

$$Z_i 6 = \frac{55 - 45,19}{12,52} = 0,78$$

$$Z_i 7 = \frac{60 - 45,19}{12,52} = 1,18$$

$$Z_i 8 = \frac{65 - 45,19}{12,52} = 1,58$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

$$S(Z_i) 1 = \frac{3}{26} = 0,11$$

$$S(Z_i) 2 = \frac{6}{26} = 0,23$$

$$S(Z_i) 3 = \frac{9}{26} = 0,34$$

$$S(Z_i) 4 = \frac{13}{26} = 0,5$$

$$S(Z_i) 5 = \frac{18}{26} = 0,69$$

$$S(Z_i) 6 = \frac{20}{26} = 0,76$$

$$S(Z_i) 7 = \frac{24}{26} = 0,92$$

$$S(Z_i) 8 = \frac{26}{26} = 1$$

g. Mean

$$\bar{X} = \frac{\sum F_i X_i}{F_i}$$

$$\bar{X} = \frac{\sum F_i X_i}{F_i} = \frac{1175}{26} = 45,19$$

h. The variant is:

$$(S^2) = \frac{N \cdot \sum F_i X_i^2 - (\sum F_i X_i)^2}{N(N-1)}$$

$$(S^2) = \frac{26.57025 - (1175)^2}{26(26-1)}$$

$$(S^2) = \frac{1482650 - 1380625}{26.25}$$

$$(S^2) = \frac{102025}{650}$$

$$(S^2) = 156,96$$

i. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{156,96}$$

$$S = 12,52$$

The Normality of control class in pre-test

No	X_i	F_i	F Kum	Z_i	$F(Z_i)$	$S(Z_i)$	$(F_z) - (S_z)$
1	30	3	3	-1,53	0,0630	0,11	-0,047
2	35	4	7	-1,09	0,1379	0,26	-0,1212
3	40	3	10	-0,64	0,2611	0,38	-0,1189
4	45	2	12	-0,20	0,4707	0,46	0,0107
5	50	4	16	0,24	0,5948	0,61	-0,0152
6	55	3	19	0,68	0,7517	0,73	0,0217
7	60	6	25	1,12	0,8686	0,96	-0,0914
8	65	1	26	1,57	0,9418	1	-0,0582

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_{i 1} = \frac{30 - 47,30}{11,24} = -1,53$$

$$Z_{i 2} = \frac{35 - 47,30}{11,24} = -1,09$$

$$Z_{i 3} = \frac{40 - 47,30}{11,24} = -0,64$$

$$Z_{i 4} = \frac{45 - 47,30}{11,24} = -0,20$$

$$Z_{i 5} = \frac{50 - 47,30}{11,24} = 0,24$$

$$Z_{i 6} = \frac{55 - 47,30}{11,24} = 0,68$$

$$Z_{i 7} = \frac{60 - 47,30}{11,24} = 1,12$$

$$Z_{i 8} = \frac{65 - 47,30}{11,24} = 1,57$$

To find S(Z_i) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

$$S(Z_i) 1 = \frac{3}{26} = 0,11$$

$$S(Z_i) 2 = \frac{7}{26} = 0,26$$

$$S(Z_i) 3 = \frac{10}{26} = 0,38$$

$$S(Z_i) 4 = \frac{12}{26} = 0,46$$

$$S(Z_i) 5 = \frac{16}{26} = 0,61$$

$$S(Z_i) 6 = \frac{19}{26} = 0,73$$

$$S(Z_i) 7 = \frac{25}{26} = 0,96$$

$$S(Z_i) 8 = \frac{26}{26} = 1$$

Appendix XVIII

The Normality of eksperimen class in post-test

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	60	4	4	-2,27	0,0116	0,15	-0,1384
2	65	6	10	-1,63	0,5016	0,38	0,1216
3	70	5	15	-0,98	0,1635	0,57	-0,4065
4	75	4	19	-0,34	0,3669	0,73	-0,3631
5	80	2	21	0,29	0,6141	0,80	-0,1859
6	85	3	24	0,94	0,7264	0,92	-0,1936
7	90	2	26	1,58	0,9429	1	-0,0571

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{60 - 77,69}{7,77} = -2,27$$

$$Z_i 2 = \frac{65 - 77,69}{7,77} = -1,63$$

$$Z_i 3 = \frac{70 - 77,69}{7,77} = -0,98$$

$$Z_i 4 = \frac{75 - 77,69}{7,77} = -0,34$$

$$Z_i 5 = \frac{80 - 77,69}{7,77} = 0,29$$

$$Z_i 6 = \frac{85 - 77,69}{7,77} = 0,94$$

$$Z_i 7 = \frac{90 - 77,69}{7,77} = 1,58$$

To find S(Z_i) score by using this formula:

$$S(Z_i) = \frac{\text{F.kum}}{N}$$

$$S(Z_i) 1 = \frac{4}{26} = 0,15$$

$$S(Z_i) 2 = \frac{10}{26} = 0,38$$

$$S(Z_i) 3 = \frac{15}{26} = 0,57$$

$$S(Z_i) 4 = \frac{19}{26} = 0,73$$

$$S(Z_i) 5 = \frac{21}{26} = 0,80$$

$$S(Z_i) 6 = \frac{24}{26} = 0,92$$

$$S(Z_i) 7 = \frac{26}{26} = 1$$

The Normality of control class in post-test

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	60	4	4	-1,47	0,0708	0,15	-0,0792
2	65	5	9	-0,82	0,2061	0,34	-0,1339
3	70	6	15	-0,17	0,4323	0,57	-0,1377
4	75	7	22	0,47	0,6808	0,84	-0,1592
5	80	2	24	1,12	0,8686	0,92	-0,0514
6	85	2	26	1,77	0,9616	1	-0,0384

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_{i1} = \frac{60 - 71,34}{7,68} = -1,47$$

$$Z_{i2} = \frac{65 - 71,34}{7,68} = -0,82$$

$$Z_{i3} = \frac{70 - 71,34}{7,68} = -0,17$$

$$Z_{i4} = \frac{75 - 71,34}{7,68} = 0,47$$

$$Z_{i5} = \frac{80 - 71,34}{7,68} = 1,12$$

$$Z_{i6} = \frac{85 - 71,34}{7,68} = 1,77$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

$$S(Z_i) 1 = \frac{4}{26} = 0,15$$

$$S(Z_i) 2 = \frac{9}{26} = 0,34$$

$$S(Z_i) 3 = \frac{15}{26} = 0,57$$

$$S(Z_i) 4 = \frac{22}{26} = 0,84$$

$$S(Z_i) 5 = \frac{24}{26} = 0,92$$

$$S(Z_i) 6 = \frac{26}{26} = 1$$

Appendix XIX

T_{test} OF THE BOTH AVERAGES IN PRE - TEST

Hypothesis test uses the difference test of the both averages with criteria:

Eksperimental class (X1)

$$\bar{X} = 45,19$$

$$S^2 = 156,96$$

$$S_1 = 12,52$$

Control class (X2)

$$\bar{X} = 47,30$$

$$S^2 = 126,46$$

$$S_2 = 11,24$$

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \quad t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$
$$S = \sqrt{\frac{(26-1) 156,7504 + (26-1)126,3376}{26+26-2}}$$
$$= \sqrt{\frac{25 (156,7504) + 25 (126,3376)}{50}}$$
$$= \sqrt{\frac{3918,76 + 3158,44}{50}}$$

$$\begin{aligned}
&= \sqrt{\frac{7077,2}{50}} \\
&= \sqrt{141,544} \\
&= 11,89
\end{aligned}$$

So:

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
t &= \frac{45,19 - 47,30}{11,89 \sqrt{\frac{1}{26} + \frac{1}{26}}} \\
&= \frac{-2,11}{11,89 \sqrt{0,038 + 0,038}} \\
&= \frac{-2,11}{11,89 (0,076)} \\
&= \frac{-2,11}{0,90364} \\
&= -2,33
\end{aligned}$$

Based on calculation result of the difference test of the both averages, researcher found that $t_{\text{count}} = -2,33$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 26 - 2 = 50$, and researcher found that $t_{\text{table}} = 1,67$, cause $t_{\text{count}} > t_{\text{table}}$ ($-2,33 < 1,67$). So, H_0 is accepted, it means that there is a significant effect of using make a match strategy on students' ability in degree of comparison.

