



**STUDENTS' MASTERY
IN CONSTRUCTING DEGREE OF COMPARISON
AT GRADE X MAN SIABU KECAMATAN SIABU
KABUPATEN MANDAILING NATAL**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd) in English.*

Written By:

**ITA ERPINA
Reg. Number: 12 340 0055**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Padangsidempuan, Mei 2017
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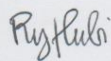
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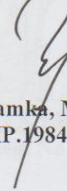
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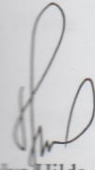



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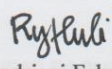
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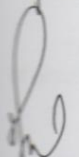
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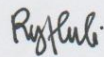

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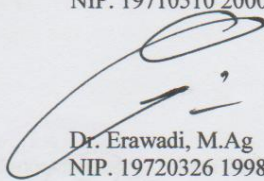

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Index Prestasi Kumulatif : 2,94
Certificate : Good



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COMPARISON AT GRADE X MAN SIABU KECAMATAN
SIABU KABUPATEN MANDAILIN NATAL**

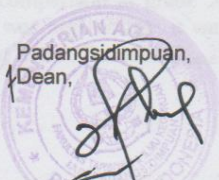
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ABSTRACT

This research was taken based on fact of the problems for students' mastery in constructing degree of comparison. The researcher discovered many problem such as students' difficulties in construct degree of comparison, students didn't understand the added more in comparative degree and added most in superlative degree, mastery of vocabulary students was low, the teacher was not able to use the appropriate method in presenting the material degree of comparison it made the students bored. Finally the researcher interested in searching the students' mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal. The aims of the research were to know students' mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal.

In this research, researcher used quantitative approach in the type of the descriptive method. There were 40 students as sample of the research at grade X students MAN Siabu. In collecting data, the researcher used the instrument of the research like essay test for students, the essay test consist of 25 items. The researcher used Z test for analyzing data.

Based on the result of the research, researcher found that the students' mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal was high ability, it was 88,5 means score. Then, the hypothesis was accepted by using Z-test. Because $Z_{count} = 7,303 > Z_{table} = 0,37$

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “The Effect of Cooperative Script On Students’ Reading Comprehension At Grade X of MAN Siabu”. Besides, shalawat and salam be upon to the prophet Muhammad SAW that has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Rayendriani Fahmei Lubis, M.Ag as my first advisor who has supported and motivated along the time and Mr. Sojuangon Hamka, M.Hum as my second advisor who has guided me to make a good thesis, who has been the great advisor for me and gave me many ideas and criticisms in writing this thesis.
2. Mr. Dr. H. Ibrahim Siregar, MCL, as the Rector of IAIN Padangsidimpuan.
3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M.Ag. as the Chief of English Education Department who always support me and also all of her students in finishing the thesis and always be patient in facing our problem.

5. Mrs. Fitri Rayani Siregar, M.Hum, Mrs. Eli Nondang Saragih, S.Pd, Mrs. Yusni Sinaga, S.Pd., M.Hum, Mr. Zainuddin S.S., M.Hum, Sojuangon Rambe, S.S, M.Pd, Mrs. Eka Sustris Harida, M,Pd, Dr. Fitriadi Lubis, M.Pd, all lecturers and all the academic cavities of IAIN Padangsidempuan who had given much knowledge and helped during studying in this beloved institute.
6. IAIN Padangsidempuan Librarian (Yusri Fahmi, S.Ag., M.Hum.), for their cooperative and permission to use their books.
7. The Headmaster of MAN Siabu, Mr. H. Pangurabahan Nasution, M.Pd. and English teacher Mrs. Nur Aisyah, S.Pd, all of teachers and students of MAN Siabu for their permission, welcoming, and contribution in doing this research.
8. My beloved parent, (Ayah Abd Rahim Lubis and Ibu Besti Lubis, S.Pd.I) who have taught me how to be patient and survive with my own hand, who never be tired to give me the advice and always support me in any condition.
9. My beloved brothers and sisters (Pandi Riyansah Lubis, S.P., Fadilah Khairani Lubis, and Endang Sri Wahyuni Lubis) who always made me happy and give me motivation, praying and support in finishing my thesis.
10. My lovely friends Robiatul Adawiyah Hsb, Lenni Hidayati Dly, Abdul Basit Nst, Iska Hotma Lubis, Isma Yanti Srg, Ummu Habibah Hrp, Juni Aida Nst, Suci Rahayu Nst, Rosmaini Lubis, Helly Noprita and all of my friends in TBI-2 also all of friends in IAIN Padangsidempuan, especially for TBI-1 and TBI-3 and in the boarding house thank you so much for your support and help me to finish my thesis at the time and also be my spirit in writing this thesis. Thanks you so much for the help and the happiness that you brought to my life.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 24 Mei 2017
Researcher

NUR ALIAH
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CHAPTER I

INTRODUCTION

A. The Background of The Problem

In globalization era, English is very important as International communication, because English is one of the International language of the world. The importance of English language in this era cannot be denied. Many aspects of our lives cannot be separated from the influence of English because it has many roles in technology, socio-cultural, economy, art, science, education. So, mastering English is necessary and become a challenge for every people.

English as a foreign language in Indonesia is taught from elementary school or even kindergarten up to the university level. It is learned as a local content subject in primary school, as a core subject at junior and senior high schools, and also as a complementary compulsory subject at university. The goal of English teaching is not only to enable the students to understand the language, but also to enable them to use the language in oral and written activities as well.

Language is a system of communication. It is useful to compare it with other system 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.

Based on school based curriculum, the general propose of English study at ten grade of senior high school is to develop communicative competence in English both oral and written, communicative competence involves the mastery of English language skills, they are listening, speaking, reading and writing. In listening skill, the students are expected to be able to understand the meaning of oral communication. Besides, in speaking skill, the students are expected to be able to express their thought comprehensively. Moreover, in reading skill, they are expected to be able to understand many kinds of English text. Also, in writing skill, they are expected to write their ideas meaningfully.

In writing skills, to write the ideas meaningfully, the students have to understand how to produce a text communicatively and accurately. However, recently found that students often make inaccurate writings, so it causes ambiguity, misunderstanding, and in comprehensible meaning to the reader. Nevertheless, to write an accurate writing, the students have to master language, one of them is grammar, grammar is useful in constructing accurate sentences to avoid misunderstanding, incomprehensible message and ambiguity.

Grammar is the systematical studied of language which provides us information and necessary guidance to learn a language. By mastering structure and grammar will help students in listening, speaking, reading and writing,

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. such as, noun, pronoun, verb, adverb, adjective, degree of comparison, interjection, prepossession, and conjunction.

Grammar is one of sub-skills which has to be mastered by the students. It keeps an important role in acquiring the four language skills. Grammar has a lot of language elements; one of them is degree of comparison. Degree of comparison is the most important English construction which is used to express similarities or differences of degree or extent. Degree of comparison is the process of comparing people, things, or places through the level of quality, quantity, or relation. It is formed from adjective and adverb. But this study is only focused on comparison of adjective.

Degree of comparison used to compare one thing or one person to another. This is an important characteristic of descriptive adjective, because through these degree of comparison on the writer is modify an idea by expressing three different situations. There are three degree: positive degree, comparative degree, and superlative degree.

In degree of comparison make students are able to compare one, two or more adjectives which describing person, place and thing. By mastering 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. Positive degree is an adjective used to talk about the quality of person, place or things, Comparative degree is an adjective used to compare two persons, things or qualities, Superlative degree is an adjective used to talk about comparing more than two persons, things or qualities. By master degree of comparison students are able to use degree of comparison in sentences.

Degree of comparison will help students in making adjective and also to show the qualities (person, things and places). Then the students know how to identify degree of comparison well. By master degree of comparison students will be easier to master grammar and arrange the sentence.

Students are able to express degree of comparison in their daily life, and also they can apply degree of comparison in English conversation. Degree of comparison is often used by students in daily life in order to compare one thing to another. Actually if students mastered adjective well, they also expected can be expressed the degree of comparison well.

Based on the illustration above, it is undeniable that degree of comparison is necessary for learning grammar, however, degree of comparison skill is problematic at X Madrasah Aliyah Negeri Siabu either in the aspect of achievement or motivation. The actual fact is revealed in the following illustration. The researcher private to interview the English teacher of Madrasah Aliyah Negeri Siabu. Miss. Aisah, S.Pd said that some of students get problem to analysis

constructing degree of comparison.¹ Students' mastery in degree in Madrasah Aliyah Negeri Siabu is low. The students' mastery in degree of comparison does not fulfill the standard. The researcher also finds some problems, they 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, the students also poor of vocabulary especially adjective. Then the researcher private to interview the student of madrasah aliyah negeri siabu. Fitri said that, the students mastery in degree of comparison is low. In added *er, est, more and most*, make students difficult determine wherever they are must be added *er, est, more and most*.

In addition, students finds also is that students have lack of master grammar. Based on the researcher observation and information from the teacher. 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 do not have many vocabularies and do not understand about degree of comparison.

Based on the explanation above, the writer intends to conduct the students mastery in constructing degree of comparison at grade X MAN Siabu.

B. The Limitation of The Problem

¹ Aisah, the English Teacher In MAN Siabu, *Private Interview*, 22 september 2016

To avoid mistakes and errors in understanding the issues contained in the thesis, the author felt the need to limit the problem in this study. The limitation of “students mastery in constructing degree of comparison in one syllable, two syllables and more syllables in sentence at grade X MAN Siabu.

C. The Formulation of The Problem

Based on the limitation of the problem above, the researcher formulates the problem as follows is how is students’ mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal?

D. The Objectives of The Research

Based On The formulation of the problem, the objectives of the research are to describe the students’ mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal?.

E. The Significant of The Research

There are many significant of the research. The research is expected to be useful for:

1. Headmaster, to give contribution and enrich the science of language educational in general and especially to the teaching in constructing degree of comparison.
2. Teachers, to uses as source of teaching and gives learning materials to be presented in the classroom of teaching to constructing degree of comparison.
3. Further researcher, to uses as references or as information to do further research in the same research in the future about degree of comparison.

F. The Definition of The Key Terms

The title of this proposal is “the students’ mastery in constructing degree of comparison at grade X MAN Siabu”. The researcher used some terminologies which regarded important to be clarified about the topic. It is done to avoid the misunderstanding between the researcher and the readers, they are:

1. Student

Students is a person who studies, investigation or a person who is enrolled for study at school, and college.² hornby said that, Student is a person who is studying at a college or university, person studying at secondary school, any person interested in a particular subject.³ It can be conclude that students is a person that studying at school not only elementary school, junior high school, senior high school but also at university.

2. Mastery

On Oxford Advance Learner Dictionary by Hornby state that mastery is complete knowledge or great skill.⁴ While Indonesian dictionary state that penguasaan adalah pemahaman atau kemampuan menggunakan pengetahuan.⁵ (mastery is comprehension or capability to use knowledge or skill).

² Victoria New Feltdt, *Webster’s New World College Dictionary* (USA: Macmillan, 1996),p. 1330.

³ *Ibid*, p. 441.

⁴ As. Hornby, *Op. Cit.*, p. 1103

⁵ Tim penyusun kamus pusat pengembangan bahasa, *op. cit.*, p. 721

From those definitions above, it can be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill.

3. Degree of comparison

Degree of comparison is the denotes a greater amount of a quality relate to something else. Hornby said that degree of comparison connected with studying thing to find out how similar or different, they are measured by comparing relative. Degree of comparison is form of an adjective expressing a greater degree or angel or unit for measuring temperature amount or qualification given by a university or college who has completed a course degree of comparison is unit for measuring.⁶

So, the students' ability in constructing degree of comparison is the method does something to research the goal to see the power or ability of anyone which studied in senior high school in constructing degree of comparison that compare adjective one syllable, two syllables or more syllables in sentence.

G. Outline of The Thesis

The systematic of this research is described into five chapters consist of many sub chapters with detail as follows, Chapters one: consist of the background of the problem, the limitation of the problem, the formulation of the problem, the

⁶ *Ibid.*, P. 85 and 117.

objectives of the research, the significant of the research, the definition of key term consist of terminology in the research and outline of the thesis.

Chapters two: consist of the theoretical description explain about the materials of the research, definition degree of comparison, types of degree of comparison, such as: positive degree, comparative degree and superlative degree. Then, definition students ability. and review of related findings consisted of the related research that found before this research conducted.

Chapters three: consists of research methodology tell about tell about the kinds of the research that used by the research methodology consist of schedule and place of the research explain the time and the location this research conduct, research design tell about the types of the research, the instrument of the data collection, sources of the data are the participants whose participate in this research, the last the techniques of data analysis.

Chapters four: consists of the result of the research tells about the result of research from the participant. It consist of finding, discussion, and threats of the research.

The finally, Chapters five: consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical of Descriptions

1. Students Mastery

Study is a verb, defined as the activity of learning or gaining knowledge either from books or by examining things in the world a room set aside for private study. Students' is a person who studies, or investigates or a person who is enrolled for study at school, college, etc.¹ students, is someone which have intelligent, skill of brings by someone self. Students is a person who study started from kindergarten (tk), elementary school (sd), junior high school (smp), senior high school (sma), and university.

Student is a person who is studying in a university or college. Denoting someone who is studying in order to a enter a particular profession. Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who attend a school, or who seeks knowledge from professional teachers or from books as the students of an academy, a college or a university, a medical student and a hard student. One who studies or examines in any manner, an attentive and systematic observer, as a student of human nature, or of physical nature.² According to Hornby states that the students is a person who is studying at school or college.³ While in Indonesian dictionary stated that siswa adalah pelajar khususnya tingkar sekolah dasar, sekolah menengah pertama, dan sekolah menengah atas.⁴

¹ Victoria Neufelat, David B. Guralmik, *Webstren New World College Dictionary*, (Usa:Macmilan,1995), p. 1330.

