AN UNDERGRADUATE THESIS

THE INFLUENCE OF TEXTUAL ENHANCEMENT TECHNIQUE ON THE STUDENTS COMPARISON DEGREE MASTERY AT THE EIGHT GRADERS AT SMPN SATU ATAP 2 SIMPANG PEMATANG

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ENGLISH EDUCATION DEPARTMENT

STATES INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE INFLUENCE OF TEXTUAL ENHANCEMENT TECHNIQUE ON THE STUDENTS COMPARISON DEGREE MASTERY AT THE EIGHT GRADERS AT SMPN SATU ATAP 2 SIMPANG PEMATANG

Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
In English Education Department

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

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THE INFLUENCE OF TEXTUAL ENHANCEMENT TECHNIQUE ON THE STUDENTS COMPARISON DEGREE MASTERY AT THE EIGHT GRADERS AT SMPN SATU ATAP 2 SIMPANG PEMATANG

ABSTRACT

By :

Luluk Sugiyanti

The main purpose of this study was to determine whether the technique of using textual enhancement affects students' grammar mastery, especially in the comparison degree material. The researcher tried to find out whether there was a positive and significant effect of textual enhancement techniques on students' grammar mastery at SMPN Satu Atap 2 Simpang Pematang.

This research method was quantitative in the form of a pre-experimental design conducted at SMPN Satu Atap 2 Simpang Pematang. The population of this study were eighth grade students. The sample of this study was 15 eighth grade students of SMPN Satu Atap 2 Simpang Pematang. In collecting data, the researcher used the types of tests (Pre-test and post-test) and documentation

.

Based on the results of the analysis, it is found that the results of sig. 2 tailed in this study is 0.000 it is clear that if the probability or Sig. > (0.05), the alternative hypothesis (Ha) is accepted. This means that there is a positive and significant effect of variable X on variable Y. In other words, Ha is accepted and Ho is rejected. In the pre-test, the average score is 61.3 and in the post-test the average score is 80. Comparison Degree learning using Textual Enhancement Techniques can be an alternative strategy in learning English, this can be seen from the critical value of t-observed of 5.137 and t table of 2.145 for 5% and 1%. 2,624. The data confirms that the t-observed is higher than the t-table. Thus it can be concluded that the alternative hypothesis (Ha) of this study is accepted and Ho is rejected.

Keyword: Textual Enhancement, Comparison Degree Mastery

PENGARUH TEKNIK *TEXTUAL ENHANCEMENT* TERHADAP SISWA PADA MATERI TINGKAT PERBANDINGAN DI SMPN SATU ATAP 2 SIMPANG PEMATANG

ABSTRAK

Oleh:

Luluk Sugiyanti

Tujuan utama penelitian ini adalah untuk mengetahui apakah teknik penggunaan textual enhanchement mempengaruhi kemampuan grammar siswa khususnya dalam materi comparison degree. Peneliti mencoba mengetahui apakah ada pengaruh positif dan significant teknik textual enhancement pada kemampuan grammar siswa di SMPN Satu Atap 2 Simpang Pematang.

Metode penelitian ini adalah kuantitatif berupa design pre-experimental yang dilakukan di SMPN Satu Atap 2 Simpang Pematang. Populasi penelitian ini adalah siswa kelas delapan. Sampel penelitian ini adalah 15 siswa kelas delapan SMPN Satu Atap 2 Simpang Pematang. Dalam mengumpulkan data, peneliti menggunakan jenis tes (Pre-test dan post test) dan dokumentasi.

Berdasarkan hasil analisia, didapatkan bahwa hasil sig. 2 tailed dalam penelitian ini adalah 0,000 jelas bahwa jika probabilitas atau Sig. > (0,05), hipotesis alternatif (Ha) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain Ha diterima dan Ho ditolak. Pada pre-test, skor rata-rata adalah 61,3 dan pada post-test skor rata-rata adalah 80. Pembelajaran Comparison Degree menggunakan Teknik Textual Enhancementh dapat menjadi salah satu alternatif strategi dalam pembelajaran bahasa Inggris, hal ini terlihat dari nilai kritis t-observed sebesar 5,137 dan t tabel sebesar 2,145 untuk 5% dan 1%. 2,624. Data menegaskan bahwa t-observed lebih tinggi dari t tabel. Dengan demikian dapat disimpulkan bahwa alternatif Hipotesis (Ha) penelitian ini diterima dan Ho ditolak.

Kata Kunci: textual enhancement, comparison degree mastery.

STATEMENT OF RESEARCH ORIGINALITY

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Yang menyatakan

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MOTTO

Dream big, start small.

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to my beloved parents, Katimin and Suratmi, my sister Maya Anggraini and some people who are special for me Wijaya Saputra, Dwi Ajeng Fitriana, Desi Indah Sari, Setyarini Tri Wijayanti, Zahra Nurul Fajrianti, Sella Martiani, Tutut Purnamasari, Ria Permata Dewi, Reni Widia Ningsih, who always give support and guidance to success in my study, thank you very much for your endless love.

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1. Dr.Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
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3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Ning Setio Wati, M.Pd, as the advisor valuable knowledge and support in finishing this a research.

The researcher apologizes for all the mistakes that she has made in writing and finishing this a undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for researcher in particular, for our college and every reader in generic.

Metro, August 2022

Luluk Sugiyanti

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CHAPTER I

INTRODUCTION

A. Background of Study

Grammar mastery is very important in the communication process. Learners can study grammar because grammar skills help learners to organize words and messages in communicatively meaningful. In addition grammar enables to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand.[1]Grammar mastery leads to the creation of effective and efficient communication both orally and in writing. Therefore, every language learners must realize the importance of grammar and strive to have good grammar mastery.

Recently grammar teaching is an essential effort by language teachers by providing grammatical input to language learners. Grammar teaching helps learners to discover the nature of language, that language consists of predictable patterns that make what we say, read, her and write intelligible.[2] The purpose of teaching grammar is oriented not only to transfer grammar knowledge to the students but also to have students understand concepts in order to be able to apply the concepts of grammar material in the need of communication. Therefore, teaching grammar is very useful in equipping language learners to produce language quality that has a precise and accurate

[1]Cagri Tugrul Mart, "*Teaching Grammar in Context: Why and How?*", Journal Theory and Practice n Studies, (Finland: Academy Publisher) no. 1, 2013.

[2] Ibid, (Cagri Tugrul Mart).

language structure so that the message in the communication does not cause misunderstanding.

However, teaching grammar is not an easy thing to do. There are many problems in the process of teaching grammar. The difficulties in learning grammar can be grouped into three, namely: the difficulties associated with environmental factors of language, with linguistic factors, and psychological difficulties.[3]Factors related to language environment are how often the input is obtained from the environment. Linguistic factor refers to the nature of the grammar of a language and psychological factors refer to the ability to learn.

In line with the problems in learning grammar the researcher conducted a pre-survey. The researcher has conducted a pre-survey to determine the grammar ability of eight grade students at SMPN Satu Atap 2 Simpang Pematang on September 28, 2021. In the pre-survey process, the researcher obtained an archive of grammar assignments obtained from the English teacher, while the explanation of the results of the pre-survey is illustrated in the following table. The result of pre-survey grammar of the 8th graders at SMPN Satu Atap 2 Simpang Pematang.

[3]Moh. Saeful Effendi et al., *"A Study on Grammar Teaching at an English Education Department in an EFL Context*", International Journal on Studies in English Language an Literature, January 2017, 43.

Table 1.

The Result of Pre-Survey of Student's

No	Grade	Frequency	Percentage	Criteria
1.	≥70	5 students	33%	Complete
2.	<70	10 students	64%	Incomplete
Total		15 students	100%	

Source: The students assessment

In the pre-survey process, the researcher observed the results of the grammar assignment given by the English teacher. The material for the grammar assignment carried out by students on the results of the pre-survey is related to the comparison degree. From the results of the grammar task related to the comparison degree, it can be seen that the students' mastery of the comparison degree is very low.

In the pre-survey process, the researcher conducted interviews with English teachers to find out the problems or problems related to students in learning English, especially grammar. From the results of the interview, the researcher received information that the students' English skills, especially grammar were very weak, it was evident from the 17 students of class VIII, there were 5 students who scored achieving the standard while the other 12 students did not achieve the standard score. From the results of the interview, there are several factors that affect the weakness of English language skills, especially grammar namely difficulty distinguishing types of word classes such as nouns, adjectives, verbs and adverbs, even they think learning

English is difficult so they have difficulty expressing English sentences both orally as well as writing.[4]

In connection with students' problems in learning grammar the researcher intends to do treatment or teaching using quantitative methods. In quantitative research, the researcher apply Textual enhancement learning strategy with the benefit of helping students explore their own knowledge so that students' understanding of concepts becomes better and can train students to write down the results of their discussions in written form and express them orally.

Therefore, based on the entire description above, the researcher conducted quantitative research with the application of textual enhancement. Therefore, the researcher compiled a undergraduate thesis entitled "The Influence of Textual Enhancement Technique on Comparison Degree Mastery of the Eighth Graders at SMPN Satu Atap 2 Simpang Pematang".

B. Identification of the Problems

Based on the results of the pre-survey, the researcher had identified the following problems:

1. Students have a fairly weak grammar particularly comparison degree mastery.
2. The lack of intensity of grammar practice is very less.
3. Students find it difficult to determine the type of adjective.
4. Students still find it difficult to understand the auxiliary verb.
5. Students are still difficult to understand about nouns.

[4]Interview with Mrs. Lukmawati YouSantri, S.Pd as a class VIII English teacher at SMPN Satu Atap 2 Simpang Pematang. Mesuji Regency, on September 28, 2021.

C. Problem Limitation

Based on the problems that have been identified above, the researcher only limits this research to the weakness of students' grammar abilities. In dealing with these problems, the researcher intends to conduct quantitative research by applying textual enhancement as an effort to improve students' grammar skills.

D. Problem Formulations

The researcher formulates the research problems by stating: “Is there any positive and significant influence of textual enhancement technique on comparison degree mastery at the eight graders at SMPN Satu Atap 2 Simpang Pematang?”

E. Objectives and Benefits of the Study

1. Objectives of the study

   The objective of this research is in order to know whether there is a positive and significant influence of textual enhancement technique on the students comparison degree mastery at the eight graders at SMPN Satu Atap 2 Simpang Pematang.