Appendix XX

T_{test} OF THE BOTH AVERAGES IN POST - TEST

Hypothesis test uses the difference test of the both averages with criteria:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Eksperimental class (X1)

$$\bar{X} = 76,11$$

$$S^2 = 8,83$$

$$S_1 = 2,97$$

Control class (X2)

$$\bar{X} = 70,76$$

$$S^2 = 53,38$$

$$S_2 = 7,30$$

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \quad t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned} S &= \sqrt{\frac{(26-1)8,8209 + (26-1)53,29}{26+26-2}} \\ &= \sqrt{\frac{25(8,8209) + 25(53,29)}{50}} \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{220,5225+1332,25}{50}} \\
&= \sqrt{\frac{1552,7725}{50}} \\
&= \sqrt{31,05545} \\
&= 5,57
\end{aligned}$$

So:

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
t &= \frac{72,11 - 70,76}{5,57 \sqrt{\frac{1}{26} + \frac{1}{26}}} \\
&= \frac{1,35}{5,57 \sqrt{0,038+0,038}} \\
&= \frac{1,35}{5,57 (0,076)} \\
&= \frac{1,35}{0,42332} \\
&= 3,18
\end{aligned}$$

Based on calculation result of the difference test of the both averages, researcher found that $t_{\text{count}} = 3,18$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 26 - 2 = 50$, and researcher found that $t_{\text{table}} = 1,67$, cause $t_{\text{count}} > t_{\text{table}}$ ($3,18 > 1,67$). So, H_a is accepted, it means that there is a significant effect of using make a match strategy on students' ability in degree of comparison.

Appendix XXI

PRODUCT MOMENT r Table

N	Taraf	Signif	N	Taraf	Signif	N	Taraf	Signif
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091

23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix XXII

TABEL
NILAI-NILAI DALAM DISTRIBUSI t

<i>α</i> untuk uji dua pihak (<i>two tail test</i>)						
	0,50	0,20	0,10	0,05	0,02	0,01
<i>α</i> untuk uji satu pihak (<i>one tail test</i>)						
Dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
50	0,679	1,299	1,676	2,009	2,403	2,678
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

CURRICULUM VITAE

A. Identity

Name : KHOTIMATUL MAR'AH PULUNGAN
NIM : 09 340 0080
Place and Birthday : SIOLIP, 30 Maret 1991
Sex : Female
Religion : Moslem
Address : Siolip, kec. Barumun, Kab. Padang Lawas

B. Parent

1. Father's name : Zulpan Pulungan
2. Mother's name : Nur Hamidah Hsb, A.Ma

C. Education Background

1. Graduated from Elementary School in SD N 0118 Siborong-borong from 2001-2003.
2. Graduated from Junior High School in Madrasah Tsanawiyah Negeri Sibuhuan from 2003-2006.
3. Graduated from Senior High School in Madrasah Aliyah Negeri Sibuhuan from 2006-2009
4. Be University Student in IAIN Padangsidimpuan.

Photo Reseach



Photo Reseach



CAPTER I

INTRODUCTION

A. Background

Degree of Comparison is important in English grammar. By mastery structure and grammar will help students in speaking, reading, writing and listening, because grammar is the systematical study of language which provides us information and necessary guidance to learn a language. In English grammar mastery, students must know about part of speech, tenses, gerund, conditional sentence and etc, especially, degree of comparison. By using degree of comparison students are able to form sentence.

First, in degree of comparison make students able to compare one, two or more nouns which describing person, place and thing. By mastery degree of comparison, students can differ adjective in one syllable and two syllables or more syllables, because by remembering many vocabularies, especially adjective, students easier to differ positive, comparative and superlative degree. By mastery and know degree of comparison students able to use degree of comparison in a sentence.

Second, degree of comparison will help students in make adjective and also to show the qualities, numbers and positions of the nouns (persons, things and places). Then, students know how to identify degree of comparison well. By

mastery degree of comparison students will easier to master grammar and arrange the sentence.

Finally, students able to express degree of comparison in their daily life, and also they can apply degree of comparison in English conversation. And the students' are easier to write and differ in degree of comparison, such as, positive, comparative, and superlative degree.

Based on the illustration above, it is undeniably that degree of comparison is necessary for learning grammar. However, degree of comparison skill is problematic at X (Madrasah Aliyah Swasta Nahdatul Ulama Siborong-borong) either in the aspect of achievement or motivation. The actual fact is revealed in the following illustration.

First, students' ability in degree of comparison in Madrasah Aliyah Swasta Nahdatul Ulama Siborong-borong is low. The students' ability in degree of comparison does not fulfill the standard. And then the researcher finds some problems, in learning process some students do not know about degree of comparison. The students cannot differ adjective in one syllable and two syllables or more syllables to make a sentence in degree of comparison because the students also poor vocabulary especially adjective.

Then, students cannot identify degree of comparison well. They are difficult to arrange sentence in degree of comparison, because students just remember it when study. The students lack of master grammar because they do

not understand about noun, pronoun, adjective, adverb, especially in degree of comparison.

In addition, it is also finds that students have lack of master grammar. Based on the researcher observation and information from the librarians, researcher finds that students are rarely visiting the library. Many students cannot express or explain in degree of comparison. They also difficult differ in degree of comparison, such as, positive, comparative, and superlative degree, because they not have many vocabularies and not understand about degree of comparison.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. There are some strategies that can enhance students' ability in degree of comparison such as positive, comparative, and superlative degree. Make a match which enable students to get the general understanding of the grammar and establishing purpose which facilitates students with pre-stated targets in degree of comparison.

From the three alternatives strategies above, the researcher chooses to employ make a match strategy. At least three reasons are available as background of the choice that is consideration of students learning materials, characteristics of the students and appropriateness of adjective as compared with the other two strategies. Below the researcher reveals the reason.

First, researcher finds that student's learning materials are grammar books which contain a lot of adjectives. Naturally, adjective is important to

arrange a sentence in degree of comparison. Conceptually, make a match is effective strategy for teaching material, and the students more active study.

Second, make a match is one of the strategy and method of teaching learning. The students divide in a small groups, make students easier in problems solving, because in groups the students enjoy and can sharing for give idea what they discussed.

And the last, make a match strategy can help the students that weakness in learn degree of comparison. In teaching learning process students will be more active and creative.

In view of above discussion, the researcher interest in conducting an experimental research of which purpose is to investigate. "The Effect Of Make A Match Strategy on Students' Ability in Degree of Comparison At Grade X Madrasah Aliyah Swasta Nahdatul Ulama Siborong-Borong Kabupaten Padang Lawas". This research will compare students' ability in degree of comparison by using make a match strategy.