² A.S. Hornby, *Oxford Learner Pocket Dictionary* (New York : Oxford University, 2003), p. 1344.

³ A.S. Hornby, *Oxford Advenced learner's dictionary*, (new York: oxford university press, 1995), p. 1187

⁴ Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*,(Jakarta: Balai Pustaka, 2001), p. 1077

(the students is a learner especially on the grade of elementary, junior and senior high school).

Beside, Rama Yulis states in his book *Ilmu Pendidikan Islam* that siswa adalah anggota masyarakat yang berusaha mengembangkan dirinya melalui jenis dan tingkat pendidikan tertentu.⁵ (students is the member of society that effort to develop his/her self through education level process and kinds of certain education).

Then, like Abuddin Nata opinion states that siswa adalah seluruh manusia yang belajar baik dilembaga pendidikan formal maupun dilembaga pendidikan non formal.⁶ (students is all of the person who learn not only on the formal education institution but also on the informal education institution)

In addition, siswa adalah bahan mentah dalam proses transformation process in education.

From based above definition, the researcher concludes that the student is a person that studying at school not on only elementary school, junior high school, senior high school but also at university or the people who lives together and studies in formal education and how is their relation as a member of individuals to develop education level process.

On Oxford Advanced Learner Dictionary by Hornby state that mastery is complete knowledge or great skill.⁷ While in Indonesian dictionary state that penguasaan adalah pemahaman atau kemampuan menggnakan pengetahuan.⁸ (mastery is comprehension or capability to use knowledge or skill).

⁵ Rama Yulis, *Ilmu Pendidikan Islam*, (Jakarta:Kalam Mulia, 2005), p. 77

⁶ Abuddin Nata, *Pendidikan Dalam Perspektif Hadist*. (Jakarta:Uin Jakarta Press, 2005), p 249

⁷ A.S. Hornby, *Oxford Advanced Learner's Dictionary*, *Op. Cit.*, p. 1103.

⁸ Tim penyusun kamus pusat pengembangan bahasa, *Op.Cit.*, p. 721

From those definitions above, it can be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill. So, mastery is complete knowledge or great skill well of the students MAN Siabu.

Based on definition above the research concludes that students and ability very significant and relationship because without ability, the students can not do something, or thing with the best. The students' ability is the skills which have individual since they know about knowledge. Students' ability is understanding or power of the students' or the knowledge of the students. 'Students' ability is also a power level of skill or intelligence of a person who is studying in a university or college in performing something.

2. Degree of comparison

Degree of comparison is the modification of an adjective or adverb to denote different levels of quality, quantity or relation. degree of comparison is the process of comparing things, person, or places through the level of quality, quantity, or relation and it is formed from adjective and adverb. But this study is only focused on adjective.

Wren & Martin said that, "the degree of comparison 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 Comparative derived from "compare" that means to form the comparative and superlative degree of (an adjective or adverb).¹⁰ Degree of comparison is used to compare two things or persons that different.¹¹ 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

⁹ Wren & Martin, *High School English Grammar And Composition*, (Malaysia: Persadarao, 1996), p. 25.

¹⁰ *Ibid.*

¹¹ Slamet riyanto, Emilia NH. Et. Al., *A Handook Of English Grammar*(Yogyakarta: Pustaka Belajar, 2007), p. 37.

if we compare it is adjectives.¹² Besides that, degree of comparison is a word that is given to compare.¹³ Degree of comparison is different with adjective of person or things. Marcella Frank said that, “the adjective is a modifier that has the grammatical property of comparison”.¹⁴ The degrees of comparison is the compare the quality of objects and events.¹⁵ I often find out the object or event, which have the different quality. How does it way explain the different of quality object or events that. 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. The researcher say that degree of comparison is form of adjective or adverb the compare to similar two things, persons or events. In English there are three kinds of degree, they are :

a. positive degree

b. comparative degree

In degree of comparison if adjective one syllable in comparative degree *edder*, and if an adjective more one syllable in superlative degree *addest*. degree of comparison if adjective two syllables or three syllables in comparative degree *admore* and in superlative degree *admost*.

a. Positive degree

¹² Grace Manroa, *English Grammar*, (Surabaya: Greisinda Press, 2003), p. 327

¹³ Betty Schramper Azar, *Fundamental of English Grammar*, (Jakarta: Bina Rupa Aksara, 1993), p. 327

¹⁴ Marcella Frank, *Modern English A Practical Reference Guide* (New Work: Prentice-Hall 1972),p.109.

¹⁵ M. S,J. Mukarto, *English On Sky*, (Jalkarta: Erlangga,2004), p. 172.

Jayanthi said that, “positive degree is an adjective used to talk about the quality of person, place or things is known as positive degree.¹⁶ Next Wren & Martin said that, “the positive degree of an adjective is the adjective in its simple form. It is used to denote the more existence of some quality of what with speak about. It is used when no comparison is made”.¹⁷ When I 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. Then positive degree it has the simplest form of all and it uses the base form of adjective. We just need to put or add as before and after the adjective. Positive degree refers to the quality of one person or thing. It is simply the adjective form. Positive is also to compare two adjectives that are equal or almost equal (equality).

Table 1
Example degree of comparison

| No | Positive | Comparative | Superlative |
|----|-----------|----------------|----------------|
| 1. | Slim | Slimmer | Slimmest |
| 2. | Strong | Stronger | Strongest |
| 3. | Smart | Smarter | Smartest |
| 4. | Tall | Taller | Tallest |
| 5. | Sweet | Sweeter | Sweetest |
| 6. | Beautiful | More beautiful | Most beautiful |
| 7. | Handsome | More handsome | Most handsome |
| 8. | Dangerous | More dangerous | Most dangerous |
| 9. | Delicious | More delicious | Most delicious |

¹⁶Jayanthi Dakshina Murty, *Contemporary English Grammar* (New Delhi: Price Rs, 2003), p.36.

¹⁷Wren & Martin, *High School English Grammar And Composition*(USA: 1990), pP.25.

| | | | |
|-----|----------|---------------|---------------|
| 10. | Diligent | More diligent | Most diligent |
|-----|----------|---------------|---------------|

Example:

1. She is as slim as me.
S Tobe as adj as O
2. Iska is as friendly as Robia.
S Tobe as adj as O
3. You are as beauty as her
S Tobe as adj as O
4. Riski is as strong as Doni
S Tobe as adj as O
5. He is as handsome as my father
S Tobe as adj as O
6. Pisang goreng is as delicious as tempe goring
S Tobe as adj as O
7. Cat is as cute as rabbit
S Tobe as adj as O
8. Tiger is as dangerous as lion
S Tobe as adj as O
9. My mother is as sweet as my aunt
S Tobe as adj as O
10. I am as smart as my sister
S Tobe as adj as O

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".¹⁸ Next 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". Comparative derived from "compare" that means to form the comparative and superlative degree of an adjective.¹⁹ Comparative degree is used to compare two things or persons that are different.²⁰ The comparative involves two entities and show a greater or lesser degree of difference between them.²¹ Based on definition the researcher has mentioned above, so the researcher says that comparative degree is used to state comparison between two things, persons or events. The use of *er* or *more* is called the comparative form. In comparative degree if one syllable we add by *er* but if more one syllable in comparative degree we add by *more*.

The Comparative degree to short syllables as follow

Example:

1. She is slower than you.
S Tobe Adj er O
2. Boby is stronger than you.
S Tobe Adj er O
3. I am fatter than you
S Tobe Adj er O
4. Ani is cleverer than murni

¹⁸Jayanthi Dakshina Murty, *Op. Cit.*, p.36.

¹⁹Wren & Martin, *Op. Cit.*, p. 25.

²⁰ Slamet Riyanto, Emilia Nh. Et. Al., *A Handbook Of English Grammar*, (Yogyakarta: Pustaka Belajar, 2007), p. 37.

²¹ Micheal A. Pyle And Many Elen Munoz Page, *Toefl Preparation Guide Test Of English As A Foreign Language*, (Delhi: Nice Printing Press, 2005), p. 147.

S Tobe Adj er O

5. Iska is bigger than lenni

S Tobe Adj er O

6. Cat is smaller than tiger

S Tobe Adj er O

7. Ummi is heavier than murni

S Tobe Adj er O

8. Iska is slimmer than laina

S Tobe Adj er O

9. Ummu is sweeter than Dani

S Tobe Adj er O

10. She is smarter than you

S Tobe Adj er O

The comparative degree to long syllables add *more*:

Example:

1. Andi is more handsome than boby.

S Tobe more Adj O

2. My mother cook is more delicious than you.

S Tobe more Adj O

3. Ani is more diligent than mora

S Tobe more Adj O

4. Tiger is more dangerous than cat

S Tobe more Adj O

5. My bag is more expensive than her bag

S Tobe more Adj O

6. My aunt is more arrogant than my uncle

S Tobe more Adj O

7. He is more important than you

S Tobe more Adj O

8. My mother is more beautiful than your mother

S Tobe more Adj O

9. Nasi goreng is more delicious than tempe goreng

S Tobe more Adj O

10. Bali is more famous than Yogyakarta

S Tobe more Adj O

There are several ways to form comparative degree in adjective as follow:

1. Adjective of one syllable, add *-er*.

Examples:

Table 2
Example adjective of one syllable add *er*

| No | Positive | Meaning | Comparative | Meaning |
|----|----------|----------|-------------|----------------|
| 1. | Rich | Kaya | Richer | Lebih kaya |
| 2. | Slim | Langsing | Slimmer | Lebih langsing |
| 3. | Tall | Tinggi | Taller | Lebih tinggi |
| 4. | Small | Kecil | Smaller | Lebih kecil |
| 5. | Strong | Kuat | Stronger | Lebih kuat |

| No. | Sentence |
|-----|----------------------------|
| 1. | She is richer than you |
| 2. | Iska is slimmer than laina |
| 3. | Lia is taller than robia |
| 4. | Stkip is smaller than iain |
| 5. | Andi is stronger than adi |

2. Adjective of one or more syllable end *-e*, add *-r* only

Examples:

Large: lar/ge

Table 3
Example adjective of one or more syllable end *e* add *r* only

| No | Positive | Meaning | Comparative | Meaning |
|----|----------|-----------|-------------|-----------------|
| 1. | Brave | Berani | Braver | Lebih berani |
| 2. | Larges | Luas | Larger | Lebih luas |
| 3. | Wise | Bijaksana | Wiser | Lebih bijaksana |
| 4. | true | benar | Wider | Lebih benar |

| | | | | |
|----|------|------|-------|------------|
| 5. | fine | baik | Finer | Lebih baik |
|----|------|------|-------|------------|

| No | Sentence |
|----|-----------------------------|
| 1. | I am braver than you |
| 2. | My house is larger than you |
| 3. | You are wiser than him |
| 4. | She is truer than you |
| 5. | Laina is finer than you |

3. Adjective of one syllable and two of the last words are consonant, vowel, double the last consonant and add *-er*.

Examples:

Table 4

Example adjective of one syllable and two of the last words are consonant, vowel, double the last consonant and add *er*

| No | Positive | Meaning | Comparative | Meaning |
|----|----------|---------|-------------|-------------|
| 1. | Big | Besar | Bigger | Lebih besar |
| 2. | Red | Merah | Redder | Lebih merah |
| 3. | Hot | Panas | Hotter | Lebih panas |
| 4. | Fat | Gemuk | fatter | Lebih gemuk |
| 5. | Thin | Kurus | thinner | Lebih kurus |

| No | Sentence |
|----|-----------------------------------|
| 1. | Football is bigger than badminton |
| 2. | My shirt is redder than you |
| 3. | This coffee is hotter than it |
| 4. | Desi is fatter than dani |
| 5. | Hilma is thinner than laina |

4. Adjective of syllables end *-y*, before *-y* is consonant, we change the *-y* into *i*, and then add-*er*

Example:

Table 5

Examples Adjective of syllables end *-y*, before *-y* is consonant, we change the *-y* into *i*, and then add-*er*

| No | Positive | Meaning | Comparative | Meaning |
|----|----------|---------|-------------|---------------|
| 1. | Happy | Bahagia | Happier | Lebih bahagia |
| 2. | Busy | Sibuk | Busier | Lebih sibuk |
| 3. | Easy | Mudah | Easier | Lebih mudah |
| 4. | Lazy | Malas | Lazier | Lebih malas |

| | | | | |
|----|--------|--------|----------|--------------|
| 5. | Pretty | Cantik | Prettier | Lebih cantik |
|----|--------|--------|----------|--------------|

| No | Sentence |
|----|-----------------------------------|
| 1. | I am happier than you |
| 2. | You are busier than her |
| 3. | My homework is easier than my job |
| 4. | Desi is lazier than mora |
| 5. | I am prettier than you |

5. Adjective of two syllables or more *add more*

Example:

Beautiful: beau/ti/ful

Table 6
Example Adjective of two syllables or more *add more*

| No | Positive | Meaning | Comparative | Meaning |
|----|-------------|-----------|------------------|-----------------|
| 1. | Dangerous | Berbahaya | More dangerous | Lebih berbahaya |
| 2. | Important | Penting | More important | Lebih penting |
| 3. | Beautiful | Cantik | More beautiful | Lebih cantik |
| 4. | Delicious | lezat | More delicious | Lebih lezat |
| 5. | Intelligent | pandai | More intelligent | Lebih pandai |

| No | Sentence |
|----|--|
| 1 | Tiger is more dangerous than cat |
| 2. | My father is more important than your family |
| 3. | She is more beautiful than you |
| 4. | My mother cooks more delicious than you |
| 5. | Laina is more intelligent students than ria |

c. Superlative degree

Jayanthi said that, “ superlative degree an adjective used to talk about comparing more than two persons or things or qualities is known as the superlative degree”.²²Next Wren & Martin state 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