2. Benefits of the study

   a. For the students

      This research is expected to provide benefits to students by helping students in learning grammar. With the application of textual enhancement in the grammar learning process, students are expected to be more motivated and focuses. In addition, students can learn grammar without having to memorize formulas just by

paying attention to the text that has been marked to focus students on the grammar material being studied.

b. For the teacher

This research is expected to provide benefits to grammar teachers by providing an alternative discourse on the use of grammar teaching techniques. Through the application of this research, teachers can find out more clearly about the quality of students' grammar by getting scores from tests conducted by Researchers and teachers can evaluate the effectiveness of using textual enhancement in grammar learning so that teachers can decide whether or not the use of this learning strategy is effective.

c. For the other research

This research is expected to be useful for other Researchers as a reference or reference for conducting research on the same or related topics, especially in the use of textual enhancement in grammar learning. Through this research, it is hoped that researchers will not only get information related to theories about textual enhancement but they also get practice steps related to how to implement textual enhancement techniques in learning.

F. Prior Research

In this study, the researcher considers several prior researches to take the theoretical and applicative benefits of the research. The first previous research was conducted by Ayiewbey entitled “The effect of textual

enhancement on learning English past tense."[5] The research method used is quantitative with the aim of research to bring the learner's attention, while s/he is focusing on the meaning of a stretch of discourse, to the targeted structures and to how they are used.

These two studies have similarities and differences. The equation lies in the logical method used, which is quantitative. While the difference lies in the purpose of the study. The purpose of this study is to attract students' attention to focus on the meaning of a structured discourse and the purpose of this study is to determine the effect of textual enhancement on students' mastery of grammar.

The second research was conducted by Javadi and Bagheri with the research title "The effect of textual enhancement types on EFL learners grammatical awareness of simple and complex structure".[6] The research methodology used is quantitative. The purpose of this research is to investigate the effect of textual enhancement types on English as Foreign Language (EFL) learners' grammatical awareness of simple and complex structures.

Both studies have similarities and differences. The similarity lies in the use of research methods, namely using quantitative methods. While the difference lies in the purpose of the study. The aim of their study is to investigate the effect of using textual enhancement in foreign language

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[5] S. Ayiewbey, "*The Effect of Textual Enhancement on Learning English Past Tense"*, IDOSI publication (2013).

[6]Lida Javadi and Bahram Bagheri, "*The Effect of Textual Enhancement Types on EFL Learners' Grammatical Awareness of Simple and Complex Structures*", Journal of Language and Translation No. 3 (2017).

teaching. While the purpose of this study is to determine the effect of textual enhancement on students' mastery of grammar

The next research is conducted by Kim entitled “Textual input enhancement: application in teaching.”[7] The methodology used is qualitative with the aim of studying theoretically about textual input enhancement. These two studies have differences in the methodology used. In this study, the methodology used is qualitative while the methodology used in this study is quantitative. In addition, the difference between the two studies lies in the research objectives. This study aims to examine theoretically about textual input enhancement while this study aims to determine the effect of textual enhancement on students' grammar mastery.

[7] E. Chatrine Kim, “*Textual input enhancement: Application in teaching*”, Ortesol Journal (2010).

CHAPTER II

LITERATURE REVIEW

A. The Concept of Textual Enhancement

1. The Definition of Textual Enhancement Technique

Textual enhancement is a technique that highlights certain textual features of input that might go unmodified under normal circumstances.[8] Textual enhancement is a grammar teaching technique, where students' attention is drawn into linguistic forms through physical manipulation of suspects so that they are easy to understand. Textual enhancement has again been the standard form of input enhancement, or at least the form of intervention to which the term is most commonly applied. The usage is not surprising, since this is the form of intervention that most neatly captures the idea of enhancing the input. It consists of efforts to make a selected linguistic feature more salient, and therefore more likely to be subject to in-depth processing, by increasing the salience of that portion of the visual input that embodies the feature.[9] Currently, textual enhancement has become a standard form of increasing input or intervention that is commonly applied. Its use is easier to understand because there are parts that stand out.

2. The Benefits of Textual Enhancement Technique

Textual enhancement is one the teaching technique in English language teaching. It has same great benefit one of theme is that textual enhancement

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[8] Hossein Nassaji and Sandra Fotos, "*Teaching Grammar in Second Language Classrooms*" (Madison Avenue: Routledge, 2011).

[9] John Truscott, "*Consciousness and Second Language Learning*" (Bristol: Multilingual Matter, 2015).

technique has great benefit in learning grammar. The benefits of textual enhancement technique are as follow:[10]

a. Raising by making input perceptual more muted, learners attention is drawn to linguistic forms.

b. Helping the learner in highlighting certain aspects of input by means of various typographic devices, such as bolding, underlining, and italicizing in written input, or acoustic devices such as added stress or repetition in oral input.

It can be concluded that the benefits of learning using textual enhancement are that it will attract the attention of students in learning because there are things that are considered prominent in sentences, it can also help students in solving problems from words that are highlighted in bold / italic / quotation marks.

3. The teaching steps using m textual enhancement technique

a. The initial stage called noticing.

In this stage, the learner notices the linguistic forms provided in the text. At this stage, the students pay close attention to the reading text that has been given an emphasis on the grammar theory they want to teach by paying attention to italic, bold or quotation marks emphasized by the teacher.

b. Alertness Stage

Alertness concerns learners' readiness to receive the incoming stimuli. Students digest the directions or input given by the teacher, because the

[10]*Ibid*, Hossein Nassaji and Sandra Fotos.

teacher provides a stimulus to the grammar content which is emphasized in italic, bold, or without quotes.

c. Orientation

Orientation has to do with directing attentional resources to a particular type of input without paying attention to other input. Students are directed to focus on the orientation of the input grammar material listed on the text that has been pressed with italics, bold, or quotation marks.

d. Detection Stage

Detection has to do with selection and registration of sensory stimuli in memory. Students relate the input that has been given by the teacher about the concepts and examples that exist in these signs. This means that if students are taught about the simple present tense, students will learn the simple present tense in the sentences that have been marked.

B. The Concept of Comparison Degree

1. The Definition of Comparison Degree

Comparison is the term in the system of grade indicating of plain, comparative and superlative forms.[11]It means that comparison is a term that serves to express a level in three different forms, namely positive comparative and superlative. In the other words, comparison has function to show the level of comparison. This comparison illustrates the tendency

[11]Rodney Huddleston and Geoffrey K. Pullsum. "*A Student's Introduction to English Grammar*." (Cambridge: Cambridge University Press, 2005), 195.

for a specific purpose to compare in prepositional phrases, while the quality and comparison are more at the adverbial group.

Degree is typically expressed by an adverbial group with general indications of degree such as much, a good deal, a lot, or with a collocation allies more restricted adverb of degree such as deeply, profoundly, completely, heavily.[12]In the same view, degree is usually communicated by word intensifying a group with a general sign of degrees. The degree of comparison describes the rational value of something with something in another clause in a sentence.

Comparison degree is a gradable adjective for comparative or superlative degree used to express the notion that a person, thing or situation has more or less of a quality.[13]It can be stated that comparison degree is used to modify an adjective to show the comparison whichSatuis more or less and which one is the highest or the lowest. In addition it has certain formulas, namely comparative and superlative which are utilized to specify that the noun has more or less quality. Comparison degree has a function as a part of speech used to compare two objects. Particularly, comparison degree is used to compare the nouns to find out the difference between the quality of one noun and another.

2. Function of Comparison

Lesson is comparison is one of the grammar material. It is very important to compare to thinks in order to get specific description about theme. There for

[12]Christian MIMMatthiessen, MAKHalliday. "*An Introduction to Functional Grammar*" (London: Oxford University Press, 2004). 268

[13]Angela Downing and Philip Locke. *"English Grammar and University Course*" (Canada: Routledge, 2006), 484.

comparison has meaningful function in supporting students grammar mastery. According to Herring, comparison degree has great functions, as follows:[14]

a. Being used to compare two things, called by comparative adjectives, those that end in "-er" or are preceded by the word more, as in stronger, taller, cleverer, more beautiful, and others.
b. Being used to compare three or more things as nominal adjectives in the same way that comparatives can, called by superlative adjective such as strongest, tallest, most beautiful, most clever, and others.
c. Being used to describe the equal quality or characteristic of two nouns.

It can be concluded that there are three functions of comparison that consist of comparing two things, comparing three or more things as ostensible descriptive words within the same way and describing a condition related to the quality or characteristics of two things. In other words, by using a comparison degree, a description of the quality and quantity of the objects being compared will be very clearly presented. So, that the information conveyed orally and in writing can be obtained in detail.

3. Types of Comparison Degree

a. Positive Degree

Positive degree using for Expressing Equality and Inequality using as there is another way to express similarities and differences between two nouns using adjectives that aren't comparative. To describe two things as equal.[15] The

[14] Peter herring. "*Complete English Grammar Rules*", (United States: Farlex International, 2016), 561.

[15] Ibid, Peter Herring. 561-577

two things being compared are on the same or comparable level, therefore they are used as adjectives/adverbs as.

b. Comparative Degree

Comparative degree are used to compare differences and similarities between two nouns and to express a higher (or lower) degree. In this level, the adjective will change its form by adding the suffix "er" or adding "more" before the adjective. If the word is less than two syllables, this is done by adding the suffix “er”. But if the word has more than two syllables then add "more" before the adjective.

c. Superlative Degree

Superlative degree are used to identify a noun with the highest (or lowest) degree of an attribute among a group.[16] The rules for using the superlative degree are adjective/adverb + -est or most + adjective/adverb. The use of –est/-er or more must comply with some rules, if the adjective/adverb is 1 syllable (syllable) then always use –est/er. If an adjective/adverb with 2 syllables can use –est/-er, you can also use more/most. Then, if the adjective/adverb uses 3 syllables then always use more/most.

Based on the information above, there are three types of comparison degrees. The first type is the comparative degree that has two kinds consisting of the comparative adjective, and the comparative adverb. The second type is the superlative degree, the superlative degree that has two kinds consisting of one-syllable adjectives and two or three or more syllables. The third type is a positive

[16] Ibid, Peter Herring.580

degree that comparisons with adjectives do not change and are usually used to describe an object that has the same nature as another object.