B. Identification of the problem

Based on the background above, problems concerning students' ability in degree of comparison at grade X Madrasah Aliyah Swasta Nahdatul Ulama Siborong-borong: 1) Students' ability in degree of comparison is low, because they cannot differ adjective one syllable and two syllables or more syllables in degree of comparison, 2) Students difficult identify degree of comparison well, 3) their lack of motivation in master grammar, is also find that the students in the

classroom never give idea. So, they cannot to express or explain in degree of comparison well. From the three problems, this research only concern with solving the students in degree of comparison by applying make a match strategy in teaching master grammar.

C. Formulation of the Problem

Based on the background and identification of the problem above, there are two independent variables which will effect one dependent variable which are to investigate. Make a match strategy and conventional strategy effect students' ability in degree of comparison. This study will explore the difference result in degree of comparison caused by each strategy. Accordingly the formulation of the problem is "The difference in degree of comparison between class with make a match strategy and with class conventional strategy".

D. Limitation of the Problem

The coverage of the variables stated above is so large in the matter of materials, space and time that it is difficult to explore alone. Due to the limitation of the researcher in the aspect of ability, time and finance, this research must be limited. Thus, this study is to investigate the causal-effect relationship between make a match strategy on students' ability in degree of comparison of explanation adjective, at grade X in second semester Madrasah Aliyah Swasta Nahdatul Ulama Siborong-borong Kabupaten Padang Lawas academic years 2013-2014.

E. Hypotheses

In accordance with the formulation and limitation of the problem above in order to provide and guidance for this research which specifies the correct processing, acquiring and analyzing of the data, it needs to formulate hypotheses.

Thus, hypotheses of this research are as follows:

1. Students' ability in degree of comparison in class with make a match strategy is significantly better than the conventional strategy (H1).
2. Students' ability in degree of comparison in class with make a match strategy is not significantly better than the conventional strategy (H0).

F. Purpose of the Study

Derived from the hypotheses above, the purpose of this study is:

1. To examine H1, whether students' ability in degree of comparison in class with make a match strategy is significantly better than the conventional strategy.
2. To examine H0, whether students' ability in degree of comparison in class with make a match strategy is not significantly better than the conventional strategy (H0).

G. Significances of Study

This research is expected to be useful in four domains, they are for the science of education, for teachers and the future researcher. The following illustration describes the significance for these parties.

Firstly, this research will give contribution and enrich the science of language education in general and specifically to the field of teaching in degree of comparison. This study completes the researcher fields and empower the same research conducted in past.

Second, this research is useful for teachers as source of teaching. They can get learning materials to be presented in the classrooms of teaching degree of comparison, specifically which concerns with make a match strategy. Besides, they can use the guidance of make a match strategy presented in this research as reference in improving the process and the result of students' ability.

Finally, this research can be used by the future researcher as reference and standing point for studying the other subjects in the field of language teaching. By degree of comparison this research, they will be able to identify other subjects to investigate which are the continuity of this research.

H. Definition of the operational variables.

1. Effect: In this research, effect is defined to be the extent of students' degree of comparison at pre-test compared with the post-test in experiment class and control class.
2. Make a Match is one of the strategy that is developed. The students divide in a small group, make students easier in problem solving, because in groups the students enjoy and can sharing for give idea what they discussed.
3. Degree of Comparison: Compare grade which the students achieve at pre-test and post-test in experiment class and control class.

CHAPTER II

THEORITICAL REVIEW

A. THEORITICAL DESCRIPTION

1. Definition Degree Of Comparison

Degree of comparison is a word that used to compare the adjective of one thing with another thing, and then to clarify of two things with the others if we compare it is adjectives.¹ Besides that, degree of comparison is a word that is given to compare.² Slamet Riyanto says that, “the degree of comparison is used to compare two things or person”. These two things or person may be the same or different.³ This is an important characteristic of descriptive an adjectives, because through these degree of comparison on the researcher is modify an idea by expressing three different situations. In English there are three kinds degree of comparison, namely:

a. Positive degree

Jayanthi said that, “Positive degree is an adjective used to talk about the quality of a person, place or thing is known as positive degree”.⁴ Then Marcella Frank stated in her book modern English, “Positive degree two

¹Grace Manroe, *English Grammar*, (Surabaya: Greisinda Press, 2003), p. 67.

²Betty Schramper Azar, *Fundamental of English Grammar*, (Jakarta: Bina Rupa Aksara, 1993), p. 327.

³Slamet Riyanto, Emilia NH, et. al., *A Handbook Of English Grammar* (Yogyakarta: Pustaka Pelajar, 2007), p. 37.

⁴Jayanthi Dakshina Murty, *Contemporary English Grammar*, (New Delhi: Price Rs, 2003), p. 36.

units are compared to an equal degree”.⁵ According to Wren & Martin said that, “The positive degree of an adjective is the adjective in its simple form. It is used to denote the mere existence of some quality of what we speak about. It is used when no comparison is made”.⁶ When we compared two people or things, and they have the sameness in certain quality, the phrase /as... as/and/so...as/ are normally used with positive degree. The formula of positive degree:

As + adjective + as

Example:

1. She is as beautiful as my mother.
2. His car is as expensive as mine.
3. Bambang is as clever as sutrisman.
4. This book is as good as that one.
5. The girl is as clever as her elder sister.
6. Aisyah is as thin as Anggi.

b. Comparative degree

Jayanthi said that, “Comparative degree an adjective used to compare two persons or things or the qualities is known as comparative degree”.⁷

⁵Marcella & Frank, *Modern English a practical reference guide*, (New York University: Prentice-Hall, Inc, Englewood Cliffs, New Jersey, 1972), p. 118.

⁶Wren and Martin, *High School English Grammar and Composition*, (USA: 1990), p. 25.

⁷Jayanthi Dakshina Murty, Op. Cit., p. 36.

Then, Marcella Frank stated in her book modern English, “comparative degree two units are compared to an unequal degree”.⁸ According to Wren & Martin said that, “The comparative degree of an adjective denotes a higher degree of the quality than the positive, and is used when two things (or sets of things) are compared”.⁹

Based on definition the researcher has mentioned above, so the researcher concludes that comparative degree is used to state comparison between two things, persons or events. How does the way to explain the different of object or events that is comparative degree. And, the use of *-er* or *-er* more is called the comparative form. The formula of comparative degree to short syllables as follow:

Subject + to be + adjective + er + than + subject

Example:

1. My dog is smarter than yours.
2. Bob is more athletic than Richard.
3. Zayanti is older than Olivia.
4. The city of Jakarta is bigger Bandung.
5. This boy is stronger than that.
6. Arin is fatter than Aisyah.

⁸Marcella & Frank, Op. Cit., p. 118.

⁹Wren & Martin, Op. Cit., p. 25.

The formula of comparative degree to long syllables as follow:

Subject + to be + more + adjective + than + subject

Example:

1. Nadia is more beautiful than Santy
2. Bali is more famous than Yogyakarta.
3. The boy is more intelligent than his brother
4. My bag is more expensive than her bag.
5. She is more diligent than you.

c. Superlative degree

Jayanthi said that, “Superlative degree an adjective used to talk about comparing more than two persons or things or their qualities is known as the superlative degree”.¹⁰ Then, Marcella Frank stated in her book modern English. “Superlative degree three or more units are compared to an unequal degree”. According to Wren & Martin said that “The superlative degree of an adjective denotes the highest degree of the quality, and is used when more than two things (or sets of things) are compared”. Adjective of more than two syllables, and many of those with two, form the superlative by using the adverb most with the positive. And most meaning very is used mainly with adjectives of two or more syllables.

¹⁰Jayanthi Dakshina Murty, Loc. Cit.

The + adjective + est

The + most + adjective

Example:

1. He is cleverest student in the class
2. I'm the youngest child in my family
3. John is the tallest of the three boys.
4. She is the most beautiful girl I've ever seen
5. This is the most interesting story I've ever read.
6. Anis is the most nervous in podium.