²²Jayanthi Dakshina Murty, *Loc. Cit.*

compared”. Adjective of more than two syllables, and many of those with two, form the superlative by using the adjective most with the positive. And most meaning very is used mainly with adjectives of two or more syllables. In superlative degree: regular adjective make their superlative form in two ways: by adding the suffix *-est* for one syllable or some of two syllables adjective, and adding the word *-most* for three or some of two syllable adjective.

superlative degree short syllables add *est*

Example:

1. He is the cleverest students in the class.
S Tobe Adj est O
2. Mora is the proudest student in this class
S Tobe Adj est O
3. Irma is the slimmest child in your family
S Tobe Adj est O
4. Madani is the tallest of the three girls
S Tobe Adj est O
5. She is the youngest child in my family
S Tobe Adj est O
6. She is the smartest in the class
S Tobe Adj est O
7. Mora is the strongest students in this class
S Tobe Adj est O
8. Ummu is the biggest girl in your house
S Tobe Adj est O
9. Robiah is the smallest girl in the kos
S Tobe Adj est O
10. Elly is the sweetest students in this class
S Tobe Adj est O

Superlative degree long syllables add *most*

Example:

1. My father is the most handsome in your family
S Tobe most Adj O
2. Irma is the most beautiful girl in this class
S Tobe most Adj O
3. Yuni is the most interesting girl in the her house
S Tobe most Adj O
4. Anis is the most nervous in podium
S Tobe most Adj O
5. Tiger is the most dangerous in zoo
S Tobe most Adj O
6. Laina is the most intelligent students in this class
S Tobe most Adj O
7. Nasi goreng is the most delicious in the canteen
S Tobe most Adj O
8. I am the most friendly in my family
S Tobe most Adj O
9. My father is the most important in your family
S Tobe Most Adj O
10. My bag is the most expensive in the market
S Tobe most Adj O

There are several ways to form superlative degree in adjective as follow:

1. Adjective of one syllable or more, add –est.

Examples:

Clever: cle/ver

Table 7
Examples Adjective of one syllable or more, add *-est*

| No | Positive | Meaning | Superlative | Meaning |
|----|----------|---------|-------------|----------------|
| 1. | Clever | Pintar | Cleverest | Paling kaya |
| 2. | jealous | cemburu | jealousest | Paling bosan |
| 3. | polite | sopan | politest | Paling sopan |
| 4. | cruel | kejam | cruellest | Paling kejam |
| 5. | proud | sombong | proudest | Paling sombong |

| No. | Sentence |
|-----|---|
| 1. | She is the cleverest students in this class |
| 2. | Iska is the jealousest girl in the kost |
| 3. | Lia is the politest girl in your family |
| 4. | Desi is the cruelest students in the class |
| 5. | Andi is the proudest student in this class |

2. Adjective of more two syllable add most only

Examples:

Important: im/por/tant

Table 8
Examples Adjective of more two syllable add most only

| No | Positive | Meaning | Superlative | Meaning |
|----|-------------|-----------|------------------|------------------|
| 1. | Important | Penting | Most important | paling penting |
| 2. | Friendly | ramah | Most friendly | paling ramah |
| 3. | Delicious | lezat | Most delicious | paling lezat |
| 4. | Dangerous | berbahaya | Most dangerous | paling berbahaya |
| 5. | Intelligent | pandai | Most intelligent | paling pandai |

| No | Sentence |
|----|--|
| 1. | My father is the most important in your family |
| 2. | I am the most friendly in my family |
| 3. | My mother cooks the most delicious in your family |
| 4. | Tiger is the most dangerous in zoo |
| 5. | Laina is the most intelligent students in this class |

Degree is 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, comparative and superlative degree.

From the quotation above, the researcher can conclude there are three degree. Namely: positive degree, comparative degree and superlative degree. It is used to compare the adjective of one thing to another thing. Degree is to show or to point out the three degree quality of someone, something and others. The formed degree and irregular comparative are part of degree.

d. Irregular comparative

The following adjective are compared irregularly, that is their comparative and superlative are not formed from the positive.

Table 9
Irregular adjective

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
| Goods | Better | Best |
| Well | Better | Best |
| Bad | Worse | Worst |
| Far | Farther | Farthest |
| | further | furthest |
| Little | Less | Least |
| Much | More | Most |
| Many | Mores | Most |

e. Formation of comparative and superlative degree, they are:

- 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 |
|----------|-------------|-------------|
| Slim | slimmer | slimmest |
| Slow | slower | slowest |
| Clever | cleverer | cleverest |
| Tall | taller | tallest |
| Smart | smarter | smartest |

Based on the explanation and example above, the researcher concluded that an adjective of one syllable or more than one syllable in comparative add *er* and the superlative add *est*.

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

| | | |
|-------|--------|---------|
| Large | larger | largest |
| Wide | wider | widest |
| Wise | wiser | widest |

Based on the explanation and example above, the researcher concluded that an adjective ends in *e* only *r* in comparative or *st* in superlative we are add.

- 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 |
| Lazy | lazier | laziest |

Busy busier busiest

Beauty beautier beautiest

Based on the explanation and example above, the researcher concluded that an adjective ends in *y*, change the *y* to *i* and add *er* in comparative or *est* in superlative.

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*.²³

Big bigger biggest

Thin thinner thinnest

Hot hotter hottest

Slim slimmer slimmest

Tall taller tallest

Based on the explanation and example above, the research concludes that an adjective ends in one vowel and one consonant, double the consonant before add *er* in comparative or *est* in superlative.

The form quotation above, this researcher can concluded that in comparative degree is adjective and adverb that are added by *-er* for one syllable (e.g: slimmer, longer, taller) by preceding *-more* for more than syllable (e.g: more expensive, more beautiful). And the form superlative degree is adjective and adverb that are added by *-est* for one syllable, by preceding *-most* for more than one syllable.

3. Constructing degree of comparison

Constructing is to make or form by combining parts *<construct a bridge>*,

²³ Wren & martin, *Op. Cit*, p. 25.

In simple terms, an **adjective** is a word which is used to give extra information about a adjective, or which helps to describe it. When we want to compare two or more adjectives, we use a **comparative degree in adjective**. When we want to talk about adjective, and explain what makes it different to other adjectives, we use a **superlative degree in adjective**.

A comparative degree in adjective is an adjective form which is used to compare two or more adjectives.

Examples:

1. France is **smaller** than Russia.
2. My sister is **shorter** than me.
3. It is **easier** to read English than to speak it.

A superlative degree in adjective is an adjective form which is used to identify or describe one noun (of many) and explains that this noun has something which makes it different to other similar nouns or shows extremes.

Examples:

1. Paris is the most **romantic** city in the world.
2. My brother is the **laziest** person I know.
3. When it was built, the Empire State Building was the **tallest** building in the world.

a. Constructing Comparative degree - Short Adjectives

Most one-syllable adjectives and some two-syllable adjectives take the ending '-er'.

1. young --> younger
2. tall --> taller
3. old --> older

If the base adjective ends in "--y" we replace the "y" with "i":

1. heavy --> heavier
2. early --> earlier
3. busy --> busier

If the base adjective ends in "--e" we only add an "r":

1. large --> larger
2. simple --> simpler
3. late --> later

If the adjective ends with a single vowel +consonant, we double the consonant and add "--er":

1. big --> bigger
2. thin --> thinner
3. hot --> hotter

Some very common adjectives have **irregular comparative forms**:

1. good --> better
2. bad --> worse
3. far --> farther / further

b. Constructing Comparative degree - Longer Adjectives

Most adjectives which have two or more syllables are changed to a comparative form by adding '**more**' (for positive comparisons) or '**less**' (for negative comparisons) in front of the

base adjective. The form 'as + comparative + as' can also be used with longer adjective forms.

Examples:

1. *My father is more impatient than my mother.*
2. *My brother is less intelligent than me.*
3. *The BMW M3 is more expensive than the 330i, but it is more economical.*
4. *Stephen King's latest book is not as interesting as 'The Green Mile'.*

Superlative degree in Adjectives

The superlative is used to illustrate extremes and usually refers to an individual thing or person. The superlative is used to explain that a noun has more of a specified quality than other similar nouns. A superlative adjective usually explains that the noun it refers to is unique. However, it can also refer to plural items or people: the best players, the richest people, the first, the worst, the last, etc. Short one-syllable adjectives become superlative by adding 'est' to the base adjective, whereas longer adjectives use the words 'most' or 'least'. The superlative is always preceded by a definite article.

Examples:

1. Robert is the shortest boy in his school.
2. The Eifel Tower is the most famous building in France.
3. The new Aston Martin One-77 is the most expensive car in the world. It costs \$1,770,000!

c. Constructing Superlative degree - Short Adjectives

One-syllable adjectives (and some common two-syllable adjectives) become superlative by adding the ending '--est'.

1. young --> youngest
2. tall --> tallest
3. old --> oldest

If the adjective ends in '--y' we replace the 'y' with 'i' :

1. heavy --> heaviest
2. early --> earliest
3. busy --> busiest

If the adjective already ends in '--e' we only add '--st' :

1. large --> largest
2. simple --> simplest
3. late --> latest

If the adjective ends in a single vowel + consonant, we double the consonant and add "--est":

1. big --> biggest
2. thin --> thinnest
3. hot --> hottest

Some very common superlatives have **irregular forms**:

1. good --> best
 2. bad --> worst
 3. far --> farthest
- d. constructing Superlative degree - Longer Adjectives

Most adjectives which have two or more syllables are changed to a superlative form by adding '**the most**' for positive comparisons and '**the least**' for negative comparisons in front of the base adjective:

Examples:

1. My father is the least patient man I know.
2. I am the most intelligent boy in my school.
3. The new Aston Martin is the most expensive car ever made in Britain.
4. Professor Stephen Hawking has the most original mind in modern science.

B. yphotesis

in accordance with the formula and limitation of the problem above and in order to provide guidance for this research which specifies the correct processing, acquiring, and analyzing of the data, it needs to formulate hypothesis. Thus, hypotheses of this research are as follow:” the students’ mastery in constructing degree of comparison at grade X MAN Siabu is low”

C. Review of Related Finding

This Research had related findings with another research. First, Research has been done by Khotimatul Mar’ah Pulungan which 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” the conclusion could be conducted as follow, the student ability in degree of comparison by using make a match strategy at grade X MAS NU Siborong-borong kabupaten Padang Lawas was 76,11. Then, the students’ ability in degree of comparison by using conventional strategy at grade X MAS NU Siborong-borong kabupaten Padang Lawas was 70,76. However, the students’ ability in degree of comparison by using better than

conventional strategy ($u_1 > u_2$). Hypothesis alternative (H^a) was accepted. It can be seen from the mean score of experimental and control class ($76,11 > 70,76$).²⁴ The second, it is 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 two groups. There are experimental and control class.²⁵ The third, it is Anita Safitri Hasibuan, research title “ an analysis on the students’ ability in using comparative degree in sentences at grade VIII smp negeri 5 Padang Bolak kabupaten Padang Lawas”. Based on the result about his thesis, he is concluded that there was significant analysis on the students’ ability in using comparative degree in sentences at grade VIII SMP Negeri 5 Padang Bolak kabupaten Padang Lawas. It means that, the hypothesis of the research was accepted.²⁶ If the researchers mentioned above research about students’ ability in using adjective and adverb in sentence only, the writer combined the students’ ability in constructing degree grade X MAN Siabu.

²⁴ Khotimatul Mar’ah Pulungan, *The Effect Of Make A Match Strategy On Students’ Ability In Degree of Comparison At Grade X Mas Nu Siborong-Borong Kabupaten Padang Lawas*, (IAIN, Padangsidempuan, 2014). p.49.

²⁵ Enni Eftida Nasution, *The Effect Of Using Picture On Students’ Mastery In Learning Comparative Degree At Grade VIII (The First State Of Sibolga Junior High School)*.

²⁶ Anita Safitri Hasibuan, *An Analysis On The Students’ Ability In Using Comparative Degree In Sentence At Grade Smp Negeri 5 Padang Bolak Kabupaten Padang Lawas*, (IAIN Padangsidempuan, 2014)

CHAPTER III

RESEARCH METHODOLOGY

A. The Research of Methodology

1. The Place and time of the research

This research was been conducted at MAN Siabu. It is located at desa huraba I Kecamatan siabu kabupaten mandailing natal. The researcher was doing the research start on 6th October until 31th March 2017, in MAN Siabu.

2. The Research Design

This research used quantitative research. Quantitative research is doing the research method by systematic, controlled empiric, critics with have nature relation. The quantitative research is the research the analysis of the data by using figure data. Gay and Airaisan state that, “quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study”.¹ Quantitative descriptive is aim to describe with systematically and accurate of fact about the population.

So, it can be said that quantitative research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students’ mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal.

¹ *Ibid*, p. 11.

3. The Population and sample of the research

a. Population of the research

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 result of the study to be generalizable”.² Suharsimi Arikunto said , “a population is a set (collection) of all elements possessing one or more attributes of interest.”³ Sugiono in Ruslan state that” population is generalization area consist of object or subject has special quantity and characteristic which determined by researcher to get concluding.⁴ It means the researcher was concluded population is all the subject research.

In doing a research, the researcher needs population. Population is whole subject of the research.⁵ In this problem the researcher chose the grade X students of MAN Siabu as the population of this research. There are 9 (nine) classes and consist of 290 students.