C. The Hypothesis

The hypothesis formulation of this research includes of, as follow:

1. Null Hypothesis (Ho): There is no positive and significant the influence of textual enhancement technique on the students comparison degree mastery at the eight graders at SMPN Satu Atap 2 Simpang Pematang.
2. Alternative Hypothesis (Ha): There is a positive and significant the influence of textual enhancement on the students comparison degree mastery at the eight graders at SMPN Satu Atap 2 Simpang Pematang.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research is conducted by using quantitative research. Quantitative research is about explaining phenomena by collecting quantitative data which are analyzed using mathematically based methods.[17] The model of the experimental design of this study is pre-experimental design. Pre-experimental design is one of the types of experimental design that studies a single group and provides an intervension during the experiment.[18] This design does not have a control group to compare with the experimental group. This design includes a pretest measure followed by a treatment and a post test for a single group. The research design of pre-experimental study is ilustrated in the following figure below:[19]

Group A 01———X———02

These groups are chosen by using purposive sampling. The experimental group did pre-test and post-test. The treatment is conducted after pre-test. The pre-test is intended to find out the students' grammar mastery before giving the treatment, while the post-test is intended to find out the students' grammar mastery improvement after the treatment. The researcher conducted the research at the eight graders at SMPN Satu Atap 2 Simpang Pematang.

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[17] Daniel Muijs, "*Doing Quantitative Research in Education*" (London: Sage Publication, 2004), 11.

[18] Jhon W. Croswell, "*Research Design*" (London: Sage Publication, 2014).

[19] Ibid (Jhon W. Croswell).

B. Operational Definition of Variable

1. Independent Variable

Independent variable is the factor that is manipulated or controlled by the Researcher.[20] The independent variable of this research is textual enhancement technique which is defined is a technique that the teacher can apply in teaching grammar mastery. The indicators of the independent variable of this research are as follow:

a. The students are able to recognize grammar material marked by italic, bold or question mark by the teacher.
b. The students are able to understand the teacher's explanation related to grammar material which is emphasized through italics, bold or question mark text.
c. The students are able to develop their understanding of grammar material which is marked in Italian, bold or question mark.
d. The students are able to detect grammar material that has been emphasized through italics, bold or question marks with other sentence forms.

2. Dependent Variable

Dependent variable is a measure of the effect of the independent variable.[21] Dependent variable of this research is comparison degree mastery. In

[20] Geoffrey Marczyk, David DeMateo, and David Fastinger, "*Essentials of Research Design and Methodology*" (Canada: John Wiley and Sons, 2005), 42.
[21] Ibid (Geoffrey Marczyk), 45

comparison degree mastery, there are some indicators that indicated the student be able to master the comparison degree mastery as follow:[22]

a. Students are able to write sentences containing comparison degree with the construction of effective language use.
b. Students are able to compose sentences containing comparison degree with complex language.

Moreover, based on the explain above, in this research the researcher used textual enhancement to conduct a treatment for the students the eight graders of SMPN Satu Atap 2 Simpang Pematang. In addition the researcher collected the data by using the test of fill in the blank.

C. Population, Sample and Sampling Technique

1. Population

Population is the collection of all people who could be measured, or in whom the psychologist is interested.[23] The population of this research is the eight graders of SMPN Satu Atap 2 Simpang Pematang in academic 2021/2022, which consists of one class that has 17 students.

2. Sample

Sample is representative of the population of interest and results drawn form the sample can be generalized to the entire population.[24] The sample of this research is a class of experimental group. That is the eighth class that

[22] J. B Heaton, "*Writing English Language Tests New Edition*" (New York: Longman).
[23] Barry H. Cohen, "*Explaining Psychological Statistics*" (Canada: John Wiley and Sons, 2013), 11.
[24] Sara Elder, "*Sampling Methodology*" (Geneva: International Lresabor Office, 2009), 5.

consists of 15 students. It is because this research use pre-experimental design by focusing on experimental group.

3. Sampling

Purposive sample refers to selection of units based on personal judgment rather than randomization.[25] Purposive sampling is used in research based on data source collection techniques by determining the sample with certain considerations. The researcher decides to use purposive sampling because the number of eighth graders is only one class, so the researcher focuses on deciding sampling based on the aim of knowing the effect of textual enhancement on the mastery of eighth grade grammar.

D. Data Collection Technique

In the data collecting procedure, there are there steps that have to follow in this research:

1. Test

Test is usually performed by using that element of the survey and determining how it works. There are two tests that are used in this research as follow:

a. Pre-test

Pre-test is given to the pre-experimental class before giving a treatment to measure students' grammar mastery. The test is in the form of fill in the blanks.

b. Post test

[25] Ibid (Sara Elder), 6.

After giving the treatment, the researcher will give the post test to the experimental class to find out the result of the treatment whether the use of Textual enhancement is effective or not to teach students' grammar mastery especially on comparison degree mastery. The test is in the form of fill in the blanks.

2. Documentation

Documentation is one of many processes accompanying audit work, and it's main objective is to lay out in writing all activities and facts relating to an audit.[26] The instrument which was used for documentation method is books, magazine, notes, data from internet, journal and others. The researcher uses the documentation method to get some information about:

a. The location of SMPN Satu Atap 2 Simpang Pematang
b. The condition teachers and officials employes in SMPN Satu Atap 2 Simpang Pematang.
c. The quantity of the students of SMPN Satu Atap 2 Simpang Pematang.
d. Organization structure of SMPN Satu Atap 2 Simpang Pematang.
e. The regulation of SMPN Satu Atap 2 Simpang Pematang.

D. Research Instruments

1. Grammar Mastery Test

To identify the students' grammar mastery of the eight graders SMPN Satu Atap 2 Simpang Pematang, the researcher applied grammar test. The test is measuring the ability of the students about the comparison degree

[26] Henning Kagerman, Willian Kinney and et al, "*Internal Audit Handbook*" (Germany: Springer, 2008), 432.

mastery. The test consists of pre-test and post-test, in the form of fill in the blank.

2. Documentation Sheet

It refers to the archive data that helps the researcher to collect the need data. The researcher utilizes the document related to the object research such as students name list and teachers name.

E. Data Analysis Technique

To answer the question "Is there any positive and significant influence of textual enhancement technique on the students comparison degree mastery at the eight graders at SMPN Satu Atap 2 Simpang Pematang". The researcher applied inferential statistics to find out the significant different between pre-test and post-test in pre-experimental class. The formula of t-testis illustrated as follow:[27]

$$t = \frac{(X_1 - X_2)}{\sqrt{\frac{S_1^2 + S_2^2}{n}}}$$

Notes:

T = Two-sample Test
X1 = Means score of sample 1
X2 = Mean score of sample 2
S1 = Standard deviation of sample 1
S2 = Standard deviation of sample 2
S1 2= Variant's of sample 1
S2 2= Variance of sample 2
N = Total of the samples

[27] Barry H. Cohen, "*Explaining Psychological Statistic*", (Canada, John Wiley & Sons, 2013), 240.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Profile of SMPN Satu Atap 2 Simpang Pematang

a. The Location of SMPN Satu Atap 2 Simpang Pematang

SMPN Satu Atap 2 Simpang Pematang is one of the junior high schools located in Mesuji district. Precisely on Jl. Cut Muria, Adi Jaya village, Simpang Pematang district. Established since 2010 the principle is Sarjono, S.Pd

b. The building condition and school in SMPN Satu Atap 2 Simpang Pematang

The condition of the infrastructure of SMPN Satu Atap 2 Simpang Pematan is adequate for teaching and learning activities consisting of the principal's room, teacher's room, classroom, toilet, mosque, kitchen, science lab room, computer lab room, ablution area, parking lot, hall room. and libraries. In addition, the facilities available at SMPN Satu Atap 2 Simpang Pematang have also been able to support the learning process including there are decent chairs for both teachers and students, there is a blackboard, internet access, fans in every room, computers in the computer lab room, leds. projector and printer.

c. Students quantity at SMPN Satu Atap 2 Simpang Pematang

All of the participants names were converted into pseudonyms. The student participants were the students eighth

graders at SMPN Satu Atap 2 Simpang Pematang in academic year of 2021/2022. The demography of the students can be seen on the table below:

Table 2.

The Description of Students

No	Name	Gender	Age	Address
1.	DPS	Male	14 years old	Aji Jaya
2.	DM	Male	16 years old	Adi Karya Mulya
3.	ES	Male	13 years old	Budi Aji
4.	FA	Female	14 years old	Aji Jaya
5.	FF	Male	14 years old	Simpang Mesuji
6.	HA	Female	13 years old	Aji Jaya
7.	IA	Female	14 years old	Aji Jaya
8.	JSR	Male	14 years old	Adi Karya Mulya
9.	KMA	Female	13 years old	Aji Jaya
10.	LAF	Female	14 years old	Aji Jaya
11.	NS	Female	14 years old	Simpang Mesuji
12.	NK	Female	15 years old	Aji Jaya
13.	SS	Female	13 years old	Aji Jaya
14.	RAS	Male	14 years old	Aji Jaya
15.	WA	Male	15 years old	Simpang Pematang

From the table above, it can be concluded that there are 15 students in grade 8 with the male sex being 7 students. While the female students amounted to 8 students. Their average age is almost the same, namely 14 years, their address is also not far from the

school address because SMPN Satu Atap 2 Simpang Pematang is the closest school from the students' homes.

d. Organizational structure

The organizational structure at SMPN Satu Atap 2 Simpang Pematang consists of the head of the committee, the principal, the vice principal, the head of the administrative division, the administrative staff, the curriculum staff, the student faculty, the sarpra program, the public relations department, laboratory assistant, librarian, teacher staff.

2. The Description of Research Result

The result of this research is described based on the effort to answer the research objectives in order to investigate whether there is any positive and significant influence of textual enhancement technique on the students comparison degree mastery at the eight graders at SMPN Satu Atap 2 Simpang Pematang.To describe the result of this research, the researcher explained the following parts:

a. **The description of pre-test result**

The researcher conducted a Pre-test on May 19th, 2022 by giving comparison of degree tests to the eight graders in SMPN Satu Atap 2 Simpang Pematang. The type of pre-test iscomparison degree test.In the pre-test process, the researcher asked the students to answer the questions of comparison degree test in order to know to their comparison degree mastery. The pre-test results are illustrated in the following table:

Table 3.

The Pre-Test Result of Students'

No	Name	Score
1	DPS	60
2	DM	70
3	ES	50
4	FA	80
5	FF	50
6	KMA	50
7	JSR	70
8	LAF	60
9	NS	80
10	NK	60
11	SS	60
12	RAS	40
13	WA	60
14	HA	50
15	IA	80
Average of students score		61.33

Based on the explanation above, it can be concluded that for score 40-50, the total of students was 5 students. The students that included for score 60-70 was 7 students. Then, the students that included for score 80 was 3 student. It was investigated that the average grade is 61.33. It shows the students' comparison of mastery degree

before the treatment. So, the average value of many students who have not reached the assesment standard is 70.

b. The Description of Treatment by Using Textual Enhancement Technique

Researchers conducted research on May 21th, 2022 by providing a comparison of mastery degree with writing skills in the form of fill in the blank questions. In this process students are asked to complete the missing paragraphs with the following scores:

Table 4.