Degrees of comparison refer to adjectives being written in different forms to compare one, two or more things which are words describing persons, places and things. The three different forms of comparison are the positive, the comparative and the superlative degree.

From the quotation above, the researcher can conclude there are three degree of comparison. It is used to compare the adjective of one thing to another thing.

The formed degree of comparison and irregular comparison are part of degree of comparison.

d. Irregular Comparison

The following adjectives are compared irregularly, that is their comparative and Superlative are not formed from the Positive:

Table 1
Irregular adjective and adverb

Positive	Comparative	Superlative
Good, well	Better	Best
Bad, evil	Worse	Worst
Many	More	Most
Much	More	Most
Little	Less	Least
Far	Farther	Farthest
(fore)	further	Furthest
Old	older, elder	Oldest, eldest ¹¹

e. Formation of Comparative and Superlative Degree, they are:¹²

- 1) Most adjectives of *one* syllable and some of more than one, form comparative by adding *er* and the superlative by adding *est* to the positive.

Positive	Comparative	Superlative
Sweet	Sweeter	Sweetest

¹¹Marcella Frank, *Op. Cit.*, p. 120.

¹²Wren & Martin, *Op. Cit.*, p. 25.

Small Smaller Smallest

Clever Cleverer Cleverest

When the positive ends in *e*, only *r* and *st* are added.

Brave braver bravest

Large larger largest

Wise wiser wisest

- 2) When the positive ends in *y*, preceded by a consonant, the *y* is changed into *i* before adding *er* or *est*.

Happy Happier Happiest

Easy easier easiest, etc

- 3) When the positive is a word of one syllable and ends in a *single* consonant, preceded by a *short vowel*, this consonant is double before adding *er* and *est*.

Big Bigger Biggest

Thin Thinner Thinnest

Fat fatter fattest

f. The Form of Degree of Comparison From Adjectives

Positive Comparative Superlative.¹³

One-Syllable Adjectives	Old oldest	Older	The	For most one-syllable adjectives, <i>-er</i> and <i>-est</i> are added.
Two-Syllable Adjectives	Famous Wise	More Famous wiser	The most The wisest	For most two-syllable adjectives, <i>more</i> and <i>most</i> are used
	Busy Pretty	busier Prettier	the busiest the prettiest	<i>Er/est</i> are used with two syllable adjectives that end in <i>-y</i> . The <i>-y</i> is changed to <i>-i</i> .
	Clever the more clever	cleverer the more clever	the cleverest most clever	Some two-syllable adjectives use <i>-er/-est</i> or <i>more/most</i> : able, angry, clever, common, cruel, friendly, gentle, handsome.
Adjectives with three or more syllable	Important Fascinating the most fascinating	more important more fascinating	the most important the most fascinating	<i>More</i> and <i>most</i> are used with long adjectives
Irregular adjectives	Good best Bad worst	Better worse	the the	<i>Good</i> and <i>bad</i> have irregular comparative and superlative forms.

¹³Betty Schramper Azar, *Op. Cit.*, p. 332.

2. Make a Match Strategy

Henry Guntur in this book said “strategy means an accurate plan about activity to get a particular purpose”.¹⁴ A strategy explains about the general components of instructional material and procedure to get purpose which prepare by the teacher.

From the quotation above, it can infer that strategy is a way and operational planning to do something be the best or an activity is arrange as good as possible for achieving the aim of action.

In teaching learning process the teacher deliver the lesson in front of class for to choose the sub table teaching strategy, because strategy can influence the result of teaching. That is way teacher have to use effective strategy for teaching material. In other words by applying the sub table strategy the students will be easy to understand what the teacher conveyed, the student can be motivation to learn the material that thought the teacher and the students are not boring or surfeited.

The teacher will apply many strategies in transferring knowledge to students, because with using various strategies the student will be easy to understand the material and teacher can help and make easier his/her activities in classroom. The students' ability in mastering subject will determine by the teachers teaching knowledge.

¹⁴ Hendry Guntur Tarigan, *Strategy Pengajaran dan Pembelajaran Bahasa*, (Bandung: Angkasa, 1993), p. 2.

In teaching English, the teacher can apply various strategies, such as: jig saw, card, make a match, point counter point, number head together, and etc. From the alternative above writer chooses make a match strategy.

According Hisyam Zaini “Make a Match strategy is an effective strategy. One of the qualities of this strategy is the student make a group and students can find information with make a match strategy, with thus the students will be more active in learning”.¹⁵

Make a match is one of the strategies. In this case, the students make a match while to study the certain topic in the comfortable situation.¹⁶ Students are more active and happy to study (by using make a match).

a. **Procedure**

The procedures of this strategy:

- 1) The teacher provided that contains of topics is that match with review session or prepare to final examination.
- 2) Each of students will be given a card
- 3) Each of students looking for a match that suitable with his card.

Example: SBY match with the students got PRESIDEN RI card.

- 4) The students join with his friends that get a suitable card.¹⁷

¹⁵Hisyam Zaini, dkk. *Strategi Pembelajaran Aktif*. (Yogyakarta: Pustaka Insan Madani, 2008), p. 50.

¹⁶Miftahul Huda, *Coverative Learning*, (Yogyakarta: Pustaka Pelajar, 2013), p. 135.

¹⁷Ibid.

Make a match strategy has some advantages and disadvantages.

There are some advantages of make a match strategy as mentioned:

- a. The students are able to distinguish between three in degree of comparison.
- b. The materials of teaching are easy.
- c. All students of the class more active.
- d. Give the motivation to other students to master English Grammar.
- e. The situation of teaching learning process is relaxing.

There are also some disadvantages of make a match strategy, such as:

- a. Each the students have a different ability, so that they cannot deliver their ideas fluently.
- b. The situation of this class is noisy.

From some steps that above mentioned, make a match is one of the appropriate method that can be used in teaching grammar because make a match is not only teaching learning process that is emphasized but also fun.

B. Review of related finding

There are some many related findings of the research. Many people had done research about English. These related findings discuss about strategy and method in English. Like make a match strategy in degree of comparison.

The first, Enni Efrida Nasution, on the title “The Effect of Using Pictures on Students’ Mastery in Learning Comparative Degree at Grade VIII

(The First State Of Sibolga Junior High School)”, the population of the research is Consist of ten classes which consist of 330 students. The samples of this research are 70 students from the population by using random sampling. The sample divided in to two groups. There are experimental and control class.¹⁸

The second, Yunita, on the title “The Effect of Make A Match Strategy on Students’ ability in vocabulary at grade X (The First State Of Kotapinang Senior High School). The population of the research is students’ consists of two classes which consist of 108 students. The samples of this research are 70 students from the population by using random sampling. The sample divide in two groups, there are experimental and control class.¹⁹

Based on the related finding some title above, researcher concluded that the strategy could be increased the student’s ability in degree of comparison. So, the researcher hoped that the make a match strategy could increase the student’s ability in degree of comparison.