Table 10
Population of the research
Grade X students MAN Siabu academic year 2016/2017

| No | Classes | Number of students |
|----|--------------------------------|--------------------|
| 1. | X MIA 1 (matematika ilmu alam) | 31 |
| 2. | X MIA 2 (matematika ilmu alam) | 31 |
| 3. | X MIA 3 (matematika ilmu alam) | 29 |
| 4. | X MIA 4 (matematika ilmu alam) | 32 |
| 5. | X MIA 5 (matematika ilmu alam) | 32 |
| 6. | X IIS I(ilmu-ilmu social) | 40 |

² Lr Gay & Peter Airasian, *Educational Research Competence For Analysis And Application*, (Usa: Prentice Hall,2000), P. 122

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), P. 108.

⁴ Rosady Ruslan, *Metode Penelitian Public Relations Dan Komunikasi* (Jakarta: Pt. Raja Grafindo Persada, 2004), P. 133

⁵ *Ibid.* P.130.

| | | |
|----|----------------------------|-----|
| 7. | X IIS 2 (ilmu-ilmu social) | 34 |
| 8. | X IIS 3 (ilmu-ilmu social) | 31 |
| 9. | X IIS 4 (ilmu-ilmu social) | 31 |
| | Total of students | 290 |

b. Sample of the research

Gay and Airasian state that sample comprise the individuals, items or events select from a larger group refer to as a population.⁶ Suharsimi Arikunto says, “sampel adalah sebagian atau wakil populasi yang diteliti.” (sample is a parts of population which will be researched). In this research, the researcher decide to take the grade X IIS-1 as a sample of the research, it is purposive sampling namely. As the name implies, the sample is taken with a specific purpose. Someone or something is taken as a sample because the researcher assumes that someone or something has the information required for his research. The selection of purposive samples is the selection of individuals by using a personal assessment of the researcher based on his knowledge of the population and based on the specific objectives of the research.⁷ Saipuddin Azwar state that, “sampel adalah bagian populasi, karena ia merupakan bagian dari populasi, tentulah harus memiliki ciri-ciri yang dimiliki oleh populasinya.” (Sample is a part of population, because it is a part of the population, surely must have characteristic possessed by the population).⁸ It means the all of population consists 290 students, they was divided into nine classes. The researcher has been taken one class to got the sample of this research X-1 to do the research.

Then, sample is taken by using random sampling. Random sampling is the process of selecting a sample in such a way that all individual in the defined population have an equal

⁶ *Ibid*, p. 121.

⁷ Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan*, (Bandung: Citapustaka Media), p. 51-57

⁸ Saifuddin Azwar , *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2004) p. 79

and independent chance of being selected for the sample. It means random sampling is suitable will use to get sample in this research. The researcher chose one class. The researcher chose X IIS 1 consist 40 students.

Table 11
Sample of the X grade students of MAN Siabu

| No | Class | Students |
|----|---------|----------|
| 1 | X.IIS 1 | 40 |

The research chose one class. The researcher chose X IIS 1 consist 40 students. I chose class X IIS 1, because X IIS 1 difficulties in lesson degree of comparison, principally in add is more in comparative degree and add is most in superlative degree. Then, students difficulties in distinguish added more and most in comparative degree and superlative degree.

4. The Technique of Collecting Data

In order to answer the research problem has been formulated, researcher need the data and in order to get the data need the instrument in this case, the form of the test is fill in the blank, and the research applied test students' ability in constructing degree of comparison.

Instrument is a tool that can be used by the researcher to collect data. In this research, the researcher had used a test. Test is done based on the assumption that human have the differences in ability, personality, and behavior and it can be measured by appropriate way.⁹ The test that used in this research is fill in the blank.

⁹Ibnu Hadjar, *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: Raja Grafindo Persada, 1999), p. 173

In this research the researcher had give test in class. The test consists of 30 before validity. The researcher concluded that for test only 25 were categorized valid and 5 were categorized invalid. The researcher conducted 25 items test. Each question had be given 4 score to get the students' score in answering the question. If the students can answer all the questions correctly, the score is 100. Thus, the maximum score of test is 100.

Table 12

Indicator of students' ability in constructing degree of comparison

| No | Indicator | Item | Number | Score | Total score |
|----|--|------|--------------------------------|-------|-------------|
| 1. | Students are able to constructing positive degree in sentence. | 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 4 | 40 |
| 2. | Students are able to constructing comparative degree in sentence | 8 | 11, 12, 13, 14, 15, 16, 17, 18 | 4 | 32 |
| 3. | Students are able to constructing superlative degree in sentence | 7 | 19, 20, 21, 22, 23, 24 ,25 | 4 | 28 |
| | Total | | | | 100 |

The researcher has been given test in class in MAN Panyabungan. Before validity, the test consisted of 30 question. The researcher concluded that for test only 25 were categorizes valid and 5 were categorized invalid. The researcher conducted 25 item test. Why can 10 item in positive degree, 8 item in comparative degree and 7 item in superlative degree. Because in comparative degree and superlative degree difficult students differentiate which should added more and most.

5. The validity and reliability instrument

a. Validity

Anas sudijono state that validity is a characteristic of the good test. To get the validity of an achievement test cab be use two ways.¹⁰ In this research, the researcher had used content and item validity to find out the validity of instrument. Where, the test consists of 30 essay test. I take items from handbook.

To know the validity of the each question will be refer to list r biserial with r_t in 5% significant: 0, 361 and 1% significant: 0, 463. So, if $r_{account} > r_{table}$ the test is classified valid.

To get the validity of the test, the formula of r pointbiserial can be used as follow:

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

Where:

r_{pbi} : coefficient item validity

M_p : mean score of the total sore

SD_t : Standard Deviation of the total score

p : Presentation of the right answer of the item tested validity.

q : presentation of the wrong answer of the item tested validity.

b. Reliability test

Reliability is the degree of accuracy or precision in the measurements made by a research instrument.¹¹ To get the reliability of the test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20.¹²

¹⁰ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada), p. 163.

¹¹ *Ibid.*, p. 181

¹² Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2007). p. 188.

The formula:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_{t2} - \frac{(\sum pq)^2}{n}}{S_{t2}} \right)$$

Where:

R_{11} : Reliability of the Instrument

N : Total of Question

St^2 : Variants Total

P : Proporsi Subject who is right Answer(1)

Q : Proporsi Subject who is Wrong Answer (0)

N

Reliability is a good character of the test that refers to the consistency of the measurement.

The test is reliable $r_{\text{count}} > r_{\text{table}}$ by using formulation KR-20 with r_{table} 0.70.

Criteria of test reliability as follows:¹³

$r_{11} = 0,70$ high correlation (reliable)

$r_{11} > 0,70$ high correlation (reliable)

$r_{11} < 0,70$ low correlation (un- reliable)

In this research, the researcher found that reliability of test was 5.94 if r_{count} is higher

from r_{tabel} ($r_{\text{count}} > r_{\text{tabel}}$). It means the test have very high reliable.

6. The Technique of Data Analysis

¹³Anas Sudijono, *Pengantar Evaluasi Pendidikan* . p. 209.

After collection their answer, the researcher analyzed the result of the test with mean score, and the average scores of students are interprets in descriptive data with the formula as follows:

$$M = \frac{\sum x}{n}$$

note: M : Mean score (average)

Σx : total of the result

L : limit

n : sum of respondents¹⁴

After the researcher got the data, it has been presented in frequency table as follows:

Table 13
The classification quality of the students' score

| No. | Percentage | Criteria |
|-----|--------------|-----------|
| 1. | 0 % - 20 % | Very low |
| 2. | 21 % - 40 % | Low |
| 3. | 41 % - 60 % | Enough |
| 4. | 61 % - 80 % | High |
| 5. | 81 % - 100 % | Very high |

After the researcher found the mean score of all students', it has been presented to the criteria as follows:

- 1) If the value of mean score 0-20, it can be categorized into very low ability.
- 2) If the value of mean score 21-40, it can be categorized into low ability.

¹⁴ Anas sudijono. *Pengantar Statistic Pendidikan* (Jakarta: Pt. Raja Grafindo Persada, 1987), p. 81.

- 3) If the value of mean score 41-60, it can be categorized into enough ability.
- 4) If the value of mean score 61-80, it can be categorized into high ability.
- 5) If the value of mean score 81-100, it can be categorized into very high ability.

Then, to test the hypothesis, researcher used the formula as follows:

$$\text{Z-Test } z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

The Z test can be applied to test the research hypothesis in a treatment that use tiered criteria that each level is limited in percentage form. However, as inferential statistic have predictable, estimating, and generalizing properties, requiring compliance with some of the requirements of measurement needs to be exceeded by one of the requirements for the normality of data distribution.

explanation: x : data that includes hypothesis categories

n : all of data

p : hypothesis proportion

when $Z_{\text{count}} > Z_{\text{tabel}}$ the hypothesis accepted.

CHAPTER IV

RESULT OF THE RESEARCH

A. The Description of Students Score in Degree of Comparison at Grade X MAN Siabu

Based on the result of the research, researcher had given test to get the data and consist of 25 items to 40 students. The give a test to students form essay test. They are positive degree, comparative degree and superlative degree. 10 items for positive degree, 8 items for comparative degree and 7 items for superlative degree.

Based on the result of the students' test which the students to answer the question. From the score found that was 2 students got 72 score. The was 3 students got 76 score. The was 4 students got 80 score. The was 7 students got 84 score. The was 6 students got 88 score. The was 5 students got 92 score. The was 10 students got 96 score. (See appendix 8).

From the result of the students it could know that score of the students was between 72 up to 96. It means that the highest score got by students was 96, the lowest score 72. (See appendix 9).

To evaluate students mastery in constructing degree of comparison in MAN Siabu, the researcher has calculated the data by using statistic count. Next, the researcher described the data as follow:

Table 14**The Resume of Variable Score of Degree of Comparison**

| No. | Statistic | Variable |
|------------|------------------|-----------------|
| 1 | High score | 96 |
| 2 | Low score | 72 |
| 3 | Mean score | 88.5 |
| 4 | Median | 93.5 |
| 5 | Modus | 89.83 |

From the table above, it was known the high score of variable of constructing degree of comparison had been searched by 40 students based on the total of sample research were high score 96 and low score 72, mean score 88.5, median 93.5, and modus 89.83. (see appendix 9).

Based on the calculation means score was 88.5. So, application in constructing degree of comparison is enough. It is can be known from the table interpretation mean score in chapter III. To know revelation of data was done to grouped the variable score of constructing degree of comparison which interval 4.

Table 15**Frequency Distribution of constructing degree of comparison**

| Interval class | Frequency absolute | Frequency relative |
|----------------|--------------------|--------------------|
| 96-99 | 10 | 25% |
| 92-95 | 5 | 12.5% |
| 88-91 | 7 | 17.5% |
| 84-87 | 8 | 20% |
| 80-83 | 5 | 12.5% |
| 76-79 | 3 | 7.5% |
| 72-75 | 2 | 5% |
| $i= 4$ | 40 | 100% |

Based on the table above, it was known that the variable revelation of constructing degree of comparison show that the students at 96-99 were 10 students (25%), interval 92-95 were 5 students (12.5%), interval 88-91 were 7 students (17.5%), interval 84-87 were 8 students (20%), interval 80-83 were 5 students (12.5%), interval 76-79 were 3 students (7.5%), interval 72-75 were 2 students (5%).

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

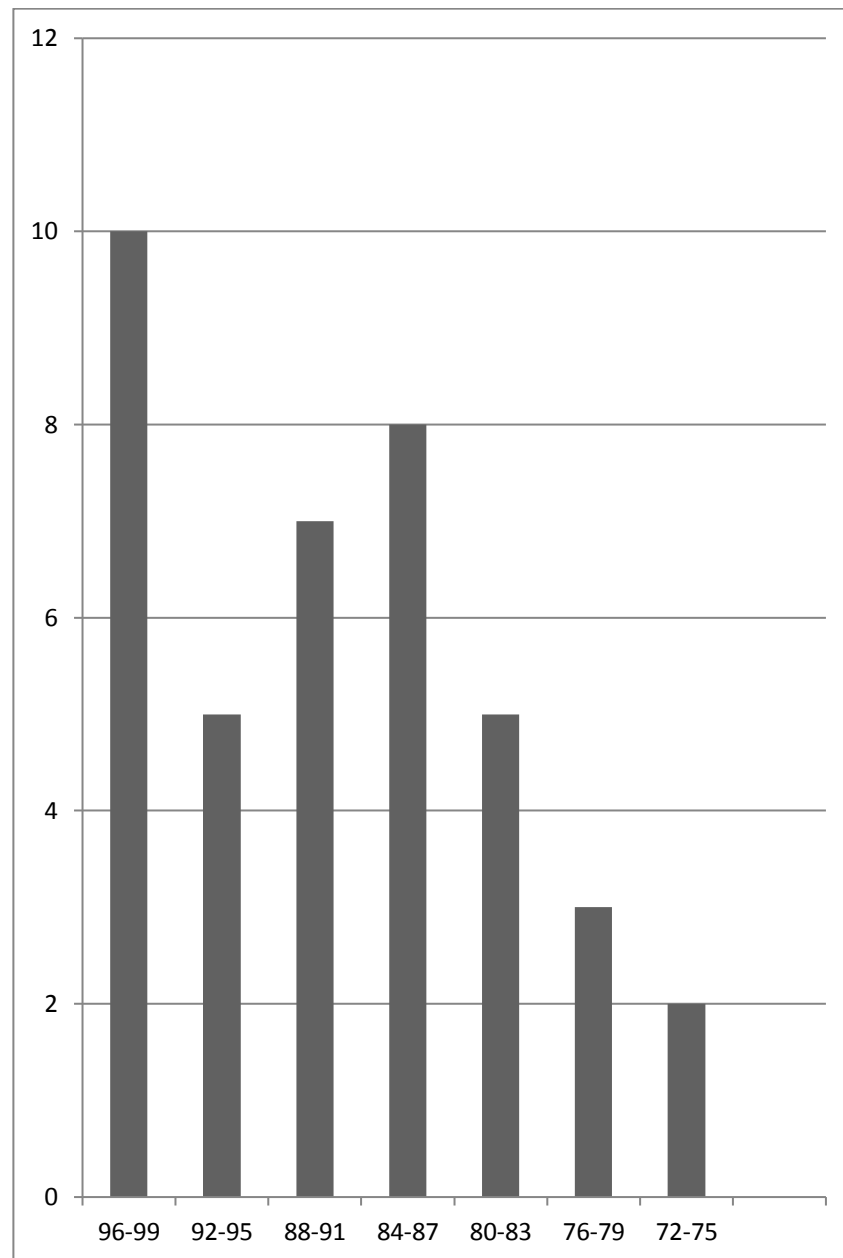


Figure 1 : The Histogram of The Students' Ability in constructing degree of comparison at grade X MAN Siabu.