The Result of Students Test

No	Name	Score
1	DPS	60
2	DM	50
3	ES	60
4	FA	80
5	FF	60
6	KMA	70
7	JSR	60
8	LAF	50
9	NS	80
10	NK	70
11	SS	60
12	RAS	70
13	WA	6 0

14	HA	70
15	IA	60
Average of students score		63.33

Based on the explanation above, it can be concluded that for score 40-50, the total of students was 3 students. The students that included for score 60-70 was 10 students. Then, the students that included for score 80 was 2 student. It was investigated that the average grade is 63.33. This is the result of students' scores in working on the comparison degree in writing with the type of questions filled in the blank.

In the previous treatment, students did not get the maximum score, therefore the researcher conducted the treatment by using textual enhancement technique through comparison degree material in the process of the research. In do the treatment, the research was conducted in one meeting on May 26th, 2022 at SMPN Satu Atap 2 Simpang Pematang to the Eight graders to do the treatment with the Textual Enhancement Technique Through Comparison Degree, in do the treatment the research was condacted in one meeting the teacher asked students to pay attention to the forms of language provided in the text that has been emphasized on the comparison. At the beginning, the teacher asked students to digest the directions or input given by the teacher, because the teacher provided a stimulus to the grammar contains about the degree of comparison which is emphasized in italics, bold, or without quotes. In addition, the teacher asked students to focus on the

orientation of the input grammar about the comparison degree listed in the text that has been italicized, bold, or in quotation marks. Morover, the teacher asked students to relate the input that has been given by the teacher about the concept and examples of comparison degree that exist in these signs and the teacher asked students to write several sentences containing the comparison degree.

From the description above, which starts from introduction, evaluation, to the level of appreciating and fostering students, it is the scope of an textual enhancement technique teaching technique to achieve learning objectives.

c. The Description of Post-Test Result

The researcher conducted a post-test after the researcher given a treatment on May, 28th 2022 by giving the Comparison Degree test to the eighth graders at SMPN Satu Atap 2 Simpang Pematang.In the pre-test process, the researcher asked the students to answer the questions of comparison degree test in order to know to their comparison degree mastery. The pre-test results are illustrated in the following table:

Table 5.

The Post-Test Result of Students

No	Name	Score
1	DPS	80
2	DM	70
3	ES	90
4	FA	100
5	FF	80

6	KMA	80
7	JSR	60
8	LAF	70
9	NS	100
10	NK	80
11	SS	90
12	RAS	70
13	WA	60
14	HA	80
15	IA	90
	Average of students score	80

Based on the explanation above, it can be concluded that for score 40-50, the total of students was 0 students. The students that included for score 60-70 was 5 students. Then, the students that included for score 80-100 was 10 students. It was investigated that the average grade is 80. It shows the students' comparison degree mastery after the treatment. After getting the complete data, the researcher investigated the influence of textual enhancement technique through comparison degree mastery by using SPSS.

3. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

a. (Ho):There is not Positive and significant hypothesis towards influence of textual enhancement through comparison of degree mastery for eighth grade at SMPN Satu Atap 2 Simpang Pematang.

b. (Ha):There is a Positive and significant hypothesis towards the influence of textual enhancement through comparison of degree mastery for eighth grade at SMPN Satu Atap 2 Simpang Pematang. This is the statistical hypothesis:

If the sign.2-tailed is lower than 0.05 and the t-value is higher than t-table, so the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. While, if sig.2-tailed is higher than 0.05 and t-value is lower than t-table, so the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

In testing of hypothesis, the researcher applied SPSS in calculating the influence of Textual enhancement technique on grammar skill of students in the eighth grade of SMPN Satu Atap 2 Simpang Pematang. After performing a series of SPPSS calculations in variable X (Audio textual enhancement) tests to variable Y (Comparison degree Mastery), the researcher obtained the results described as follows:

Table 6.

The SPSS Result about Standard Deviation

Paired Sample Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	61.33	15	12,459	3.217
	POSTTEST	80.00	15	12,536	3.237

Table 7.

The SPSS Result about Sig Value

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	15	.366	.180

Table 8.

The SPSS Result about Sig(2-tailed)

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – POSTTEST	18,667	14,075	3,634	26,461	10,872	5.137	14	.000

Based on the SPSS result, it was investigated that the result of sig. 2 tailed in this research is 0.000 It is clear that if the probability or Sig. > (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this

research successfully proves that there is a positive and significant towards the influence of textual enhancement technique through comparison of degree mastery for eighth grade at SMPN Satu Atap 2 Simpang Pematang. Moreover, the table below illustrated the result of the calculation of t-test in SPSS.

Table 9.

Critical value of t-table

Level of Significant	5%	1%
*df*14	2.145	2,624

1. The critical value of t-test (t-table) for the 5% level is 2.145
2. The critical value of t-test (t-table) for the 1% level is 2.624

From all the data analysis above, it can be found that:

a. "t-observed" = 5,137

b. "t-table" level of significant 5% = 2.145

c. "t-table" level of significant 1% = 2,624

It means that" t-observed" higher than "t-table" or it can be written as 2,145<5,137>2,624. It means that from the value above there was any positive and significant The Influence Textual Enhancement Technique Through Comparison Degree Mastery for Eighth Grade at SMPN Satu Atap 2 Simpang Pematang Academic 2021/2022. It can be seen from the result of the students" pre-test and post-test.

a. If t-observed > t-table, Ha is accepted and Ho is rejected.

b. If t-observed < t-table, Ha is rejected and Ho is accepted.

The researcher has formulated the alternative Hypothesis (Ha) such as: "There is a Positive and significant The Influence Textual Enhancement Through Comparison Degree for Eighth Grade at SMPN Satu Atap 2 Simpang Pematang Academic 2021/2022."

Finally, the data confirmed that "t-observed" = 5.137 was higher than "t-table" level of signficant 5% = 2.145 and "t-table" level of significant 1% = 2.624. Therefore, it can be concluded that has accepted and Ho is rejected. It means that there was a positive and significant The Influence Textual Enhancement Through Comparison Degree for Eighth Grade at SMPN Satu Atap 2 Simpang Pematang Academic 2021/2022.

B. Discussion

The results of this study indicate that there is a positive and significant effect of the application of textual enhancement on the comparison degree mastery. This is indicated by the value of sig 2 tail which is 0.000 and the t-observed value is 5.137. The effect of textual enhancement on students' comparison degree abilities, the researcher obtained from the pre-test and post-test scores in the experimental class because this study was a pre-experimental design.

The results of this study indicate that through the use of textual enhancement students are able to distinguish objects, people, animals that

have differences and similarities using the comparison degree correctly. In comparing the two objects using textual enhancement students are able to distinguish the use of comparison degree for one spelling and more than one spelling, for example students are able to distinguish when to use er+adjective and more+adjective. In addition, in using superlative level comparisons through the use of textual enhancement, students are able to distinguish when to use the+adjective+est or the most+adjective. The students is also capable of using the same level of comparison when using as+adjective+as. This is in line with the results of research from Lee and Reservz[28] who stated that textual enhancement is useful in teaching grammar, this research shows that textual enhancement helps students to concentrate on the target.

The benefits of using Textual Enhancement can also help students understand the core of the learning topic. Where students focus is on sentences marked in bold, italic or quatition marks. Students are able to understand the meaning of the learning topic in the marked sentence. The results of this study are in line with the results of research from Han, Park, and Combs[29] which states that students can automatically see meaningful sentence forms and Simple enhancement is capable of inducing learner noticing of externally enhanced forms in meaning-bearing input.

Before using textual enhancement the students were asked to fill in the gaps in paragraphs, students' abilities were still said to be low, this was

[28] Minjin Lee Andrea Reservz, "*Promoting Grammatical Development through Captions and Textual Enhancement in Multimodal Input-based Tasks*" second language acquation 42, no. 3 (2020).

[29] zhaohong Han, Charles Combs and Eun Sung Park, *"Textual Enhancement of Input: Issues and Possibilities*" *advanced acces* 29, no. 4 (2008).

shown by the average score of 63 while the grade from the school was 70. At the next meeting the researchers applied the use of textual enhancement in learning where students paid attention to the paragraphs that were written. Where in the paragraph is marked as bold, italic, or quatition mark. At the end of the lesson, students were asked to conduct in the post-test questions. After learning it turns out that textual enhancement is able to have a significant influence on students in understanding. Where students are able to understand the comparison degree well, it is indicated by the results of the post-test average score of 81.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collection method that had been analyzed by the researches, the researcher concluded that, textual enhancement for comparison degree mastery has a positive influence toward the grammar students' mastery. This case was seen from the result of pre-test and post-test. In the pre-test, average score was 61.33 and in the post-test the average score was 80.Textual enhancement can be as an alternative strategy in teaching English, it can be seen from the critical value to observed was 5,137 and t-table was 2.145 for 5% and for 1%.2,624. The data confirmed that t-observed higher than t-table. Therefore, it can be infered that the Hypothesis alternative (Ha) of this research is accepted and Ho is rejected. So, there is a positive influence of textual enhancement technique on the students comparison degree mastery at the eight graders at SMPN Satu Atap 2 Simpang Pematang in Academic 2021/2022.

B. Suggestion

The suggestion is intended to the teacher and the students for the future improvement, as follow:

1. For The Teacher

The teachers are suggested to support for comparison degree mastery students‟, the teacher can apply Textual enhancement to Master Comparison degree Mastery.

2. For The Students

The students are suggested to develop their comparison degree mastery by using textual enhancement especially it can improve comparison degree students.