C. Conceptual Framework

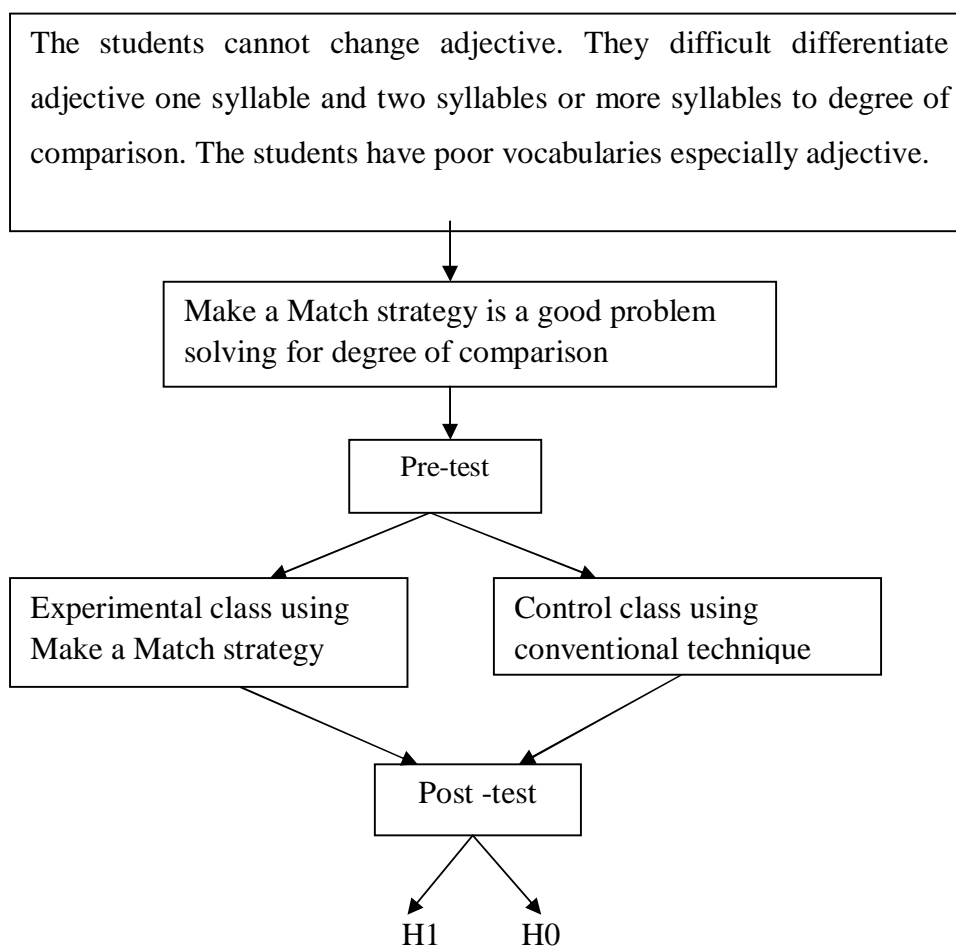
Degree of comparison is use to compare the adjective of one thing with another thing. In addition, the degree of comparison to clarify of two

¹⁸Enni Efrida Nasution, *The Effect of Using Picture on Students’ Mastery in Learning Comparative Degree at Grade VIII* (The First State Of Sibolga Junior High School).

¹⁹Yunita, *The Effect of Make A Match Strategy on Students’ ability in vocabulary at grade X* (The First State Of Kotapinang Senior High School).

things that is compared its adjective. Then, degree of comparison is a word that is given to compare.

A strategy is one of the most important factors in language teaching. Strategy is a particular way of doing something. Make a match is one of the strategies. In this case, the students make a match while to study the certain topic in the comfortable situation. By using make a match strategy students able to use degree of comparison in a Sentence. The relation of make a match strategy students' ability in degree of comparison can be seen as follow:



CHAPTER III

RESEARCH METOLOGY

A. Research Design

To take the data, researcher made some test and uses experiment method. According to L.R Gay and Peter Airisian, experimental research is the only type of research that can test hypothesis to established cause and effect relationship.¹ According to John W. Creswell, experiment is to test the impact of a treatment (or an intervention) on an outcome.² Ibnu Hajar stated that, experimental research is research design scientific which more careful and appropriate to do research the effect of something variable and another variable.³

From the quotation above, the researcher concludes that the experimental research is a kind of research which has aim to know causal effect relationship between one or more variables to other variables.

This study consisted of two groups, namely experimental group and control group. The experimental group would be given the treatment by using make a match strategy, while the control group would teach using conventional strategy. The design could be figured as the following:

¹L. R. Gay and Peter Airisian, *Education Research* (New York: Merril, 2000), p. 367.

² John W. Creswell, *Research design, Qualitative, Quantitative, and mixed Methods Approaches* (New Delhi: University of Nebraska, Lincoln, 2003), p. 154.

³Ibnu Hadjar, *Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan* (Semarang: PT Raja Grafindo Persada, 1999), p. 321.

Table 1
Research Design

Group		Treatment	
Experimental Group	Pre test	Teaching in degree of comparison by using make a match strategy	Post test
Control Group	Pre test	Teaching in degree of comparison by using conventional	Pos test

B. Time and Place Of The Research

This research would be done at Madrasah Aliyah Swasta Nahdatul Ulama Siborong-borong. It is located at Jl. Permata Sapihak, Sibuhuan, Padang Lawas of North Sumatera. The subject of research is at grade X Madrasah Aliyah Swasta Nahdatul Ulama Siborong-borong students. The research started on February 2014 until April at Madrasah Aliyah Swasta Nahdatul Ulama Siborong-borong Padang Lawas.

C. Population And Sample

1. Population

Gay and Airasian said that “the population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable”.⁴

The population of this research at grade X MAS NU Siborong-borong in 2013/2014 academic year, presented as follows:

Table 2

**The population of Ten grade Students’ of MAS NU
Siborong-borong Kabupaten Padang Lawas
2013-2014 Academic Year**

No.	Class	Total
1	X-1	26
2	X-2	26
3	X-3	26
4	X-4	26
Total of Students		104

2. Sample

Sample is a part of population.⁵ According to Gay and Airisian, “Sample comprises the individuals, items, or events selected from a

⁴*Ibid*, P.122.

⁵ Sukardi, Metodologi Penelitian Pendidikan (Jakarta: Bumi Aksara, 2003), p. 131

larger group referred to as a population”.⁶ In the research, many techniques to take sample from the population, such as random sampling, stratified sampling, probability sampling, proportional sampling, purposive sampling, quota sampling, cluster sampling, and double sampling.⁷ In this research, researcher used random sampling.⁸

To calculate the result of lilieffors, researcher doing the calculation, researcher found that $Lo=0,2779 < Lt=0,3754$ the real level 0.05 and $n=4$. If result $Lo < Lt$. So, it was could be concluded that the data was distributed by normal. Researcher calculation, it can be seen on the appendix X.

Table 3

The Sample of Students MAS NU Siborong-Borong

Kabupaten Padang Lawas

Class	Numbers
Experiment Class X1	26 Students
Control Class X2	26 Students
Total	52 Students

⁶L.R. Gay and Peter Airisian, *Op. Cit.*, p. 121.

⁷*Ibid*, p. 107-115.

⁸*Ibid*, p. 129.

Then, the coefficient of $F_{\text{count}} = 2,03$ is compared with F table. Where F table was determined at real $\alpha = 0,05$, and the same numerator $dk = N-1 = 26-1 = 25$ and denominator $dk = N-1 = 26-1 = 25$. So, by using the list of critical value at F distribution is got $F_{0,05(25,25)} = 2,03$. It shows that $F_{\text{count}}(2,03) < F_{\text{table}}(2,16)$. So, it can be concluded that the variant from the data of the students' ability in degree of comparison at grade X MAS NU Siborong-borong was homogen. Researcher calculation, it can be seen on the appendix X.

D. Instrument of the research

For gathering information about the topic or the research problems, researcher needs the instrument. In this case, the instrument is test, the form of the test is multiple-choice, and the researcher wants to see the students' ability in degree of comparison.

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. The instrument that was used by researcher was achievement test. Margono stated that, test is a stimulation that is given to someone to get the answers that it can be made as incorrect answer would get 0 score. If the students could answer all the questions correctly, the score was 100.