Based on the figure above, the frequency of students' score from 96 up to 99 was 10; 92 up to 95 was 5; 88 up to 91 was 7; 84 up to 87 was 8; 80 up to 83 was 1; 76 up to 79 was 3; 72 up to 75 was 2 Then, the score had most frequent was 72 – 75 and the score had lowest frequent was 96 – 99

B. Hypothesis Testing

The hypothesis of research are “The students' mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal was very high”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test, it can be seen follow:

Calculation Z- test

$$\begin{aligned}
 Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{P(1-p)}{n}}} \\
 Z &= \frac{\frac{10}{40} - 0,75}{\sqrt{\frac{0,75(1-0,75)}{40}}} \\
 &= \frac{0,25 - 0,75}{\sqrt{\frac{0,75(0,25)}{40}}} \\
 &= \frac{0,25 - 0,75}{\sqrt{\left(\frac{0,1875}{40}\right)}} \\
 &= \frac{-0,5}{\sqrt{0,0046875}} \\
 &= \frac{-0,5}{0,06846} = 7,3035349 \\
 &= 7,303
 \end{aligned}$$

Based on calculation it can be concluded that $Z_{\text{count}} = 7.303$ was more than $Z_{\text{table}} = 0.37$ ($Z_{\text{count}} = 7.303 > Z_{\text{table}} = 0.37$ by level 0.05). So, from the result above the researcher concludes that hypothesis accepted.

So that, the hypothesis of the research was “the students’ mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal” is high ability.

So, the students’ mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal was high according the table 13 classification quality of the students’ score. It was 88,5 mean score.

C. Discussion

The result of this research which the title “Students’ ability in constructing degree of comparison at grade X MAN Siabu” can be categorized into enough ability (88.5).s This category between with the researcher before that had been researched the first First, Research has been done by Khotimatul Mar’ah Pulungan which 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” the conclusion could be conducted as follow, the student ability in degree of comparison by using make a match strategy at grade X MAS NU Siborong-borong kabupaten Padang Lawas was 76,11. Then, the students’ ability in degree of comparison by using conventional strategy at grade X MAS NU Siborong-borong kabupaten Padang Lawas was 70,76.

However, the students' ability in degree of comparison by using better than conventional strategy ($u_1 > u_2$). Hypothesis alternative (H^a) was accepted. It can be seen from the mean score of experimental and control class ($76,11 > 70,76$).

The second, it is 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 two groups. There are experimental and control class.

The third, it is Anita Safitri Hasibuan, research title " an analysis on the students' ability in using comparative degree in sentences at grade VIII smp negeri 5 Padang Bolak kabupaten Padang Lawas". Based on the result about him thesis, he is concluded that there was significant analysis on the students' ability in using comparative degree in sentences at grade VIII SMP Negeri 5 Padang Bolak kabupaten Padang Lawas. It means that, the hypothesis of the research was accepted.

Based on theory that the using degree of comparison was very important in studying English, degree of comparison is very important for students and it must be mastered by students because it's one of their material at grade X.

In this research, the research searched students' ability in constructing degree of comparison at grade X MAN Siabu Kecamatan Sibul Kabupaten Mandailing Natal. The researcher wanted to know students' mastery in

constructing degree of comparison. The researcher conducted with a test. The research who conducted the test to determine the level of students' mastery in constructing degree of comparison. The test it that have been conducted by researcher.

After doing this research based on the test, the mean score of students' mastery in constructing degree of comparison at grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal was 88,5. The researcher hypothesis was proved by calculation by using Z test. Which the research had done. The result calculation were $Z_{count} = 7,303$ was more than $Z_{table} = 0,37$ ($Z_{count} = 7,303 > Z_{table} = 0,37$) by level of significant 0.05. so, from the result of the researcher concluded that hypothesis acceptec.

D. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the technique of analyzing data. So, the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students' had activities. Beside the time with was given to be students' not enough. Then, the students' did not do the test seriously. So, the researcher look the answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there

were threats the writer, the researcher the helping from the entire advisers, headmaster and English teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing and describing the data on “Students’ mastery in constructing Degree of Comparison at Grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal” the researcher gave conclusion as follow: “Students’ mastery in constructing Degree of Comparison at Grade X MAN Siabu Kecamatan Siabu Kabupaten Mandailing Natal are categorized into high ability”. Then, the hypothesis was accepted by using Z-test. Because $Z_{count} = 7,303 < Z_{tabel} = 0,37$.

B. Suggestions

After formulating the conclusions the researcher wanted to give the suggestions concern with the result of this research. It could be seen as below:

1. To the English teacher of MAN Siabu, especially to English teacher IIS class of MAN Siabu, to motivate the students’ to improve their mastery in learning degree of comparison.
2. To the Headmaster much add an English teacher for teaching in MAN Siabu because with many teacher that school and make the teacher focused to only one teacher one class. It can be support of students’ more practice the English language everyday.
3. To the readers, especially to learners more improve their knowledge in degree of comparison.

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CURRICULUM VITAE

A. Identity

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Sex : Female
Religion : Islam
Address : Hutagodang Muda, Siabu, Mandailing Natal

B. Parents

Father's Name : Abd Rahim Lubis
Mother's Name : Besti Lubis, S.Pd.I

C. Educational Background

1. Elementary School : SD Negeri 142559/Hutagodang Muda (2006)
2. Junior High School : MTs.s Darul Ikhlas (2009)
3. Senior High School : SMK N 1 Panyabungan (2012)
4. Institute : IAIN Padangsidempuan (2016)

Appendix I

Test of Degree of Comparison

Nama :

Kelas/ sem :

Alokasi waktu :

Kepada adik-adik lengkapilah kalimat di bawah ini agar menjadi kalimat yang benar.

Jawaban adik-adik tidak berpengaruh pada nilai mata pelajaran bahasa Inggris.

Terimakasih
atas kerja samanya.

A. Complete the sentences below into positive degree form!

1. No other boy is as as James. (tall / taller / tallest)
2. Few English poets were asas Wordsworth. (great / greater / greatest)
3. Few historians write asas Macaulay. (well / better / best)
4. Very few books are asas David Copperfield. (popular / more popular / most popular)
5. She is asas me. (slim/ more slim / most slim)
6. Robiah is asas Isma. (smarter / smart / smartest)
7. Tiger is asas Lion. (dangerous / more dangerous / most dangerous)
8. Our class is asas their classroom. (clean / cleanest / cleaner)

9. Rabbit is asas Cat. (funnier / funny / funniest)
10. Taufik is asas Muiz. (strong / stronger / strongest)

B. Complete the sentences below into comparative degree form!

1. Blood is water (thick / thicker / thickest)
2. The planet Mars isfrom the earth than the satellite Moon. (far / farther / more farther)
3. An ocean is certainlya sea. (big / biggest / bigger)
4. Solomon wasthan any other king. (wise / wiser / wisest)
5. A train isthan a car. (fast / faster / fastest)
6. Health iswealth. (important / more important / most important)
7. I am.....in cricket than in football. (interested / most interested / more interested)
8. My bag is.....than her bag. (more expensive / expensive / expensive)

C. Complete the sentences below into superlative degree from!

1. Everest is.....peak in the world. (high / highest / higher)
2. The elephant is.....animal in world. (large / larger / largest)
3. Radium is one of the.....metals. (valuable / more valuable / most valuable)
4. Gold is one of the.....metals. (precious / more precious / most precious)
5. This is.....play I have ever heard on the radio. (interesting / more interesting / most interesting)

6. Susie is.....of all the four sisters. (beautiful / most beautiful / more beautiful)
7. I am.....in my family. (friendly / most friendly / friendlier)

VALIDATOR

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005

Appendix II

Key Answer

A. Positive Degree

1. Tall
2. Great
3. Well
4. Popular
5. Slim
6. Smart
7. Dangerous
8. Clean
9. Funny
10. Strong

B. Comparative Degree

1. Thicker
2. Farther
3. Bigger
4. Wiser
5. Faster
6. More important
7. More interested
8. More expensive

C. Superlative Degree

1. Highest
2. Largest
3. Most valuable
4. Most precious
5. Most interesting
6. Most beautiful
7. Most friendly

Appendix IV

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

A. Calculation of test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{725}{30} = 24.16$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{17601}{30} - \left(\frac{725}{30}\right)^2}$$

$$SD_t = \sqrt{586.7 - 24.16^2}$$

$$SD_t = \sqrt{586.7 - 583.70}$$

$$SD_t = \sqrt{3} = 1.44$$

3. Mean Score (M_p)

Item 1

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{\text{pl}} = \frac{25+27+27+27+25+25+26+24+25+23+25+24+20+23+21+24+22+22+23+23+25+24}{22}$$

$$M_{\text{pl}} = \frac{530}{22} = 24.09$$

Item 2

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{\text{pl}} = \frac{25+27+27+27+25+25+26+26+25+25+25+23+25+24+20+24+23+21+24+22+24+22+23+23+24+25+24+24}{28} =$$

$$M_{\text{pl}} = \frac{678}{28} = 24.21$$

Item 3

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+24+25+25+23+25+24+20+24+23+21+24+24+23+22+23+23+24+25+24+24}{27} =$$

$$M_{pl} = \frac{652}{27} = 24.14$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+25+23+25+24+20+24+19+21+24+22+24+23+22+23+23+24+25+24+24}{29} =$$

$$M_{pl} = \frac{721}{29} = 24.86$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{25+27+27+27+25+26+26+24+25+25+23+25+24+24+23+21+24+22+23+22+23+23+24+25+24+24}{26} =$$

$$M_{pl} = \frac{631}{26} = 24.26$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+25+25+24+20+24+23+21+24+22+24+23+22+23+23+24+25+24+24}{29} =$$

$$M_{pl} = \frac{702}{29} = 24.20$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{25+27+27+25+25+26+24+25+25+25+23+25+24+20+24+23+24+22+24+23+22+23+23+24+25+24+24}{27} =$$

$$M_{pl} = \frac{651}{27} = 24.11$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{27+27+25+25+26+26+25+25+25+23+25+20+24+23+21+24+22+24+23+22+23+23+24+25+24}{25} =$$

$$M_{pl} = \frac{574}{25} = 24.96$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{25+27+27+27+25+26+26+24+25+25+25+23+25+24+20+24+23+21+24+22+24+23+22+23+24+25+24}{27} =$$

$$M_{pl} = \frac{653}{27} = 24.18$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+25+23+24+20+24+23+21+22+24+23+22+23+23+24+25+24}{27} =$$

$$M_{pl} = \frac{652}{27} = 24.14$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{25+27+27+25+25+26+26+24+25+25+23+25+24+20+24+23+21+24+22+24+23+22+23+24+25+24}{26} =$$

$$M_{pl} = \frac{626}{26} = 24.07$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+25+23+25+24+20+24+23+24+24+23+23+24+25+24+24}{26} =$$

$$M_{pl} = \frac{637}{26} = 24.5$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+25+25+25+25+24+20+23+21+24+22+23+23+23+24+25+24+24}{25} =$$

$$M_{pl} = \frac{608}{25} = 24.3$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n14} =$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+23+25+24+20+23+21+24+22+24+23+22+23+24+25+24+24}{27} =$$

$$M_{pl} = \frac{653}{27} = 24.18$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n15} =$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+25+23+25+20+24+23+21+22+24+23+22+23+24+25+24+24}{27} =$$

$$M_{pl} = \frac{654}{27} = 24.22$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16} =$$

$$M_{pl} = \frac{25+27+27+27+25+26+26+24+25+25+25+23+25+24+24+23+21+24+22+23+22+23+23+24+25+24+24}{27} =$$

$$M_{pl} = \frac{656}{27} = 24.29$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17} =$$

$$M_{pl} = \frac{27+27+27+25+26+26+24+25+25+25+23+25+24+24+24+22+24+23+23+23+24+24+24}{23} =$$

$$M_{pl} = \frac{564}{23} = 24.52$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18} =$$

$$M_{pl} = \frac{25+27+27+25+26+26+24+25+25+25+25+24+24+21+24+23+23+25+24+24}{20} =$$

$$M_{pl} = \frac{492}{20} = 24.6$$

Item 19

$$M_{pl} =$$

$$M_{pl} = \frac{25+27+27+26+26+25+25+23+23+21+24+23+23+25+24+24}{16}$$

$$M_{pl} = \frac{391}{16} = 24.43$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+24+25+25+24+24+23+24+24+23+23+25+24+24}{20}$$

$$M_{pl} = \frac{494}{20} = 24.7$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+25+23+25+24+20+24+23+24+22+24+22+23+23+24+25+24+24}{28}$$

$$M_{pl} = \frac{681}{28} = 24.32$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+24+24+20+24+23+21+24+22+24+23+22+23+23+24+24+24}{27}$$

$$M_{pl} = \frac{651}{27} = 24.11$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{27+27+27+25+25+26+26+24+25+25+23+25+24+20+24+23+21+24+22+24+23+22+23+23+24+25+24+24}{28}$$

$$M_{pl} = \frac{675}{28} = 24.10$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+25+24+20+23+24+22+24+23+22+23+23+24+25+24+24}{26} =$$

$$M_{pl} = \frac{634}{26} = 24.38$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+26+24+25+25+23+25+24+20+24+23+21+24+22+22+23+23+24+25+24+24}{27} =$$

$$M_{pl} = \frac{656}{27} = 24.29$$

Item 26

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n26}$$

$$M_{pl} = \frac{27+27+27+25+25+26+26+25+23+25+20+22+24+22+23+24+24+24}{21}$$

$$M_{pl} = \frac{442}{21} = 21.04$$

Item 27

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n27}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+25+25+23+24+24+24+24+22+24+24}{18}$$

$$M_{pl} = \frac{446}{18} = 24.77$$

Item 28

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n28}$$

$$M_{pl} = \frac{25+27+27+25+26+24+25+25+25+25+24+23+24+22+23+24}{16}$$

$$M_{pl} = \frac{394}{16} = 24.62$$

Item 29

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n29}$$

$$M_{pl} = \frac{27+27+25+26+24+25+25+23+24+23+23+25}{12}$$

$$M_{pl} = \frac{297}{12} = 24.75$$

Item 30

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n30}$$

$$M_{pl} = \frac{25+27+25+26+24+25+25+25+23+25+24+21+24+22+24+23+23+25}{18}$$

$$M_{pl} = \frac{436}{18} = 24.22$$

4. Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

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

$$r_{pbi} = \frac{24.09 - 24.16}{1.44} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{-0.07}{1.44} \sqrt{2.33}$$

$$r_{pbi} = 0.048 \times 1.52 = 0.729$$

Item 2

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

$$r_{pbi} = \frac{24.21 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{0.05}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.034 \times 3 = 0.622$$