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APPENDICES

1. SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan danmenanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengankonteks penggunaannya. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan	Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda • *Fungsi sosial* Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi • *Struktur teks Who is taller? Your sister or your brother?; No one in the class is big as Candra. He is the biggest. He is bigger*	Mengamati • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang,	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. .	*than any other student in the class*.; *To me, writing is more difficult than reading*. *Listening is the most difficult. Our library have more books than the community library*., dan semacamnya. • *Unsur kebahasaan* (1) Kosa kata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah,	orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.	benda. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang,		• Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

	rumah, dan sekitarnya (2) Perbandingan sifat: *as ... as, -er, -est, more ..., the most ...* (3) Perbandingan jumlah: *more, fewer, less* (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,*	**A. Mengumpulkan Informasi** • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan	benda. CARA PENILAIAN: SIKAP • Observasi • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian diri: Pernyataan siswa secara tertulis dalam		

	dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. *Topik* Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan	sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang,	jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya. PENGETAHUAN • Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan		

	bertanggung jawab.	benda dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Menalar/Mengasosiasi** • Membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber. • Membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah	dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. KETERAMPILAN • Unjuk kerja Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. • **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi		

		dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengomunikasikan • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, di dalam	terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.		

		dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami dalam menggunakan bahasa sInggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

2. Lesson Plan

School	:	SMPN Satu Atap 2 Simpang Pematang
Subjects	:	English
Class/Semester	:	VIII/2
Subject matter	:	Writing
Time Allocation	:	2X2 Lesson Hours . 40 Minutes

A. Core Competencies

KI 1	:	Appreciate and live the teachings of their religion
KI 2	:	Appreciate and live honest, disciplined, polite, confident, caring, and responsible behaviour in interacting effectively in accordance with the development of children in the family, school,
	:	community and natural environment, nation and state, and regional areas
KI 3		Understand and apply factual, conceptual, procedural and metacognitive knowledge at a simple technical and specific level based on their curiosity about science, technology, art and culture with human, national and state insights related to visible phenomena and events
	:	Demonstrate the skills of reasoning, processing and presenting creatively, productively,
KI 4		critically, independently, collaboratively, and communicatively, in the concrete and abstract realms, in accordance with what is learned in school and other similar sources from a theoretical point of view

Basic Competence

1. Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, according to the context of their use (Note the linguistic element of the degree of comparison)

   Indicator:

   a. Distinguish the use of positive, comparative and superlative degrees
   b. Use positive, comparative and superlative degree to ask and states the comparison of the number and nature of people, animals, objects in everyday life

2. Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, taking into account social functions, text structure, and linguistic elements that are correct and in context

   Indicator:

   Write and practice sentences degree of comparison for ask and states the comparison of the number and nature of people, animals, objects in everyday life

B. Learning Objectives

Through textual enhancement, students are expected to be able to write sentences of comparison (Degree of Comparison) Positive, Comparative, and Superlative Degree.

C. Learning Materials

1. *Social Function*

   Identify, introduce, praise, criticize, admire

2. *Text Structure*

   Positive Degree

   Subject + to be + as …adjective … as + Object

   Example: Ali is as tall as Ahmad

   Comparative Degree

   Subject + (Adjective-er / more – adjective) + than + Object

   Example: Asep is taller than Ali

   Superlative degree

   Subject + (Adjective-est / The most – adjective) + than + Object

   Example: Asep is the tallest than Ali and Ahmad

3. *Elements of Language*

   Vocabulary: Nouns and adjectives related to people, animals, objects in the classroom, school, home, and more. Comparison of traits: as ….as, -er/more, est/the most

D. Method

Textual enhancement technique

E. Learning Activities

1. Introductory Activities

- The teacher opens greets the students, checks classical attendance and readiness of students, conducts appreciation followed by conveying the objectives and learning steps
- The teacher conveys the activities that students must do during the learning process

- The teacher conveys the assessment technique that will be carried out

2. Core Activities

- The teacher asks students to pay attention to the forms of language provided in the text that has been emphasized on the comparison degree by asking students to pay attention to italics, bold or quotation marks emphasized by the teacher.
- The teacher asks students to digest the directions or input given by the teacher, because the teacher provides a stimulus to the grammar contain about the degree of comparison which is emphasized in italics, bold, or without quotes.
- The teacher asks students to focus on the orientation of the input grammar about the comparison degree listed in the text that has been italicized, bold, or in quotation marks.
- The teacher asks students to relate the input that has been given by the teacher about the concept and examples of comparison degree that exist in these signs.
- The teacher asks students to write several sentence containing the comparison degree.

3. Closing Activities

Learners make a summary / conclusion of the lesson about the important points that appear in the new learning activities carried out. The teacher conveys the main material for the next meeting, ending with greetings

F. Assessment of Learning Outcomes

Attitude Assessment : Observations in the learning process (comments, questions or answers) during the learning process

Knowledge Assessment: Written test in the form of a description, (Structured Task)

Skills Assessment: Performance (Students convey the results of the work done)

Mengetahui,

Kepala Sekolah	**Guru Mata Pelajaran**
SARJONO, S.Pd	**Lukmawati You Santri, S.Pd**
NIP: 196810191997031002	

3.Lesson plan

School	:	SMPN Satu Atap 2 Simpang Pematang
Subjects	:	English
Class/Semester	:	VIII/2
Subject matter	:	Reading
Time Allocation	:	2X2 Lesson Hours . 40 Minutes

a. Core Competencies

KI 1 : Appreciate and live the teachings of their religion

KI 2 : Appreciate and live honest, disciplined, polite, confident, caring, and responsible behaviour in interacting effectively in accordance with the development of children in the family, school,
: community and natural environment, nation and state, and regional areas

KI 3 Understand and apply factual, conceptual, procedural and metacognitive knowledge at a simple technical and specific level based on their curiosity about science, technology, art and culture with human, national and state insights related to visible phenomena and events

: Demonstrate the skills of reasoning, processing and presenting creatively, productively,
KI 4 critically, independently, collaboratively, and communicatively, in the concrete and abstract realms, in accordance with what is learned in school and other similar sources from a theoretical point of view

b. Basic Competence

Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects,

according to the context of their use (Note the linguistic element of the degree of comparison)

Indicator:

c. Distinguish the use of positive, comparative and superlative degrees
d. Use positive, comparative and superlative degree to ask and states the comparison of the number and nature of people, animals, objects in everyday life

Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, taking into account social functions, text structure, and linguistic elements that are correct and in context

Indicator:

Write and practice sentences degree ofcomparison for ask and states the comparison of the number and nature of people, animals, objects in everyday life

c. Learning Objectives

Through textual enhancement, students are expected to be able to make sentences of comparison (Degree of Comparison) Positive, Comparative, and Superlative Degree.

d. Learning Materials

1. Social Function

Identify, introduce, praise, criticize, admire

2. Text Structure

Positive Degree

Subject + to be + as …adjective … as + Object

Example: Ali is as tall as Ahmad

Comparative Degree

Subject + (Adjective-er / more – adjective) + than + Object

Example: Asep is taller than Ali

Superlative degree

Subject + (Adjective-est / The most – adjective) + than + Object

Example: Asep is the tallest than Ali and Ahmad

3. Elements of Language

Vocabulary: Nouns and adjectives related to people, animals, objects in the classroom, school, home, and more. Comparison of traits: as ….as, -er/more, est/the most

4. Text reading

Among the people, cow's milk is **more familiar than** goat's milk. Goat's milk has the same benefit as cow's milk, which is good for the body. However, goat's milk looks **whiter than** cow's milk. The reason is that the vitamin A content of goat's milk is **better than** cow's milk. In addition, the content of goat's milk is **more easily** digested by the body than cow's milk.

e. **Method**

Textual enhancement technique

f. Learning Activities

1. Introductory Activities

- The teacher greets the students, checks classical attendance and readiness of students, conducts appreciation followed by conveying the objectives and learning steps
- The teacher conveys the activities that students must do during the learning process
- The teacher conveys the assessment technique that will be carried out

2. Core Activities

- The teacher ask the students to read the reading text comprehensive.

- The teacher asks students to pay attention to the forms of language provided in the reading text that has been emphasized on the comparison degree by asking students to pay attention to italics, bold or quotation marks emphasized by the teacher.
- The teacher asks students to digest the directions or input given by the teacher, because the teacher provides a stimulus to the grammar that contain in the reading text about the degree of comparison which is emphasized in italics, bold, or without quotes.
- The teacher asks students to focus on the orientation of the input grammar material about the comparison degree listed in the reading text that has been italicized, bold, or in quotation marks.
- The teacher asks students to relate the input that has been given by the teacher about the concept and examples of comparison degree that exist in these signs that contain in the reading text.

- With the guidance of the teacher, students make conclusions of reading text about the things that have been studied related to material that is in accordance with the main theme. Students are then given the opportunity to ask again things that have not been understood

3. Closing Activities

Learners make a summary / conclusion of the lesson about the important points that appear in the new learning activities carried out. The teacher conveys the main material for the next meeting, ending with greetings

g. Assessment of Learning Outcomes

Attitude Assessment : Observations in the learning process (comments, questions or answers) during the learning process

Knowledge Assessment: Written test in the form of a description, (Structured Task)

Skills Assessment: Performance (Students convey the results of the work done)

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SARJONO, S.Pd	**Lukmawati You Santri, S.Pd**
NIP: 196810191997031002	

4. Lesson plan

School	:	SMPN Satu Atap 2 Simpang Pematang
Subjects	:	English
Class/Semester	:	VIII/2
Subject matter	:	Reading
Time Allocation	:	2X2 Lesson Hours . 40 Minutes

a. Core Competencies

KI 1 : Appreciate and live the teachings of their religion

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: community and natural environment, nation and state, and regional areas

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: Demonstrate the skills of reasoning, processing and presenting creatively, productively,

KI 4 critically, independently, collaboratively, and communicatively, in the concrete and abstract realms, in accordance with what is learned in school and other similar sources from a theoretical point of view

b. Basic Competence

Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, according to the context of their use (Note the linguistic element of the degree of comparison)

Indicator:

a. Distinguish the use of positive, comparative and superlative degree
b. Use positive, comparative and superlative degree to ask and states the comparison of the number and nature of people, animals, objects in everyday life

Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, taking into account social functions, text structure, and linguistic elements that are correct and in context

Indicator:

Write and practice sentences degree of comparison for ask and states the comparison of the number and nature of people, animals, objects in everyday life

c. Learning Objectives

Through textual enhancement, students are expected to be able to make sentences of comparison (Degree of Comparison) Positive, Comparative, and Superlative Degree.

d. Learning Materials

Social Function

Identify, introduce, praise, criticize, admire

Text Structure

Positive Degree

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Example: Ali is as tall as Ahmad

Comparative Degree

Subject + (Adjective-er / more – adjective) + than + Object

Example: Asep is taller than Ali

Superlative degree

Subject + (Adjective-est / The most – adjective) + than + Object

Example: Asep is the tallest than Ali and Ahmad

Elements of Language

Vocabulary: Nouns and adjectives related to people, animals, objects in the classroom, school, home, and more. Comparison of traits: as ….as, -er/more, est/the most

Text reading

Tennis and badminton are the same kind of sport, which is both a small ball sport. Even so, badminton is *more interest than* tennis. This is because badminton is *cheaper than* tennis. Because badminton can be played anywhere while tennis is only played on a special field. Therefore, among the public, badminton is *more popular than* tennis.

e. **Method**

Textual enhancement technique

f. Learning Activities

1. Introductory Activities

- The teacher greets the students, checks classical attendance and readiness of students, conducts appreciation followed by conveying the objectives and learning steps
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Kepala Sekolah	**Guru Mata Pelajaran**
SARJONO, S.Pd	**Lukmawati You Santri, S.Pd**
NIP: 196810191997031002	

5. Pre test question

Isilah titik-titik dibawah ini menggunakan kata didalam kurung !