So, below there are indicators of degree of comparison, the table can be seen below:

Table 4**The Indicator Degree of Comparison**

No	Indicators	Items	Number, of items	Score	Total score
1	Able to differ, positive, comparative, and superlative degree in sentence.	8	1,2,3,4,5,6,7, 8.	5	40
2	The students' ability in degree of comparison.	12	5,7,11,12,17, 19,20,21,22,23,24,25	5	60
TOTAL		20			100

Table 5**The Students' Score Classification⁹**

Score	Category
81 – 100	Very high
61 – 80	High
41 – 60	Enough
21 – 40	Low
0 - 20	Very low

⁹Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan dan Peneliti Pemula* (Bandung: BumiAksara, 2000), p. 69.

E. Validity of Instrument Test

Instrument of test was multiple choices. Researcher gave pre-test and post-test to the both classes. To make sure the instrument was valid, researcher arranged some steps.

Steps in made instrument of test as following:

- a. Making test.
- b. Arrange test.
- c. Validation of test determined with making validation page.
- d. Researcher gave the instrument to other sample to find the validity of instrument.
- e. Analysis test to know validity, difficulty level, and difference.

1) Test Validity

Suharsimi Arikunto stated that, product moment is the formula to test validity.¹⁰ So, researcher used product moment as follow:

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

Where: r_{xy} : correlation between variable X and Y

N : Total of sample

¹⁰Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1990), p. 225.

$\sum X$: The scores of variable X

$\sum Y$: The scores of variable Y

$\sum XY$: Product X and Y.

Interpretation to coefficient correlation as following:

Criteria:

$0,8 < r_{xy} \leq 1,0$: Very high correlation

$0,6 < r_{xy} \leq 0,8$: High correlation

$0,4 < r_{xy} \leq 0,6$: Medium correlation

$0,2 < r_{xy} \leq 0,4$: Low correlation

$0,0 < r_{xy} \leq 0,2$: Very low correlation

Result of calculation by coefficient of correlation biserial was determined if $r_{ay} > r_{atable}$ with the significant level 5 % (0,05) with the tabel r product moment. So that, the items was tested valid.

From the result of researcher calculation, researcher found for pre-test showed that 20 number was valid from 25 number of test. Whereas for post-test showed that 20 number was valid from 25 number of test. Therefore, the researcher took 20 valid test of pre-test and post-test to be

tasted in the experimental research class and control class. Researcher calculation, it could be seen on the appendix V, VI and IX.

2) Difficulty Level

Indicate difficult or easy of test: the score could be calculate with formulation as follow:

$$P = \frac{B}{JS}$$

Where:

P = Difficult level of the test

B = Total sample in correct answer

JS = Total sample

Good difficulties degree is difficulties degree with chance as follows:

$0,00 \leq P < 0,30$: difficult items

$0,30 \leq P < 0,70$: medium items

$0,70 \leq P < 1,00$: easy items.¹¹

Based on 20 items of the test was valid, researcher found that the difficulty level of ítems divided into 3 categories, in pre-test they were: 9,

¹¹Ibid, p. 217-221.

15, 20 was easy categories, 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 17, 18, 19, was medium categories, and 16, was difficult categories. In post-test they were: was 1, 2, 3, 4, 6, 8, 11, 12, 13, 14, 18, 19 easy categories, 5, 7, 9, 10, 12, 15, 17, 20, was medium categories. Researcher calculation, it could be seen on the appendix VII, VIII & IX.

3) Differences Capacity

Differences capacity test was ability of test to different inter student who has high competence to low competence students. The formulation to find difference as follow:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D = difference of capacity

B_A = total the correct answer in top-down class

B_B = total the correct answer in bottom-up class

J_A = total sample of top-down class

J_B = total sample of bottom-up class

Criteria used to find differences as follow:

Criteria:

$0.70 \leq D < 1.00$: Very good

$0.40 \leq D < 0.70$: Good
$0.20 \leq D < 0.40$: Enough
$0.00 \leq D < 0.20$: Bad
$D < 0.00$: Very Bad

Based on 20 items of the test was valid and has difficulty level. The last was difference capacity. Researcher found that from 20 items of test divided into categories, in pre-test they were; 13, was category good, 1,5, 7, 12, 16,18,19, was category low and 2,3,4,6,8,9,10,11,14, 15, 17, 20, was categories enough. In post-test they were: 5, 6, 7,12, 16, was category low, 1, 2, 3, 8, 9, 10, 11,12,13, 17,18, was category enough and 4, 14, 19,20, was category good. Researcher calculation, it could be seen on the appendix VII, VIII and IX.

F. Technique of Data Collecting

To get the data from the student, the researcher collected by giving pre-test and post-test by test to students.

1. Giving pre-test

Before conducting the treatment, both experimental class and control class are tested in order to measure their previous ability in degree of comparison. This test is also use for determining whether both of the classes are homogenous or not.

2. Treatment

The experiment group and the control group were giving some material, which were consisted of degree of comparison aspect that would be taught by the teacher in different ways. The experimental group were gave treatment it was taught by used make a match strategy and the control group not used strategy.

3. Giving post-test

After the treatment, both of the classes again are given the final test in order to measure their ability in degree of comparison. This test is used for make a match and the conventional class. Index which is resulted after the t-test would determine the admission or the rejection of the hypotheses.

G. Technique of Data Analysis

1. Requirement test

a. Normality test

To calculate normality test by use liliefors formula, as follow:¹²

- Calculating average and standard deviation by the formula:

$$\bar{x} = \frac{\sum F_i X_i}{F_i}$$

¹²Darwyan Syah Dkk, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press), p. 29.

- Perception x_1, x_2, \dots, x_n made permanent number z_1, z_2, \dots, z_n by using formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

- To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity.

$$F(Z_i) = P(Z < Z_i)$$

- Counting the difference $F(Z_i) - S(Z_i)$, and then determine its absolute price.
- Taking the biggest price among absolute price of the difference and mentioning the price by L_0 .
- If $L_0 < L$ obtained from the critical value test, the liliefors with the real level $\alpha = 0,05$, hence the distribution is normal

b. The homogeneity of test

To test whether variants of both homogenous samples, variants equality test, that is:

$$F = \frac{\text{The biggest variants}}{\text{The smallest variants}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant.¹³

Here, after comparing to the F table, it is criteria are: If F calculating < F table, then both samples is homogeneous.

2. Hypotheses test

- a. Students' ability in degree of comparison in class make a match strategy is significantly better than the conventional strategy (H1), the form is as follows:

$$H1: \mu Y1 > \mu Y2$$

- b. Students' ability in degree of comparison in class make a match strategy is not significantly better than the conventional strategy (H0). The form is as follows:

$$H0: \mu X1 = \mu X2$$

In accordance with the formulation of the problems. The techniques in analysis the data is by used t-test, because is aimed to examine the differences of two variables. Such examination is performed both on pre-test and pos-test score from the experimental class and control class. T-test formula that is to be applied is as follows:

¹³*Ibid*, p. 250.

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\overline{x_1}$ = Mean of experimental class sample

$\overline{x_2}$ = Mean of control class sample

n_1 = Total of experimental class sample

n_2 = Total of control class sample.¹⁴

H. The outline of Thesis

The systematic of this research is divided into five chapters, and each chapter consists of many sub chapters with detail as follows:

In chapter one, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research objective, research significances, definition of operational variable, hypothesis.

In chapter two, consist of theoretical description, which consist sub chapter such as theoretical review consist of make a match strategy on student's ability in degree of comparison . Then review of related finding, and conceptual framework.

¹⁴Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 219.