Item 3

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

$$r_{pbi} = \frac{24.14 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{-0.02}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.047 \times 3 = 0.534$$

Item 4

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

$$r_{\text{pbi}} = \frac{24.86 - 24.16}{1.44} \sqrt{\frac{0.10}{0.9}}$$

$$r_{\text{pbi}} = \frac{0.7}{1.44} \sqrt{0.11}$$

$$r_{\text{pbi}} = 0.486 \times 0.33 = 0.684$$

Item 5

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

$$r_{\text{pbi}} = \frac{24.26 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{\text{pbi}} = \frac{0.1}{1.44} \sqrt{9}$$

$$r_{\text{pbi}} = 0.069 \times 3 = 0.469$$

Item 6

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

$$r_{\text{pbi}} = \frac{24.20 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{\text{pbi}} = \frac{0.4}{1.44} \sqrt{9}$$

$$r_{\text{pbi}} = 0.277 \times 3 = 0.831$$

Item 7

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

$$r_{\text{pbi}} = \frac{24.11 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{\text{pbi}} = \frac{-0.05}{1.44} \sqrt{9}$$

$$r_{\text{pbi}} = -0.034 \times 3 = 0.529$$

Item 8

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

$$r_{pbi} = \frac{24.96 - 24.16}{1.44} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.8}{1.44} \sqrt{4}$$

$$r_{pbi} = 0.555 \times 2 = 1.11$$

Item 9

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

$$r_{pbi} = \frac{24.18 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{0.2}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.138 \times 3 = 0.414$$

Item 10

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

$$r_{pbi} = \frac{24.14 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{-0.02}{1.44} \sqrt{9}$$

$$r_{pbi} = -0.138 \times 3 = 0.414$$

Item 11

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

$$r_{pbi} = \frac{24.07 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{-0.09}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.625 \times 3 = 1.875$$

Item 12

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

$$r_{pbi} = \frac{24.5 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{0.34}{1.44} \sqrt{9}$$

$$r_{\text{pbi}} = 0.236 \times 3 = 0.708$$

Item 13

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

$$r_{\text{pbi}} = \frac{24.3 - 24.16}{1.44} \sqrt{\frac{0.8}{0.2}}$$

$$r_{\text{pbi}} = \frac{0.14}{1.44} \sqrt{4}$$

$$r_{\text{pbi}} = 0.972 \times 2 = 1.944$$

Item 14

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

$$r_{\text{pbi}} = \frac{24.18 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{\text{pbi}} = \frac{0.2}{1.44} \sqrt{9}$$

$$r_{\text{pbi}} = 0.138 \times 3 = 0.414$$

Item 15

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

$$r_{\text{pbi}} = \frac{24.22 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{\text{pbi}} = \frac{0.6}{1.44} \sqrt{9}$$

$$r_{\text{pbi}} = 0.416 \times 3 = 1.248$$

Item 16

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

$$r_{\text{pbi}} = \frac{24.29 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{\text{pbi}} = \frac{0.13}{1.44} \sqrt{9}$$

$$r_{\text{pbi}} = 0.090 \times 3 = 0.691$$

Item 17

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

$$r_{pbi} = \frac{24.52 - 24.16}{1.44} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.36}{1.44} \sqrt{4}$$

$$r_{pbi} = 0.25 \times 2 = 0.5$$

Item 18

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

$$r_{pbi} = \frac{24.6 - 24.16}{1.44} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.44}{1.44} \sqrt{0.428}$$

$$r_{pbi} = 0.305 \times 0.654 = 0.534$$

Item 19

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

$$r_{pbi} = \frac{24.43 - 24.16}{1.44} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{0.27}{1.44} \sqrt{1}$$

$$r_{pbi} = 0.1875 \times 1 = 0.1875$$

Item 20

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

$$r_{pbi} = \frac{24.7 - 24.16}{1.44} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{0.54}{1.44} \sqrt{0.428}$$

$$r_{pbi} = 0.375 \times 0.654 = 0.245$$

Item 21

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

$$r_{pbi} = \frac{24.32 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{0.16}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.21 \times 3 = 0.63$$

Item 22

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

$$r_{pbi} = \frac{24.11 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{-0.05}{1.44} \sqrt{9}$$

$$r_{pbi} = -0.0347 \times 3 = 0.392$$

Item 23

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

$$r_{pbi} = \frac{24.10 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{-0.06}{1.44} \sqrt{9}$$

$$r_{pbi} = -0.0416 \times 3 = 0.547$$

Item 24

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

$$r_{pbi} = \frac{24.38 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{0.22}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.152 \times 3 = 0.456$$

Item 25

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

$$r_{pbi} = \frac{24.29 - 24.16}{1.44} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{0.13}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.232 \times 3 = 0.696$$

Item 26

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

$$r_{pbi} = \frac{24.8 - 24.16}{1.44} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.64}{1.44} \sqrt{0.428}$$

$$r_{pbi} = 0.444 \times 0.654 = 0.601$$

Item 27

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

$$r_{pbi} = \frac{24.77 - 24.16}{1.44} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.61}{1.44} \sqrt{1.5}$$

$$r_{pbi} = 0.423 \times 1.224 = 0.517$$

Item 28

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

$$r_{pbi} = \frac{24.62 - 24.16}{1.44} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{0.46}{1.44} \sqrt{1}$$

$$r_{pbi} = 0.319 \times 1 = -0.319$$

Item 29

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

$$r_{pbi} = \frac{24.75 - 24.16}{1.44} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{0.59}{1.44} \sqrt{0.667}$$

$$r_{pbi} = 0.409 \times 0.816 = 0.337$$

Item 30

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

$$r_{\text{pbi}} = \frac{24.22 - 24.16}{1.44} \sqrt{\frac{0.6}{0.4}}$$

$$r_{\text{pbi}} = \frac{0.06}{1.44} \sqrt{1.5}$$

$$r_{\text{pbi}} = 0.041 \times 1.224 = 0.050$$

Appendix V

Table Validity of test

| No | M_p | M_t | SD_t | P | Q | $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ | r_t on 5% significant | Interpretation |
|-----|-------|-------|--------|----------|-----|---|-------------------------|----------------|
| 1. | 24.09 | 24.16 | 1.44 | 0.7 | 0.3 | 0.729 | 0.361 | valid |
| 2. | 24.21 | 24.16 | 1.44 | 0.9 | 0.1 | 0.622 | 0.361 | valid |
| 3. | 24.14 | 24.16 | 1.44 | 0.9 | 0.1 | 0.534 | 0.361 | valid |
| 4. | 24.86 | 24.16 | 1.44 | 0.1 0 | 0.9 | 0.684 | 0.361 | valid |
| 5. | 24.26 | 24.16 | 1.44 | 0.9 | 0.1 | 0.469 | 0.361 | valid |
| 6. | 24.20 | 24.16 | 1.44 | 0.1 0 | 0.9 | 0.831 | 0.361 | valid |
| 7. | 24.11 | 24.16 | 1.44 | 0.9 | 0.1 | 0.529 | 0.361 | valid |
| 8. | 24.96 | 24.16 | 1.44 | 0.8 | 0.2 | 1.11 | 0.361 | valid |
| 9. | 24.18 | 24.16 | 1.44 | 0.9 | 0.1 | 0.414 | 0.361 | valid |
| 10. | 24.14 | 24.16 | 1.44 | 0.9 | 0.1 | 0.414 | 0.361 | valid |
| 11. | 24.07 | 24.16 | 1.44 | 0.9 | 0.1 | 1.875 | 0.361 | Valid |
| 12. | 24.5 | 24.16 | 1.44 | 0.9 | 0.1 | 0.708 | 0.361 | valid |
| 13. | 24.3 | 24.16 | 1.44 | 0.8 | 0.2 | 1.944 | 0.361 | valid |
| 14. | 24.18 | 24.16 | 1.44 | 0.9 | 0.1 | 0.414 | 0.361 | valid |
| 15. | 24.22 | 24.16 | 1.44 | 0.9 | 0.1 | 1.248 | 0.361 | valid |
| 16. | 24.29 | 24.16 | 1.44 | 0.9 | 0.1 | 0.691 | 0.361 | valid |
| 17. | 24.52 | 24.16 | 1.44 | 0.8 | 0.2 | 0.5 | 0.361 | valid |
| 18. | 24.6 | 24.16 | 1.44 | 0.7 | 0.3 | 0.534 | 0.361 | valid |
| 19. | 24.43 | 24.16 | 1.44 | 0.5 | 0.5 | 0.1875 | 0.361 | invalid |
| 20. | 24.7 | 24.16 | 1.44 | 0.7 | 0.3 | 0.245 | 0.361 | invalid |
| 21. | 24.32 | 24.16 | 1.44 | 0.9 | 0.1 | 0.61 | 0.361 | valid |
| 22. | 24.11 | 24.16 | 1.44 | 0.9 | 0.1 | 0.392 | 0.361 | valid |
| 23. | 24.10 | 24.16 | 1.44 | 0.9 | 0.1 | 0.547 | 0.361 | valid |
| 24. | 24.38 | 24.16 | 1.44 | 0.9 | 0.1 | 0.456 | 0.361 | valid |
| 25. | 24.29 | 24.16 | 1.44 | 0.9 | 0.1 | 0.696 | 0.361 | valid |
| 26. | 24.04 | 24.16 | 1.44 | 0.7 | 0.3 | 0.601 | 0.361 | valid |
| 27. | 24.77 | 24.16 | 1.44 | 0.6 | 0.4 | 0.517 | 0.361 | valid |
| 28. | 24.62 | 24.16 | 1.44 | 0.5 | 0.5 | -0.319 | 0.361 | invalid |
| 29. | 24.75 | 24.16 | 1.44 | 0.4 | 0.6 | 0.337 | 0.361 | invalid |
| 30. | 24.22 | 24.16 | 1.44 | 0.6 | 0.4 | 0.050 | 0.361 | invalid |