Positive degree

1. This result is as …….as Yesterday (Buruk)
2. She is as …….. as her mother (Baik)
3. A knife is as……. as a sword (Tajam)
4. Mobile is as ……as motorcycle (Mahal)

Comparative degree

5. Jay is more…….. than Aji (Pendek)
6. Hana speaks ……. than Hany (Cepat)
7. Elephant is …… than ant (Besar)

Superlative degree

8. Johan is the …… student in the class (Tinggi)
9. I think mathematics is the most……. Lesson (Sulit)
10. Chocolate is the most ……..flavour (Enak)

6. Test question

Elephants and giraffes are special animals in the world. Elephant's bodies are 1.(Besar).....than giraffe's bodies. while giraffes are 2.(Panjang)..... than elephants. The giraffe's neck is 3. (Tinggi)..... than the elephant's. while elephant ears are 4. (Lebar)..... than giraffe ears. Elephants are one of the 5(Besar). ..... animals in the world. while the giraffe is one of the 6. (Tinggi)..... animals in the world. Elephants have more 7. (Makanan) ..... than giraffes.. Both of these animals are classified as herbivora. Elephants is 8.(Dilindungi). as..... as giraffes. The numbers of elephant 's legs are 9. (Sama) as .....as giraffe's legs. Elephants habitat is 10.(Sama) as..... as giraffe's habitat. Both of them live on land.

7. **Post test question**

Joni: I think a mountain and a hill are the same. Right ?
Edo: No. Look! That one on the left is a mountain. And on the right is a hill. The mountain is taller and bigger than the hill. The hill is smaller and shorter than the mountain. Mountains can erupt while hills cannot. therefore, mountains are more dangerous than hills. (Siti wachidah, dkk.2017.*Buku guru Bahasa inggris "when English rings a bell"*.)

Isilah soal dibawah ini berdasarkan teks diatas !

1. The mountain is ……than hill
2. The hill is ……and…….than the mountain
3. The mountain is more.....than hill

On my left hand I have cotton, on my right hand I have stone. The size is the same. Now I can feel that stone is heavier than cotton, and cotton is lighter than stone. (Siti wachidah, dkk.2017.*Buku guru Bahasa inggris "when English rings a bell"*.)

Isilqah soal dibawah ini berdasarkan teks diatas !

4. Cotton is as……as stone
5. Stone is ….than cotton
6. Cotton is……than stone

Isilah titik-titik dibawah ini menggunakan kata didalam kurung !

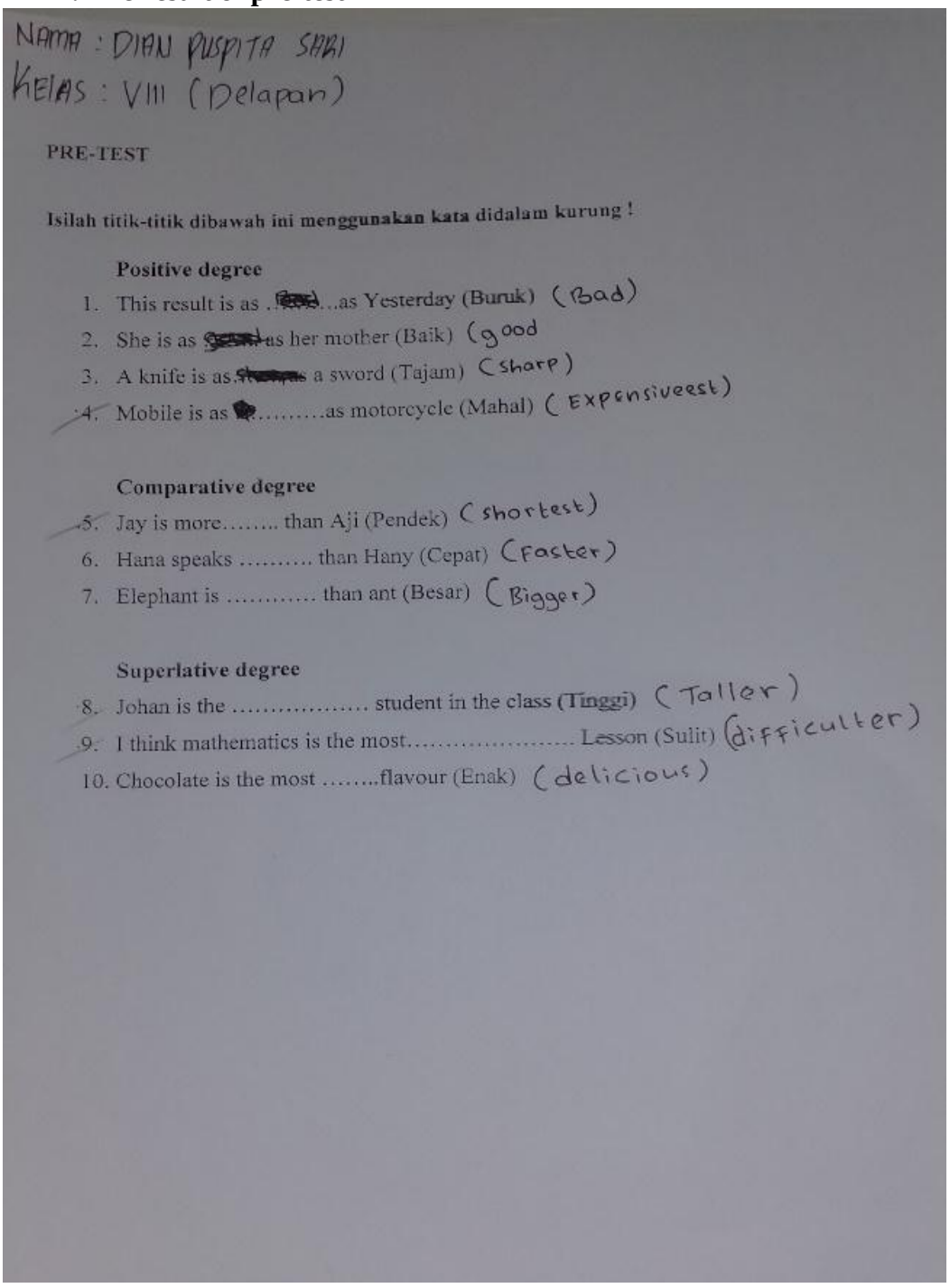
7. The cat is as …… as the rabbit (Kuat)
8. The peacock is ……..than the crow (Cantik)
9. Komodo dragons are the most ……animal in Indonesia (Dilindungi)
10. Whale is the……mamal (Besar)

8. **Key answer pre test**
    1. Bad
    2. Good
    3. Sharp
    4. Expensive
    5. Shorter
    6. Faster
    7. Bigger
    8. Shorter
    9. Difficult
    10. Nice

9. **Key answer test**
    1. Bigger
    2. Taller
    3. Higher
    4. Wider
    5. Largest
    6. Tallest
    7. Food
    8. Protected
    9. Similar
    10. Similar

10. **Key answer post test**
    1. Taller and bigger
    2. Smaller and shorter
    3. Dangerous
    4. Same
    5. Heavier
    6. Lighter
    7. Strong
    8. Beautifull
    9. Protective
    10. Bigger

11. The result of pre-test



NAMA : DIAN PUSPITA SARI
KELAS : VIII (Delapan)

PRE-TEST

Isilah titik-titik dibawah ini menggunakan kata didalam kurung !

Positive degree

1. This result is as ...as Yesterday (Buruk) (Bad)
2. She is as as her mother (Baik) (good
3. A knife is as a sword (Tajam) (sharp)
4. Mobile is as .....as motorcycle (Mahal) (Expensiveest)

Comparative degree

5. Jay is more..... than Aji (Pendek) (shortest)
6. Hana speaks ..... than Hany (Cepat) (Faster)
7. Elephant is ..... than ant (Besar) (Bigger)

Superlative degree

8. Johan is the ..... student in the class **(Tinggi)** (Taller)
9. I think mathematics is the most..... Lesson (Sulit) (difficulter)
10. Chocolate is the most .....flavour (Enak) (delicious)

Name : Keyla Muna Azira
Kelas : VIII

PRE-TEST

Isilah titik-titik dibawah ini menggunakan kata didalam kurung !

Positive degree

1. This result is as .....as Yesterday (Buruk) →(Bad)
2. She is as ..... as her mother (Baik) → (good)
3. A knife is as..... as a sword (Tajam) →(Sharp)
4. Mobile is as .....as motorcycle (Mahal) →(Delicius) →~~(Expensive)~~

Comparative degree

5. Jay is more..... than Aji (Pendek) →(Shorter)
6. Hana speaks ..... than Hany (Cepat) →(beautiful) →~~(faster)~~
7. Elephant is ..... than ant (Besar) → (Small) → (~~bigger~~)

Superlative degree

8. Johan is the ..... student in the class (Tinggi) → (this is very big)
9. I think mathematics is the most..... Lesson (Sulit) →(mother)
10. Chocolate is the most .....flavour (Enak) → (delicious)

Nama : Feng Amelia.
Kelas : VIII delapan.

PRE-TEST

Isilah titik-titik dibawah ini menggunakan kata didalam kurung !