In chapter three, consist of research design, place and time of the research, population and sample. Instruments of data collection, Validity of instrument test, Technique of data collecting, Technique of data analysis, Hypothesis test.

In chapter four, consist of the result of the research which consist of description of the data, the testing of hypothesis, the result of research.

And the last is chapter five, consist of conclusion and suggestion.

CHAPTER IV

DATA ANALYSIS

A. Description of Data

The description of data was done by calculating the data of pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

1. The Score of Pre-Test

a. Experimental Class

Tabel 6

The score of Experimental class in pre-test

Total	1175
Highest score	65
Lowest score	30
Mean	45,19
Standart deviation	12,52
Variants	156,96

Based on the table above the total score of experiment class in pre-test was 1175, mean was 45,19 standart deviation was 12,52, variant was 156,96. The researcher get the highest score was 65 and the lowest score was 30. Next, the calculation of how to get it could be seen in the appendix XI and

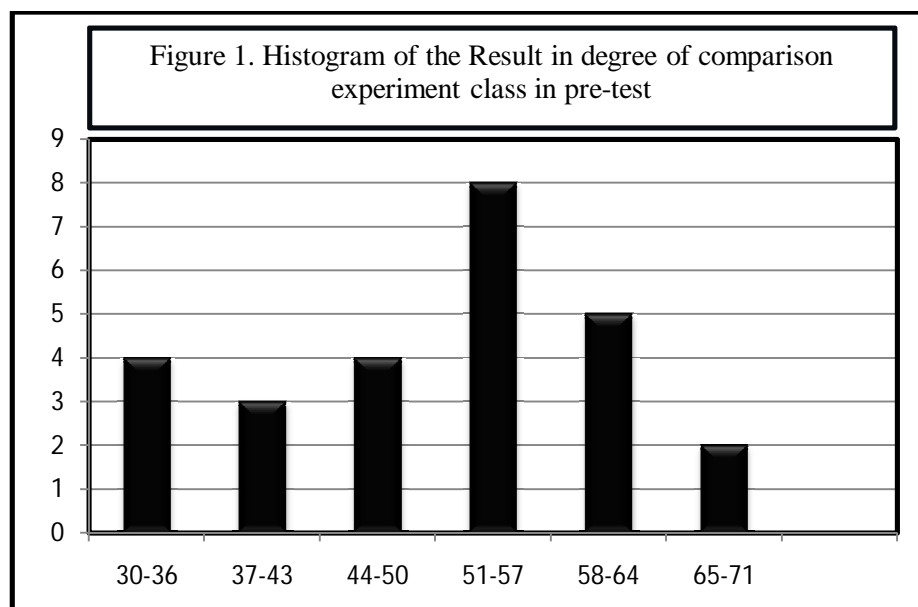
XIII. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 7

The Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	30-36	4	15, %
2	37-43	3	12%
3	44-50	4	15%
4	51-57	8	31%
5	58-64	5	19%
6	65-71	2	8%
	$i=7$	26	100%

Based on the table above, it can be drawn at histogram as follow:



b. Control Class

Tabel 8

The score of control class in pre-test

Total	1230
Highest score	65
Lowest score	30
Mean	47,30
Standart deviation	11,24
Variant	126,46

Based on the table above the total score of control class in pre-test was 1230, mean was 47,30, standart deviation was 11,24, variant was 126,46. The researcher get the highest score was 65, and the lowest score was 30. Next, the calculation of how to get it could be seen in the appendix XII and XIV. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

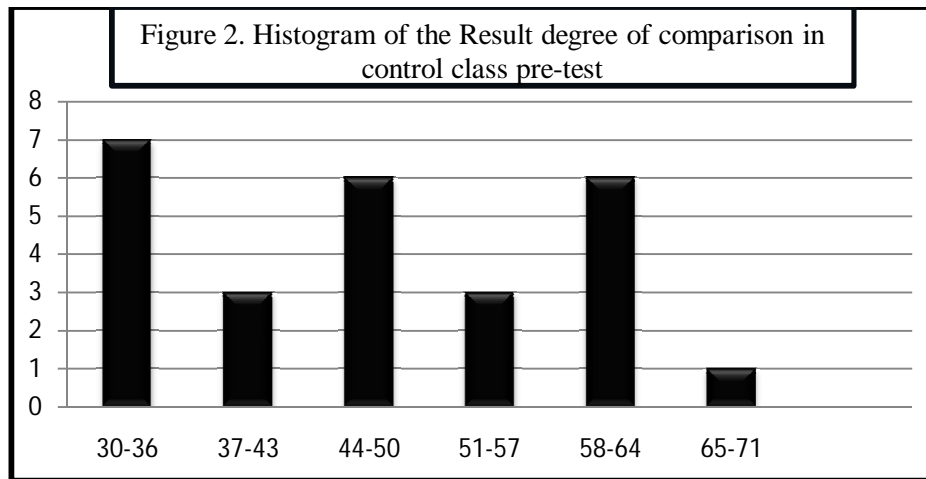
Table 9

The Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	30-36	7	27%
2	37-43	3	12%
3	44-50	6	23%
4	51-57	3	12%
5	58-64	6	23%

6	65-71	1	3%
<i>i</i> = 7		26	100

Based on the table above, it can be drawn at histogram as follow:



2. The Score of Post-test

a. Experiment Class

Tabel 10

The score of Experimental class in post-test

Total	1875
Highest score	90
Lowest score	60
Mean	76,11
Interval	6
Standart deviation	2,97
Variant	88,34

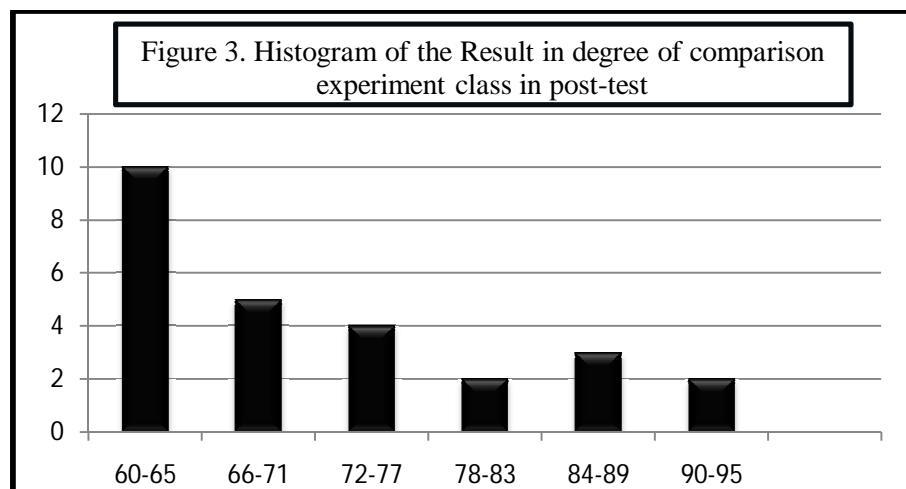
Based on the table above the total score of experiment class in post-test was 1875, mean was 76,11, standart deviation was 2,97, variant was 88,34. The researcher get the highest score was 90 and the lowest score was 60. Next, the calculation of how to get it could be seen in the appendix XI and XV. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 11

The Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	60-65	10	38%
2	66-71	5	19%
3	72-77	4	15%
4	78-83	2	8%
5	84-89	3	12%
6	90-95	2	8%
<i>i</i> = 6		26	100%

Based on the table above, it can be drawn at histogram as follow:



b. Control class

Tabel 12

The score of control class in post-test

Total	1840
Highest score	85
Lowest score	60
Mean	70,76
Standart deviation	7,30
Variant	53,38