Appendix 12

Table Validity of Post-test

| No | M _p | M _t | SD _t | P | Q | $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ | r _t on 5% significant | Interpretation |
|-----|----------------|----------------|-----------------|-----|-----|---|----------------------------------|----------------|
| 1. | 37.83 | 35.2 | 3.53 | 0.7 | 0.3 | 1.132 | 0.396 | valid |
| 2. | 36.21 | 35.2 | 3.53 | 0.6 | 0.4 | 0.349 | 0.396 | invalid |
| 3. | 36.5 | 35.2 | 3.53 | 0.9 | 0.1 | 1.105 | 0.396 | valid |
| 4. | 37.18 | 35.2 | 3.53 | 0.9 | 0.1 | 1.122 | 0.396 | valid |
| 5. | 38.05 | 35.2 | 3.53 | 0.7 | 0.3 | 1.227 | 0.396 | valid |
| 6. | 37.68 | 35.2 | 3.53 | 0.6 | 0.4 | 0.857 | 0.396 | valid |
| 7. | 35.07 | 35.2 | 3.53 | 0.5 | 0.5 | -0.037 | 0.396 | invalid |
| 8. | 34.8 | 35.2 | 3.53 | 0.8 | 0.2 | -0.227 | 0.396 | invalid |
| 9. | 37.11 | 35.2 | 3.53 | 0.7 | 0.3 | 0.822 | 0.396 | valid |
| 10. | 37.15 | 35.2 | 3.53 | 0.8 | 0.2 | 1.105 | 0.396 | valid |
| 11. | 34.68 | 35.2 | 3.53 | 0.8 | 0.2 | -0.295 | 0.396 | invalid |
| 12. | 35.88 | 35.2 | 3.53 | 0.7 | 0.3 | 0.293 | 0.396 | invalid |
| 13. | 37.05 | 35.2 | 3.53 | 0.7 | 0.3 | 0.797 | 0.396 | valid |
| 14. | 35.16 | 35.2 | 3.53 | 0.7 | 0.3 | -0.017 | 0.396 | invalid |
| 15. | 37.93 | 35.2 | 3.53 | 0.6 | 0.4 | 0.944 | 0.396 | valid |
| 16. | 36.55 | 35.2 | 3.53 | 0.7 | 0.3 | 0.581 | 0.396 | valid |
| 17. | 36.5 | 35.2 | 3.553 | 0.7 | 0.3 | 0.560 | 0.396 | valid |
| 18. | 36.76 | 35.2 | 3.53 | 0.5 | 0.5 | 0.442 | 0.396 | valid |
| 19. | 36.5 | 35.2 | 3.53 | 0.8 | 0.2 | 0.737 | 0.396 | valid |
| 20. | 35.94 | 35.2 | 3.53 | 0.7 | 0.3 | 0.319 | 0.396 | invalid |
| 21. | 36.55 | 35.2 | 3.53 | 0.8 | 0.2 | 0.765 | 0.396 | valid |
| 22. | 37.58 | 35.2 | 3.53 | 0.5 | 0.5 | 0.674 | 0.396 | valid |
| 23. | 35.09 | 35.2 | 3.53 | 0.8 | 0.2 | -0.062 | 0.396 | invalid |
| 24. | 36.11 | 35.2 | 3.53 | 0.7 | 0.3 | 0.392 | 0.396 | valid |
| 25. | 36.78 | 35.2 | 3.53 | 0.8 | 0.2 | 0.895 | 0.396 | valid |
| 26. | 37.05 | 35.2 | 3.53 | 0.8 | 0.2 | 1.048 | 0.396 | valid |
| 27. | 37.18 | 35.2 | 3.53 | 0.6 | 0.4 | 0.684 | 0.396 | valid |
| 28. | 36.45 | 35.2 | 3.53 | 0.4 | 0.6 | 0.287 | 0.396 | invalid |
| 29. | 36.68 | 35.2 | 3.53 | 0.8 | 0.2 | 0.839 | 0.396 | valid |
| 30. | 37.04 | 35.2 | 3.53 | 0.8 | 0.2 | 1.042 | 0.396 | valid |
| 31. | 34 | 35.2 | 3.53 | 0.7 | 0.3 | -0.517 | 0.396 | invalid |
| 32. | 36.14 | 35.2 | 3.53 | 0.6 | 0.4 | 0.325 | 0.396 | invalid |
| 33. | 35.5 | 35.2 | 3.53 | 0.7 | 0.3 | 0.129 | 0.396 | invalid |
| 34. | 36.88 | 35.2 | 3.53 | 0.7 | 0.3 | 0.723 | 0.396 | valid |
| 35. | 37.18 | 35.2 | 3.53 | 0.6 | 0.4 | 0.684 | 0.396 | valid |
| 36. | 36.6 | 35.2 | 3.53 | 0.8 | 0.2 | 0.793 | 0.396 | valid |
| 37. | 36.44 | 35.2 | 3.53 | 0.7 | 0.3 | 0.534 | 0.396 | valid |
| 38. | 37 | 35.2 | 3.53 | 0.6 | 0.4 | 0.622 | 0.396 | valid |
| 39. | 37 | 35.2 | 3.53 | 0.8 | 0.2 | 1.020 | 0.396 | valid |
| 40. | 37.89 | 35.2 | 3.53 | 0.8 | 0.2 | 1.524 | 0.396 | valid |

| | | | | | | | | |
|-----|-------|------|------|-----|-----|-------|-------|---------|
| 41. | 36.73 | 35.2 | 3.53 | 0.6 | 0.4 | 0.529 | 0.396 | valid |
| 42. | 36.29 | 35.2 | 3.53 | 0.7 | 0.3 | 0.469 | 0.396 | valid |
| 43. | 36.44 | 35.2 | 3.53 | 0.7 | 0.3 | 0.534 | 0.396 | valid |
| 44. | 36.26 | 35.2 | 3.53 | 0.8 | 0.2 | 0.601 | 0.396 | valid |
| 45. | 36.08 | 35.2 | 3.53 | 0.5 | 0.5 | 0.249 | 0.396 | invalid |
| 46. | 36.72 | 35.2 | 3.53 | 0.9 | 0.1 | 1.292 | 0.396 | valid |
| 47. | 36.42 | 35.2 | 3.53 | 0.8 | 0.2 | 0.691 | 0.396 | valid |
| 48. | 37 | 35.2 | 3.53 | 0.8 | 0.2 | 1.020 | 0.396 | valid |
| 49. | 36.47 | 35.2 | 3.53 | 0.7 | 0.3 | 0.547 | 0.396 | valid |
| 50. | 36.61 | 35.2 | 3.53 | 0.8 | 0.2 | 0.799 | 0.396 | valid |

Appendix VI

| Reliability test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|------|-------|----|-----|-----|
| no | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | Xt | Xt2 | | | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 25 | 625 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 27 | 729 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 27 | 729 | |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 27 | 729 | |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 25 | 625 | |
| 6 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 25 | 625 | |
| 7 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 26 | 676 | |
| 8 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 26 | 676 |
| 9 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 24 | 576 | |
| 10 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 25 | 625 | |
| 11 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 25 | 625 |
| 12 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 25 | 625 | |
| 13 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 23 | 529 |
| 14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 25 | 625 | |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 24 | 576 | |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 400 | |
| 17 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 24 | 576 |
| 18 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 23 | 529 | |
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 21 | 441 |
| 20 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 24 | 576 | |
| 21 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 22 | 484 |
| 22 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 24 | 576 |
| 23 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 23 | 529 | |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 22 | 484 |
| 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 23 | 529 | |
| 26 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 23 | 529 |
| 27 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 24 | 576 | |
| 28 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 25 | 625 | |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 24 | 576 | |
| 30 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 24 | 576 | |
| N: 30 | 22 | 28 | 27 | 29 | 26 | 29 | 27 | 25 | 27 | 27 | 26 | 26 | 25 | 27 | 27 | 27 | 23 | 20 | 16 | 20 | 28 | 27 | 28 | 26 | 27 | 21 | 18 | 16 | 12 | 18 | 725 | 17601 | | | |
| p | 0.7 | 0.9 | 0.9 | 0.10 | 0.9 | 0.10 | 0.9 | 0.8 | 0.9 | 0.9 | 0.9 | 0.9 | 0.8 | 0.9 | 0.9 | 0.9 | 0.8 | 0.7 | 0.5 | 0.7 | 0.9 | 0.9 | 0.9 | 0.9 | 0.9 | 0.7 | 0.6 | 0.5 | 0.4 | 0.6 | Σxt | Σxt² | | | |
| q | 0.3 | 0.1 | 0.1 | 0.9 | 0.1 | 0.9 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 | 0.3 | 0.5 | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 | 0.3 | 0.4 | 0.5 | 0.6 | 0.4 | | | | | | |
| pi | 0.21 | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | 0.16 | 0.09 | 0.09 | 0.09 | 0.09 | 0.16 | 0.09 | 0.09 | 0.09 | 0.16 | 0.21 | 0.25 | 0.21 | 0.09 | 0.09 | 0.09 | 0.09 | 0.21 | 0.24 | 0.25 | 0.24 | 0.24 | 2pq | 3.83 | | | | |

Appendix VII

Reliability Test

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_{t^2} - \sum pq}{S_{t^2}} \right)$$

$$N = 30$$

$$\sum X_t = 725$$

$$\sum X_t^2 = 17601$$

$$\sum pq = 3.83$$

$$\begin{aligned} S_t^2 &= \sum X_t^2 - \left(\frac{\sum X_t}{N} \right)^2 \\ &= 17601 - \left(\frac{725}{30} \right)^2 = 17601 - 24.16^2 = 17601 - 583.70 = 17.017 \end{aligned}$$

$$S_t^2 = \frac{\sum X_t^2}{N} = \frac{17.017}{30}$$

$$S_t^2 = 0.567$$

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_{t^2} - \sum pq}{S_{t^2}} \right)$$

$$R_{11} = \left(\frac{30}{30-1} \right) \left(\frac{0.567-3.83}{0.567} \right) = \left(\frac{30}{29} \right) \left(\frac{-3.263}{0.567} \right)$$

$$= (1.034) (5.754)$$

$$= 5.94 (r_{11} > 0.70 = \text{reliable})$$

Test is reliable if $r_{\text{count}} > r_{\text{tabel}}$. Based on calculation above, the test have very high reliable.

Appendix VIII

| no | name | address |
|----|------------------------|---------|
| | Amad Zul Bahri | |
| | Adwan Zulfadli | |
| | Aika Sahara | |
| | Ahmad Pulungan | |
| | Alhammad Yusuf Btr | |
| | Alpiqoh Darto Rahmanda | |
| | Alrina Susanti | |
| | Alri Saleha | |
| | Alvita Sariana Rkt | |
| | Alur Paliah | |
| | Alpan Ibrahim | |
| | Alnaron | |
| | Alri Aisyah | |
| | Alninah Sari | |
| | Almaul Husna | |
| | Almodijah | |
| | Almasitoh | |
| | Almdiah | |
| | Alur Aminah Lbs | |
| | Alrmala Sari | |
| | Alronna Hasbiyah | |
| | Alna Isah | |
| | AlAnriani | |
| | Alur Hafifah Eka S | |
| | Alur Sakilah | |
| | Alurma Yanti | |
| | Alartua | |
| | Alri Asyuro | |
| | Alllim | |
| | Alam Wahidi | |
| | Alri Romadona | |
| | Alhammad Ihsan Mubaroq | |
| | Alndi Hamid | |
| | Alri iman | |
| | Alhammad Riski | |
| | Alutiara Sani | |
| | Alri | |
| | Alur Sakinah | |

| | | |
|---|-------|--|
| . | dlan | |
| . | nawan | |

Appendix IX

Constructing degree of comparison

1. Maximal and minimum score were gotten by setting the variable from low score to high score.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7 | 7 | 7 | 7 | 7 | 8 | 8 | 8 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 8 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

2. High = 96
3. Low = 72
4. Range = high – low
= 96 – 72
= 24
5. Total of classes (BK) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (40)$
= $1 + 3.3 (1.6020)$
= $1 + 5.2866$
= 6.2866
= 7
6. Interval (i) = $\frac{\text{Range}}{\text{Total of class}} = \frac{24}{6} = 4$
7. Mean score

$$MX = \frac{\sum FX}{N}$$

| Interval | F | X | FX |
|----------|----|------|-------|
| 96-99 | 10 | 97.5 | 975 |
| 92-95 | 5 | 93.5 | 467.5 |

| | | | |
|-------|-------|------|-----------|
| 88-91 | 7 | 89.5 | 626.5 |
| 84-87 | 8 | 85.5 | 684 |
| 80-83 | 5 | 81.5 | 407.5 |
| 76-79 | 3 | 77.5 | 232.5 |
| 72-75 | 2 | 73.5 | 147 |
| Total | 40= N | - | 3540=Σ FX |

$$MX = \frac{\sum FX}{N} = \frac{3540}{40} = 88,5$$

8. Median

$$Mdn = l + \frac{\frac{1}{2}N - Fkb}{fi}$$

| Interval | F | Fkb | Fka |
|----------|-------|-------|-------|
| 96-99 | 10 | 40= N | 10 |
| 92-95 | 5 | 30 | 15 |
| 88-91 | 7 | 25 | 22 |
| 84-87 | 8 | 18 | 30 |
| 80-83 | 5 | 10 | 35 |
| 76-79 | 3 | 5 | 38 |
| 72-75 | 2 | 2 | 40= N |
| Total | 40= N | - | |

Dik : N = 40

$$\frac{1}{2}N = 20$$

$$l = 88 - 0.5$$

$$= 87.5$$

$$Fkb = 10$$

$$Fka = 22$$

$$fi = 8$$

$$I = 4$$

$$87.5 + \frac{(20 - 10) \times 4}{8}$$

$$= 87.5 + \frac{10 \times 4}{8}$$

$$= 87.5 + 5$$

$$= 93.5$$

$$\begin{aligned}
 9. \text{ Modus} &= 1 + \left(\frac{F_a}{f_a + f_b} \right) x_1 \\
 &= 87.5 + \left(\frac{7}{7+5} \right) \times 4 \\
 &= 87.5 + 2.33 = 89.83
 \end{aligned}$$

10. Standar deviasi (SD)

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N} \right)^2}$$

| Interva l | F | X | X ² | FX | FX ² |
|--------------|----------|----------|----------------|------------------|-------------------------------|
| 96-99 | 10 | 97. 5 | 9506.2 5 | 975 | 950625 |
| 92-95 | 5 | 93. 5 | 8742.2 5 | 467.5 | 218556.25 |
| 88-91 | 7 | 89. 5 | 8010.2 5 | 626.5 | 392502.25 |
| 84-87 | 8 | 85. 5 | 7310.2 5 | 684 | 467856 |
| 80-83 | 5 | 81. 5 | 6642.2 5 | 407.5 | 166056.25 |
| 76-79 | 3 | 77. 5 | 6006.2 5 | 232.5 | 54056.25 |
| 72-75 | 2 | 73. 5 | 5402.2 5 | 147 | 21609 |
| Total | N= 40 | | | 3540= Σ FX | 2271261= Σ FX ² |

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N} \right)^2} \\
 &= \sqrt{\frac{2271261}{40} - \left(\frac{3540}{40} \right)^2} \\
 &= \sqrt{56781.525 - 313290} \\
 &= \sqrt{-256508.4} \\
 &= 506.46
 \end{aligned}$$

Appendix X

Z- Test

$$\begin{aligned}Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}} \\Z &= \frac{\frac{10}{40} - 0,75}{\sqrt{\frac{0,75(1-0,75)}{40}}} \\&= \frac{0,25 - 0,75}{\sqrt{\frac{0,75(0,25)}{40}}} \\&= \frac{0,25 - 0,75}{\sqrt{\left(\frac{0,1875}{40}\right)}} \\&= \frac{-0,5}{\sqrt{0,0046875}} \\&= 0,06846 = 7,3035349 \\&= 7,303\end{aligned}$$