Positive degree

1. This result is as Bad....as Yesterday (Buruk)
2. She is as good as her mother (Baik)
3. A knife is as Sharpas a sword (Tajam)
4. Mobile is as Expensive as motorcycle (Mahal)

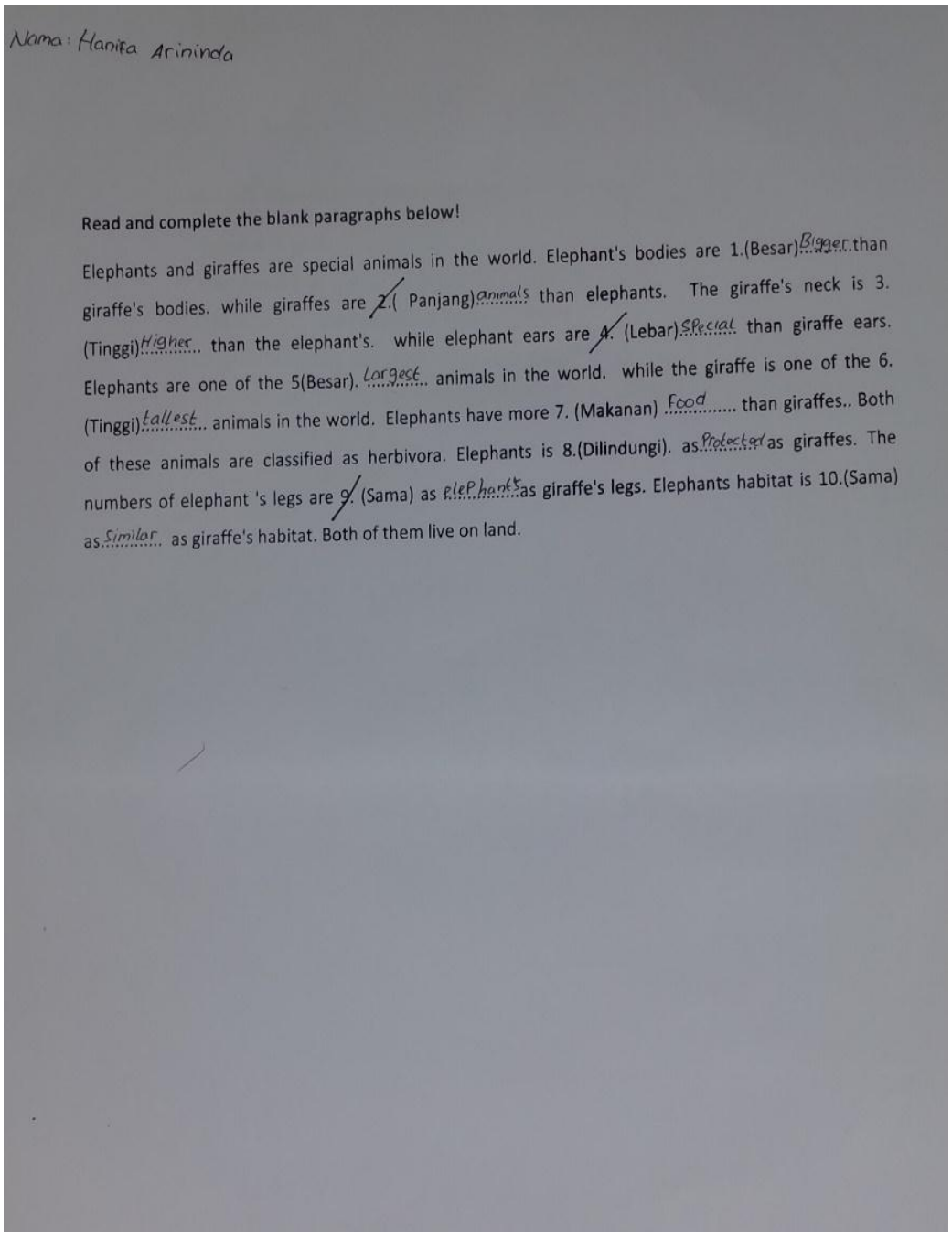
Comparative degree

5. Jay is more Erupt than Aji (Pendek)
6. Hana speaks Faster than Hany (Cepat)
7. Elephant is Bigger than ant (Besar)

Superlative degree

8. Johan is the Mountains student in the class (Tinggi)
9. I think mathematics is the most difficult Lesson (Sulit)
10. Chocolate is the most delicious flavour (Enak)

12. The result of test



Nama : Hanita Arininda

Read and complete the blank paragraphs below!

Elephants and giraffes are special animals in the world. Elephant's bodies are 1.(Besar) Bigger than giraffe's bodies. while giraffes are 2.(Panjang) animals than elephants. The giraffe's neck is 3. (Tinggi) Higher than the elephant's. while elephant ears are 4. (Lebar) special than giraffe ears. Elephants are one of the 5(Besar). Largest animals in the world. while the giraffe is one of the 6. (Tinggi) tallest animals in the world. Elephants have more 7. (Makanan) food than giraffes.. Both of these animals are classified as herbivora. Elephants is 8.(Dilindungi). as Protected as giraffes. The numbers of elephant 's legs are 9. (Sama) as elephants as giraffe's legs. Elephants habitat is 10.(Sama) as Similar as giraffe's habitat. Both of them live on land.

Eka saputra

Read and complete the blank paragraphs below!

Elephants and giraffes are special animals in the world. Elephant's bodies are 1.(Besar) Bigger than giraffe's bodies. while giraffes are 2.(Panjang) Taller than elephants. The giraffe's neck is 3. (Tinggi) wider than the elephant's. while elephant ears are 4. (Lebar) Higher than giraffe ears. Elephants are one of the 5(Besar) ~~Largest~~ animals in the world. while the giraffe is one of the 6. (Tinggi) Tallest animals in the world. Elephants have more 7. (Makanan) Food than giraffes.. Both of these animals are classified as herbivora. Elephants is 8.(Dilindungi). as most as giraffes. The numbers of elephant 's legs are 9. (Sama) as similer as giraffe's legs. Elephants habitat is 10.(Sama) as Big... as giraffe's habitat. Both of them live on land.

Nama : Welly Aprilliyanto

Read and complete the blank paragraphs below!

Elephants and giraffes are special animals in the world. Elephant's bodies are 1.(Besar).Bigger than giraffe's bodies. while giraffes are 2.(Panjang).taller than elephants. The giraffe's neck is 3. (Tinggi).World than the elephant's. while elephant ears are 4. (Lebar).are than giraffe ears. Elephants are one of the 5(Besar).Largest animals in the world. while the giraffe is one of the 6. (Tinggi).Tallest animals in the world. Elephants have more 7. (Makanan) .Food than giraffes.. Both of these animals are classified as herbivora. Elephants is 8.(Dilindungi). as.animals as giraffes. The numbers of elephant 's legs are 9. (Sama) as .Similar as giraffe's legs. Elephants habitat is 10.(Sama) as..Both. as giraffe's habitat. Both of them live on land.

13. The result of post-test

JIPAN SAGA RENO
kelas VIII

POST-TEST

Joni: I think a mountain and a hill are the same. Right ?
Edo: No. Look! That one on the left is a mountain and on the right is a hill. The mountain is taller and bigger than the hill. The hill is smaller and shorter than the mountain. Mountains can erupt while hills cannot erupt. Therefore, mountains are more dangerous than hills. (Siti wachidah, dkk.2017.*Buku guru Bahasa inggris "when English rings a bell".*)

Isilah soal dibawah ini berdasarkan teks diatas !

1. The mountain is ……than hill taller and bigger
2. The hill is ……and…….than the mountain smaller and shorter
3. The mountain is more.....than hill Saturday

On my left hand, I have cotton, and on my right hand, I have stone. The size is the same. Now, I can feel that the stone is heavier than cotton, and cotton is lighter than stone. (Siti wachidah, dkk.2017.*Buku guru Bahasa inggris "when English rings a bell".*)

Isilqah soal dibawah ini berdasarkan teks diatas !

4. Cotton is as……as stone Friday
5. Stone is ….than cotton heavier
6. Cotton is……than stone Lighter

Isilah titik-titik dibawah ini menggunakan kata didalam kurung !

7. The cat is as …… as the rabbit (Kuat) Strong
8. The peacock is more ……..than the crow (Cantik) S pent
9. Komodo dragons are the most ……animal in Indonesia (Dilindungi) protective
10. Whale is the……mamal (Besar) e xplored

Nama : Nia Septiyani
Kelas : VIII

POST-TEST

Joni: I think a mountain and a hill are the same. Right ?
Edo: No. Look! That one on the left is a mountain and on the right is a hill. The mountain is taller and bigger than the hill. The hill is smaller and shorter than the mountain. Mountains can erupt while hills cannot erupt. Therefore, mountains are more dangerous than hills. (Siti wachidah, dkk.2017.*Buku guru Bahasa inggris "when English rings a bell".*)

Isilah soal dibawah ini berdasarkan teks diatas !

1. The mountain is ……than hill (taller and bigger)
2. The hill is ……and…….than the mountain (smaller and shorter)
3. The mountain is more.....than hill (dangerous)

On my left hand, I have cotton, and on my right hand, I have stone. The size is the same. Now, I can feel that the stone is heavier than cotton, and cotton is lighter than stone. (Siti wachidah, dkk.2017.*Buku guru Bahasa inggris "when English rings a bell".*)

Isilqah soal dibawah ini berdasarkan teks diatas !

4. Cotton is as……as stone (same)
5. Stone is ….than cotton (heavier)
6. Cotton is……than stone (lighter)

Isilah titik-titik dibawah ini menggunakan kata didalam kurung !

7. The cat is as …… as the rabbit (Kuat) (strong)
8. The peacock is more ……..than the crow (Cantik) (beautiful)
9. Komodo dragons are the most ……animal in Indonesia (Dilindungi) (Protective)
10. Whale is the……mamal (Besar) (bigger)

dioni.nasrullah
VIII(8)

POST-TEST

Joni: I think a mountain and a hill are the same. Right ?

Edo: No. Look! That one on the left is a mountain and on the right is a hill. The mountain is taller and bigger than the hill. The hill is smaller and shorter than the mountain. Mountains can erupt while hills cannot erupt. Therefore, mountains are more dangerous than hills. (Siti wachidah, dkk.2017.*Buku guru Bahasa inggris "when English rings a bell".*)

Isilah soal dibawah ini berdasarkan teks diatas !