Based on the table above the total score of control class in post-test was 1840, mean was 70,76 standart deviation was 7,30, variant 53,38 was. The researcher get the highest score was 85 and the lowest 60 score was. Next, the calculation of how to get it could be seen in the appendix XII and XVI. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

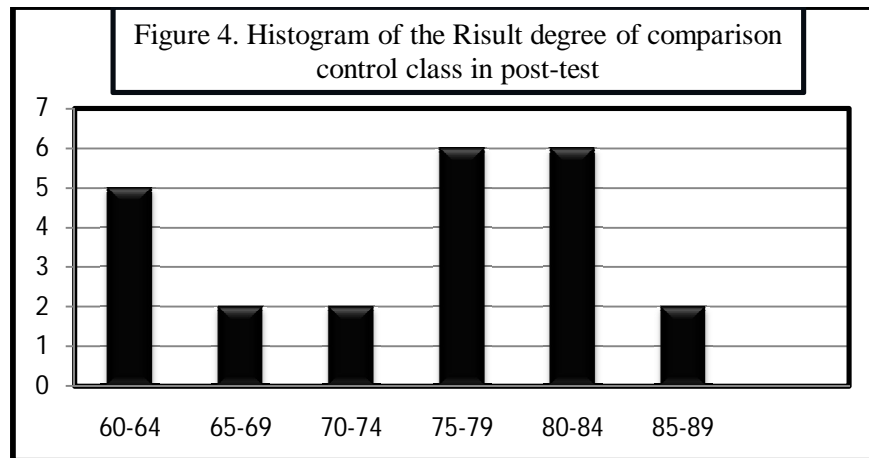
Table 13

The Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	60-64	4	15%
2	65-69	5	19%
3	70-74	6	23%
4	75-79	7	27%
5	80-84	2	8%

6	85-89	2	8%
	$i = 5$	26	100%

Based on the table above, it can be drawn at histogram as follow:



3. Technique of Data Analysis

a. Requirement test

1) Normality of experimental class and control class in Pre-test

Tabel 14

Normality and homogeneity in pre-test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	0,0223	0,1699	1,24 < 1,96	
Control Class	0,0217	0,1699		

Based on the table above researcher calculation, the score of experiment class $Lo = 0,0223 < Lt = 0,1699$ with $n = 26$ and control class $Lo =$

$0,0217 < Lt = 0,1699$ with $n = 26$, and real level $\alpha = 0,05$. Cause $L_o < Lt$ in the both class. So, H_o is accepted, it means that experiment class and control class are distributed normal. Researcher calculation, it can be seen on the appendix XVII.

2) Homogeneity of experimental class and control class in Pre-test

Then, the coefficient of $F_{count} = 1,24$ is compared with F table. Where F table was determined at real $\alpha = 0,05$, and the same numerator dk $N-1 = 26-1 = 25$ and denominator dk $N-1 = 26-1 = 25$ So, by using the list of critical value at F distribution is got $F_{0,05(25,25)} = 1,96$. It shows that $F_{count}(1,24) < F_{table}(1,96)$. So, it can be concluded that the variant from the data of the students' ability in Degree of Comparison MAS NU Siborong-Borong Kabupaten Padang Lawas by experimental and control class was homogeny.

3) Normality of experimental class and control class in Post-test

Tabel 15

Normality and homogeneity in post-test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	0,01216	0,1699	1,65 < 1,96	
Control Class	-0,1592	0,1699		

Based on the table above researcher calculation, the score of experimental class $L_o = 0,01216 < L_t = 0,1699$ with $n = 26$ and control class $L_o = -0,1592 < L_t = 0,1699$ with $n = 26$, real level α was 0,05. Cause $L_o < L_t$ in the both class. So, H_o is accepted, it means that experiment class and control class are distributed normal. Researcher calculation, it can be seen on the appendix XVIII.

4) Homogeneity of experimental class and control class in Post-test

Then, the coefficient of $F_{count} = 1,65$ is compared with F table. Where F table was determined at real $\alpha = 0,05$, and the same numerator $dk = N - 1 = 26 - 1 = 25$ and denominator $dk = N - 1 = 26 - 1 = 25$ So, by using the list of critical value at F distribution is got $F_{0,05(25,25)} = 1,96$. It shows that $F_{count} (1,65) < F_{table} (1,96)$. So, it can be concluded that the variant from the data of the students' ability in degree of comparison by experimental and control class was homogeny.

B. Hypotheses

The data would be analyzed to prove hypothesis by using formula of T-test. The result of the researcher calculation, it can be seen on the table as follow:

Table 16

Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-2,33	1,67	3,18	1,67

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

H_a : There was a significant effect of make a match strategy on student's ability in degree of comparison.

H_0 : There was no significant effect of make a match strategy on students' ability in degree of comparison.

Based on researcher calculation, researcher found that t_{count} 3,18 while t_{table} 1,67. With opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dt = (n_1 + n_2 - 2) = (26+26 - 2) = 50$, cause $t_{\text{count}} > t_{\text{table}}$ ($3,18 > 1,67$). It means that hypothesis (H_a) was accepted; it means there is a significant effect of make a match strategy on students' ability in degree of comparison. It described the mean score of experiment class by using make a match strategy and mean score of experimental class in using discussion strategy is 76,11. So, From the explanation above it was students' ability in degree of comparison by using make a match

strategy was better than conventional strategy ($\mu^1 > \mu^2$). Researcher calculation, it can be seen on the appendix XIX and XX.

C. Discussion

The main problem of this research was the students' ability in degree of comparison at grade X MAS NU Siborong-borong Kabupaten Padang Lawas. The result of the test which was given to the students in the selected class who were taught by using make a match strategy was higher than the students test result that are taught by using conventional strategy.

The fact above indicated that the application of make a match strategy was proven more effective to increase the students' ability in degree of comparison at grade X MAS NU Siborong-borong Kabupaten Padang Lawas. It can be accepted because make a match strategy activity, the students can be constructed and found their own understanding by themselves.

And then, to get objective from the application of make a match strategy especially about the students' ability in degree of comparison at grade X MAS NU Siborong-borong Kabupaten Padang Lawas, the theme or topic of discussion which is given by the teachers should be selected so that learning activity by using make a match strategy can increase the students' ability in degree of comparison.

This phenomenon shows that teaching by make a match strategy was the important supporting factor especially in teaching English. Nevertheless, it was not the only make a match strategy which determines the students' ability in degree of comparison. But also there were many other factors which can influence it. For instance, the level of students' intelligences, learning tools and facilities, other factors which influence it and the students' factor itself.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The students' ability in degree of comparison by using make a match strategy at grade X MAS NU Siborong-boroang Kabupaten Padang Lawas was 76,11
2. The students' ability in degree of comparison by using conventional strategy at grade X MAS NU Siborong-boroang Kabupaten Padang Lawas was 70,76
3. The student's ability in degree of comparison by using make match strategy was better than conventional strategy ($\mu_1 > \mu_2$). Hypothesis alternative (H^a) was accepted. It can be seen from the mean score of experimental and control class ($76,11 > 70,76$).

B. Suggestion

In relation to the research findings, the researcher suggests to:

1. The Principal of MAS NU Siborong-borong, to motivate the researcher, especially English teachers to teach as well as possible by maximizing make a match in teaching, because through this research, it was significantly proven that this strategy was good to increase the students' ability in degree of comparison

2. The English teacher, to increase the students' ability in learning English, especially will be increasing the students' ability in degree of comparison and pleasant teaching-learning process. One of the ways is make a match strategy.
3. Other researchers, the findings of this research are subject matters which can be developed largely and deeply by adding other variables or enlarge the samples.

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