APPENDIX XI

Z-Table

| Z | 0.00 | 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |
|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| - 3. | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 |
| 9 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 |
| - 3. | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 |
| 8 | 7 | 7 | 7 | 6 | 6 | 6 | 6 | 5 | 5 | 5 |
| - 3. | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 | 0.0000 |
| 7 | 1 | 0 | 0 | 0 | 9 | 9 | 8 | 8 | 8 | 8 |
| - 3. | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 |
| 6 | 6 | 5 | 5 | 4 | 4 | 3 | 3 | 2 | 2 | 1 |
| - 3. | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0001 | 0.0001 | 0.0001 | 0.0001 | 0.0001 |
| 5 | 3 | 2 | 2 | 1 | 0 | 9 | 9 | 8 | 7 | 7 |
| - 3. | 0.0003 | 0.0003 | 0.0003 | 0.0003 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 | 0.0002 |
| 4 | 4 | 2 | 1 | 0 | 9 | 8 | 7 | 6 | 5 | 4 |
| - 3. | 0.0004 | 0.0004 | 0.0004 | 0.0004 | 0.0004 | 0.0004 | 0.0003 | 0.0003 | 0.0003 | 0.0003 |
| 3 | 8 | 7 | 5 | 3 | 2 | 0 | 9 | 8 | 6 | 5 |

| | | | | | | | | | | | |
|---|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| - | 3. | 0.0006 | 0.0006 | 0.0006 | 0.0006 | 0.0006 | 0.0005 | 0.0005 | 0.0005 | 0.0005 | 0.0005 |
| | 2 | 9 | 6 | 4 | 2 | 0 | 8 | 6 | 4 | 2 | 0 |
| - | 3. | 0.0009 | 0.0009 | 0.0009 | 0.0008 | 0.0008 | 0.0008 | 0.0007 | 0.0007 | 0.0007 | 0.0007 |
| | 1 | 7 | 4 | 0 | 7 | 4 | 2 | 9 | 6 | 4 | 1 |
| - | 3. | 0.0013 | 0.0013 | 0.0012 | 0.0012 | 0.0011 | 0.0011 | 0.0011 | 0.0010 | 0.0010 | 0.0010 |
| | 0 | 5 | 1 | 6 | 2 | 8 | 4 | 1 | 7 | 4 | 0 |
| - | 2. | 0.0018 | 0.0018 | 0.0017 | 0.0016 | 0.0016 | 0.0015 | 0.0015 | 0.0014 | 0.0014 | 0.0013 |
| | 9 | 7 | 1 | 5 | 9 | 4 | 9 | 4 | 9 | 4 | 9 |
| - | 2. | 0.0025 | 0.0024 | 0.0024 | 0.0023 | 0.0022 | 0.0021 | 0.0021 | 0.0020 | 0.0019 | 0.0019 |
| | 8 | 6 | 8 | 0 | 3 | 6 | 9 | 2 | 5 | 9 | 3 |
| - | 2. | 0.0034 | 0.0033 | 0.0032 | 0.0031 | 0.0030 | 0.0029 | 0.0028 | 0.0028 | 0.0027 | 0.0026 |
| | 7 | 7 | 6 | 6 | 7 | 7 | 8 | 9 | 0 | 2 | 4 |
| - | 2. | 0.0046 | 0.0045 | 0.0044 | 0.0042 | 0.0041 | 0.0040 | 0.0039 | 0.0037 | 0.0368 | 0.0035 |
| | 6 | 6 | 3 | 0 | 7 | 5 | 2 | 1 | 9 | 0 | 7 |
| - | 2. | 0.0062 | 0.0060 | 0.0058 | 0.0057 | 0.0055 | 0.0053 | 0.0052 | 0.0050 | 0.0049 | 0.0048 |
| | 5 | 1 | 4 | 7 | 0 | 4 | 9 | 3 | 8 | 4 | 0 |

| | | | | | | | | | | |
|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| - | | | | | | | | | | |
| 2. | 0.0082 | 0.0079 | 0.0077 | 0.0075 | 0.0073 | 0.0071 | 0.0069 | 0.0067 | 0.0065 | 0.0063 |
| 4 | 0 | 8 | 6 | 5 | 4 | 4 | 5 | 6 | 7 | 9 |
| - | | | | | | | | | | |
| 2. | 0.0107 | 0.0104 | 0.0101 | 0.0099 | 0.0096 | 0.0093 | 0.0091 | 0.0088 | 0.0086 | 0.0084 |
| 3 | 2 | 4 | 7 | 0 | 4 | 9 | 4 | 9 | 6 | 2 |
| - | | | | | | | | | | |
| 2. | 0.0139 | 0.0135 | 0.0132 | 0.0128 | 0.0125 | 0.0122 | 0.0119 | 0.0116 | 0.0113 | 0.0110 |
| 2 | 0 | 5 | 1 | 7 | 5 | 2 | 1 | 0 | 0 | 1 |
| - | | | | | | | | | | |
| 2. | 0.0178 | 0.0174 | 0.0170 | 0.0165 | 0.0161 | 0.0157 | 0.0153 | 0.0150 | 0.0146 | 0.0142 |
| 1 | 6 | 3 | 0 | 9 | 8 | 8 | 9 | 0 | 3 | 6 |
| - | | | | | | | | | | |
| 2. | 0.0227 | 0.0222 | 0.0216 | 0.0211 | 0.0206 | 0.0201 | 0.0197 | 0.0192 | 0.0187 | 0.0183 |
| 0 | 5 | 2 | 9 | 8 | 8 | 8 | 0 | 3 | 6 | 1 |
| - | | | | | | | | | | |
| 1. | 0.0287 | 0.0280 | 0.0274 | 0.0268 | 0.0261 | 0.0255 | 0.0250 | 0.0244 | 0.0238 | 0.0233 |
| 9 | 2 | 7 | 3 | 0 | 9 | 9 | 0 | 2 | 5 | 0 |
| - | | | | | | | | | | |
| 1. | 0.0359 | 0.0351 | 0.0343 | 0.0336 | 0.0328 | 0.0321 | 0.0314 | 0.0307 | 0.0300 | 0.0293 |
| 8 | 3 | 5 | 8 | 2 | 8 | 6 | 4 | 4 | 5 | 8 |
| - | | | | | | | | | | |
| 1. | 0.0445 | 0.0436 | 0.0427 | 0.0418 | 0.0409 | 0.0400 | 0.0392 | 0.0383 | 0.0375 | 0.0367 |
| 7 | 7 | 3 | 2 | 2 | 3 | 6 | 0 | 6 | 4 | 3 |

| | | | | | | | | | | |
|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| - | | | | | | | | | | |
| 1. | 0.0548 | 0.0537 | 0.0526 | 0.0515 | 0.0505 | 0.0494 | 0.0484 | 0.0474 | 0.0464 | 0.0455 |
| 6 | 0 | 0 | 2 | 5 | 0 | 7 | 6 | 6 | 8 | 1 |
| - | | | | | | | 0.0593 | | | |
| 1. | 0.0668 | 0.0655 | 0.0642 | 0.0630 | 0.0617 | 0.0605 | | 0.0582 | 0.0570 | 0.0559 |
| 5 | 1 | 2 | 6 | 1 | 8 | 7 | 8 | 1 | 5 | 2 |
| - | | | | | | | | | | |
| 1. | 0.0807 | 0.0792 | 0.0778 | 0.0763 | 0.0749 | 0.0735 | 0.0721 | 0.0707 | 0.0694 | 0.0681 |
| 4 | 6 | 7 | 0 | 6 | 3 | 3 | 5 | 8 | 4 | 1 |
| - | | | | | | | | | | |
| 1. | 0.0968 | 0.0951 | 0.0934 | 0.0917 | 0.0901 | 0.0885 | 0.0869 | 0.0853 | 0.0837 | 0.0822 |
| 3 | 0 | 0 | 2 | 6 | 2 | 1 | 1 | 4 | 9 | 6 |
| - | | | | | | | | | | |
| 1. | 0.1150 | 0.1131 | 0.1112 | 0.1093 | 0.1074 | 0.1056 | 0.1038 | 0.1020 | 0.1002 | 0.0985 |
| 2 | 7 | 4 | 3 | 5 | 9 | 5 | 3 | 4 | 7 | 3 |
| - | | | | | | | | | | |
| 1. | 0.1356 | 0.1335 | 0.1313 | 0.1292 | 0.1271 | 0.1250 | 0.1230 | 0.1210 | 0.1190 | 0.1170 |
| 1 | 7 | 0 | 6 | 4 | 4 | 7 | 2 | 0 | 0 | 2 |
| - | | | | | | | | | | |
| 1. | 0.1586 | 0.1562 | 0.1538 | 0.1515 | 0.1491 | 0.1468 | 0.1445 | 0.1423 | 0.1400 | 0.1378 |
| 0 | 6 | 5 | 6 | 1 | 7 | 6 | 7 | 1 | 7 | 6 |
| - | | | | | | | | | | |
| 0. | 0.1840 | 0.1814 | 0.1787 | 0.1761 | 0.1736 | 0.1710 | 0.1685 | 0.1660 | 0.1635 | 0.1610 |
| 9 | 6 | 1 | 9 | 9 | 1 | 6 | 3 | 2 | 4 | 9 |

| | | | | | | | | | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| - 0. 8 | 0.2118 6 | 0.2089 7 | 0.2061 1 | 0.2032 7 | 0.2004 5 | 0.1976 6 | 0.1948 9 | 0.1921 5 | 0.1894 3 | 0.1867 3 |
| - 0. 7 | 0.2419 6 | 0.2388 5 | 0.2357 6 | 0.2327 0 | 0.2296 5 | 0.2266 3 | 0.2236 3 | 0.2206 5 | 0.2177 0 | 0.2147 6 |
| - 0. 6 | 0.2742 5 | 0.2709 3 | 0.2676 3 | 0.2643 5 | 0.2610 9 | 0.2578 5 | 0.2546 3 | 0.2514 3 | 0.2482 5 | 0.2451 0 |
| - 0. 5 | 0.3085 4 | 0.3050 3 | 0.3015 3 | 0.2980 6 | 0.2946 0 | 0.2911 6 | 0.2877 4 | 0.2843 4 | 0.2809 6 | 0.2776 0 |
| - 0. 4 | 0.3445 8 | 0.3409 0 | 0.3372 4 | 0.3336 0 | 0.3299 7 | 0.3263 6 | 0.3227 6 | 0.3191 8 | 0.3156 1 | 0.3120 7 |
| - 0. 3 | 0.3820 9 | 0.3782 8 | 0.3744 8 | 0.3707 0 | 0.3669 3 | 0.3631 7 | 0.3594 2 | 0.3556 9 | 0.3519 7 | 0.3482 7 |
| - 0. 2 | 0.4207 4 | 0.4168 3 | 0.4129 4 | 0.4090 5 | 0.4051 7 | 0.4012 9 | 0.3974 3 | 0.3935 8 | 0.3897 4 | 0.3859 1 |
| - 0. 1 | 0.4601 7 | 0.4562 0 | 0.4522 4 | 0.4482 8 | 0.4443 3 | 0.4403 8 | 0.4364 4 | 0.4325 1 | 0.4285 8 | 0.4246 5 |

| | | | | | | | | | | |
|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| - | | | | | | | | | | |
| 0. | 0.5000 | 0.4960 | 0.4920 | 0.4880 | 0.4840 | 0.4800 | 0.4760 | 0.4721 | 0.4681 | 0.4641 |
| 0 | 0 | 1 | 2 | 3 | 5 | 6 | 8 | 0 | 2 | 4 |

APPENDIX XII

PHOTO RESEARCH









KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Jalan T. Rizal Nurdin Km. 4,5Sihitang 22733
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nomor : 20/In.14/E.6a/PP.00.9/09/2016 Padangsidempuan, 1 September 2016
jenis : Biasa
tujuan : -
sifat : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Hamka, M.Hum (Pembimbing II)

di-
Padangsidempuan

Assalamu 'Alaikum Wr. Wb


Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

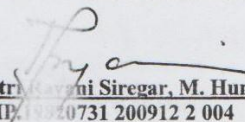
Nama/NIM : ITA ERPINA/ NIM. 12 340 0055
Jurusan : Tadris Bahasa Inggris 2
Judul Skripsi : STUDENTS' MASTERY IN COUNSTRUCTING DEGREE OF COMPARISON AT GRADE X MAN SIABU KECAMATAN SIABU KABUPATEN MANDAILING NATAL

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

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
Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik



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Pernyataan Kesediaan Sebagai Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B - 213 /ln.14/E.4c/TL.00/03/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

6 Maret 2017

Yth. Kepala MAN Siabu
Kabupaten Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Ita Erpina
NIM : 123400055
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**Analysis of the Students' Ability in Constructing Degree of Comparison at Grade X MAN Siabu**". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas
Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MANDAILING NATAL
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Jalan Medan Padang Km. 53 Huraba
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KodePos 22976

SURAT KETERANGAN
NOMOR: B089/Ma.02.32/PP.00.11/04/2017

Yang bertanda tangan di bawah ini,

Nama : Drs.H. Pangurabahan Nasution, M.Pd
NIP : 19641201 199903 1 003
Jabatan : Kepala MAN SIABU

Dengan ini menerangkan bahwa

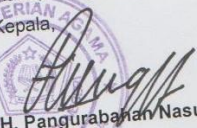
Nama : Ita Erpina
NIM : 123400055
Program Studi : Tadris Bahasa Inggris

Benar telah melaksanakan Observasi untuk Penulisan Skripsi dengan judul
"Student's Ability In Constructing Degree Of Comparison at Grade X MAN
Siabu"

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya,
terimakasih.

Siabu, 01 April 2017

Kepala


H. Pangurabahan Nasution