1. The mountain is ……than hill (taller and bigger)
2. The hill is ……and…….than the mountain (smaller and shorter
3. The mountain is more.....than hill (dangerous

On my left hand, I have cotton, and on my right hand, I have stone. The size is the same. Now, I can feel that the stone is heavier than cotton, and cotton is lighter than stone. (Siti wachidah, dkk.2017.*Buku guru Bahasa inggris "when English rings a bell".*)

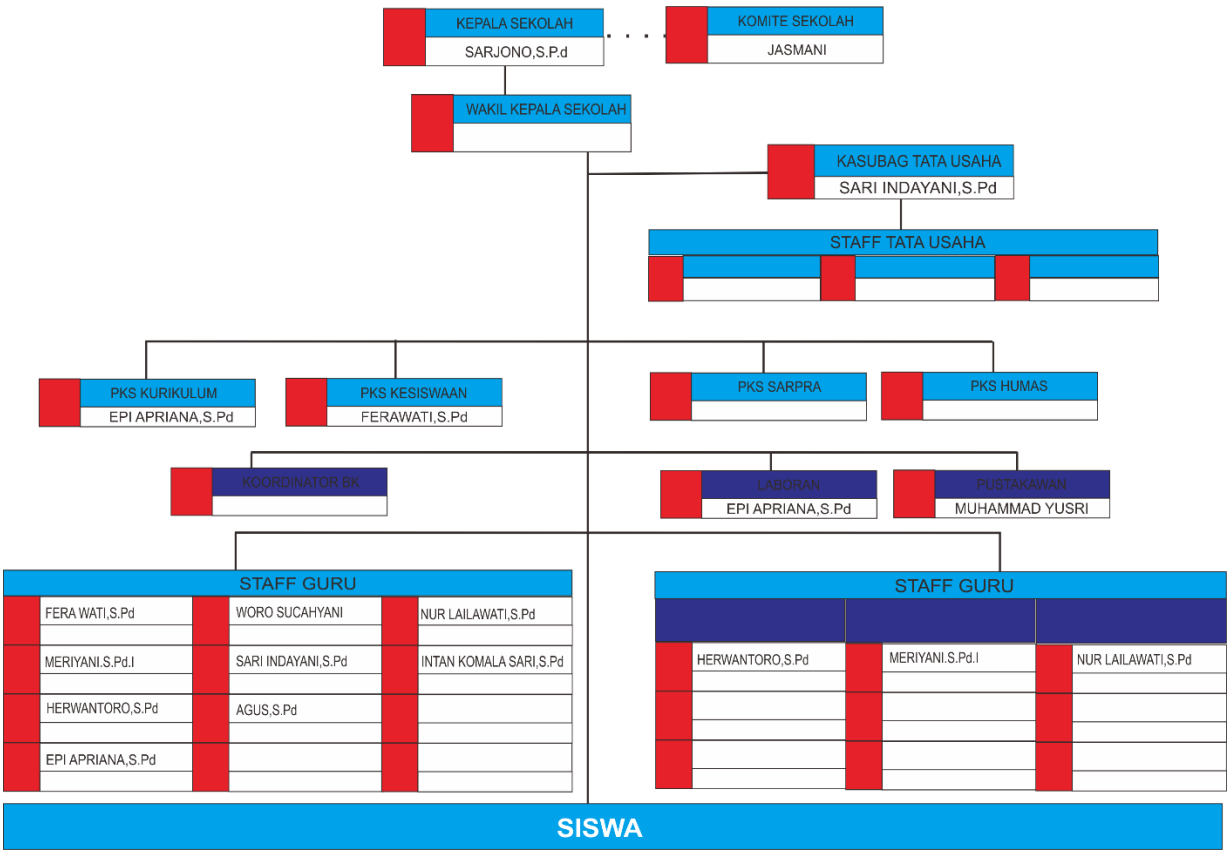
Isilqah soal dibawah ini berdasarkan teks diatas !

4. Cotton is as……as stone (lighter)
5. Stone is ….than cotton (heavier
6. Cotton is……than stone (same)

Isilah titik-titik dibawah ini menggunakan kata didalam kurung !

7. The cat is as strong as the rabbit (Kuat) E
8. The peacock is more bigger than the crow (Cantik)
9. Komodo dragons are the most protective animal in Indonesia (Dilindungi)
10. Whale is the bigger mamal (Besar)

14. Structure organization



15. Documentation of the research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3574/In.28/J/TL.01/09/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMPN SATU ATAP 1
SIMPANG PEMATANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**LULUK SUGIYANTI**
NPM	:	1801071030
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE IMPLEMENTATION OF THINK-TALK-WRITE LEARNING MODEL TO IMPROVE ENGLISH LEARNING RESULTS IN DAYS SUB THEME FOR 7TH GRADERS AT SMPN SATU ATAP 1 SIMPANG PEMATANG

untuk melakukan prasurvey di SMPN SATU ATAP 1 SIMPANG PEMATANG, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 September 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH KABUPATEN MESUJI
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI SATU ATAP 1 SIMPANG PEMATANG
Jalan Poros Lintas Timur : Desa Bangun Mulyo Kec. Simpang Pematang
Kab. Mesuji Kode Pos 34698

Nomor : 420/ 40 /SMPN SATAP 1./SP/MSJ/2021
Lamp : -
Hal : Tanggapan Pra Survey

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Pendidikan

Institut Agama Islam Negeri Metro

di

Tempat

Dengan hormat,

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Pendidikan Institut Agama Islam Negeri Metro Nomor B-3574/In.28/J/TL.01/09/2021 pada tanggal 07 September 2021 tentang izin pra survey,Maka diberikan izin kepada :

Nama	: LULUK SUGIYANTI
NPM	: 1801071030
Program Studi	: Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan pra survey di SMPN SATU ATAP 1 SIMPANG PEMATANG dalam rangka penyelesaian Skripsi dengan judul " THE IMPLEMENTATION OF THINK-TALK-WRITE LEARNING MODEL TO IMPROVE ENGLISH LEARNING RESULTS IN DAYS SUB THEME FOR 7TH GRADERS AT SMPN SATU ATAP 1 SIMPANG PEMATANG".

Demikian surat ini diberikan untuk dapat dipergunakan semestinya

Bangun Mulyo, 29 September 2021
Kepala SMP Negeri Satu Atap 1 Simpang Pematang

ELY ERIYANTO, S.Pd.
NIP. 19870820 201101 1 003

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: **"THE INFLUENCE OF TEXTUAL ENHANCEMENT TECHNIQUE ON THE STUDENTS COMPARISON DEGREE MASTERY AT THE EIGHT GRADERS AT SMPN SATU ATAP 2 SIMPANG PEMATANG"** written by: LULUK SUGIYANTI, Student Number: 1801071030, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, March 14 2022 at 14.00-15.30 WIB.

BOARD OF EXAMINERS

Chairperson : Ning Setio Wati, M.Pd (.....)

Examiner I : Dr. Dedi Irwansyah, M.Hum (.....)

Examiner II : Andianto, M.Pd (.....)

Secretary : Yeni Suprihatin, M.Pd (.....)

Head of English Education Department

Andianto, M.Pd
NIP. 19871022015031004

PEMERINTAHAN KABUPATEN MESUJI

DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI SATU ATAP 2 SIMPANG PEMATANG

Alamat Jl. Cut Mutia Kel. Aji Jaya Kec. Simpang Pematang Kab. Mesuji Kode Pos 34698

SURAT KETERANGAN

Nomor : 800/353/ SMPN SATU ATAP 2 SIMPANG PEMATANG / VIII / 2022

Yang bertanda tangan dibawah ini kepala sekolah SMPN SATU ATAP 2 SIMPANG PEMATANG Kec. Simpang Pematang Kab. Mesuji, dengan ini menerangkan bahwa :

Nama	: LULUK SUGIYANTI
NPM	: 1801071030
Semester	: 8 (Delapan)
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE INFLUENCE OF TEXTUAL ENHANCEMENT TECHNIQUE ON THE STUDENTS COMPARISON DEGREE MASTERY AT THE EIGHT GRADERS AT SMPN SATU ATAP 2 SIMPANG PEMATANG.

Mengizinkan yang bersangkutan untuk melakukan penelitian di SMPN SATU ATAP 2 SIMPANG PEMATANG, dalam rangka menyelesaikan tugas akhir/skripsi.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Aji Jaya, 21 mei 2022
Kepala Sekolah SMPN SATU ATAP 2 SIMPANG PEMATANG

PEMERINTAH KABUPATEN MESUJI
SMP N SATU ATAP 2 SIMPANG PEMATANG
DINAS PENDIDIKAN DAN KEBUDAYAAN

SARJONO,S.Pd.
NIP. 19681019 1997031002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1857/In.28/D.1/TL.00/05/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN SATU ATAP 2
SIMPANG PEMATANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1858/In.28/D.1/TL.01/05/2022, tanggal 19 Mei 2022 atas nama saudara:

Nama	:	**LULUK SUGIYANTI**
NPM	:	1801071030
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN SATU ATAP 2 SIMPANG PEMATANG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TEXTUAL ENHANCEMENT TECHNIQUE ON THE STUDENTS COMPARISON DEGREE MASTERY AT THE EIGHT GRADERS AT SMPN SATU ATAP 2 SIMPANG PEMATANG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Mei 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Nomor : B-1809/In.28.1/J/TL.00/05/2022
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ning Setio Wati (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**LULUK SUGIYANTI**
NPM	:	1801071030
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF TEXTUAL ENHANCEMENT TECHNIQUE ON THE STUDENTS COMPARISON DEGREE MASTERY AT THE EIGHT GRADERS AT SMPN SATU ATAP 2 SIMPANG PEMATANG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Mei 2022
Ketua Jurusan,

Andianto M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Luluk Sugiyanti
NPM : 1801071030

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	6/04 2022		APD	
2.	14/04 2022		APD Revisi	
3.	21/04 2022		APD Revisi	
4.	11/05 202		APD Revisi	
5	29/6 - 2022		Revisi Ch. IV	
6.	14/7 .2022		ACC Munaqosah	

Mengetahui
Ketua Jurusan TBI

Andfahto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIDN. 2001088702

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Luluk Sugiyanti
Jurusan : TBI
NPM : 1801071030
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Rabu, 8 Desember 2021	Ning Setio Wati, M.Pd	Pembahasan BAB I	
2.	Rabu, 15 Desember 2021	Ning Setio Wati, M.Pd	ACC BAB I	
3.	Rabu, 22 Desember 2021	Ning Setio Wati, M.Pd	Pembahasan BAB II & III	
4.	Rabu, 28 Desember 2021	Ning Setio Wati, M.Pd	ACC Proposal	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022015031004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIP. 2001088702

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Luluk Sugiyanti

NPM : 1801071030

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 11 Agustus 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1967 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1092/In.28/S/U.1/OT.01/08/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Luluk Sugianti
NPM	: 1801071030
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801071030

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Agustus 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
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BIOGRAPHY

The researcher was born on March 5, 2000 in Mesuji, Lampung. His name is Luluk Sugiyanti. He is the first child from Mr. Katimin and Mrs. Suratmi. Her young sister name is Maya Anggraini. In 2006, she was enrolled her graduated from kindergarten of Darma Wanita, Mesuji. At the time 2012, she graduated from SD Negeri 1 Mesuji. Then, she continued his study to Junior High School SMPN 1 Mesuji and graduated in 2015. After graduating from Junior High School SMPN 1 Mesuji, she continued his study in Senior High School SMKN 1 Mesuji for three years (2015-2018). And then she entered S1 English Program of State Institute of Islamic Studies (IAIN) Metro.