

**TEACHING DEGREES OF COMPARISON THROUGH *TEAM  
ACCELERATED INSTRUCTION (TAI)* METHOD TO THE EIGHTH  
GRADE STUDENTS OF SMP NEGERI MAUR**

**THESIS**

**This Thesis is Submitted to fulfill the requirement  
For 'Sarjana' degree in English Language Education**



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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara Robin yang berjudul "Teaching Degrees of Comparison Through *Team Accelerated Instruction (TAI)* Method to the Eighth Grade Students of SMP Negeri Maur". Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalamualaikum warahmatullahi wabarokatuh.

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**MOTTO :**

Pendidikan terbaik hanya membuka sebagian pintu kebahagiaan.  
Sikap hidup terbaik, ia membuka semua pintu kebahagiaan.  
(Gede Prama)

**This thesis is dedicated to:**

- ☺ My Lord Allah SWT, and my beloved Rasullulah SAW.
- ☺ My beloved mother and father, who have given me support and always pray for me.
- ☺ My sweet memory that always paint in my heart: my brothers and sisters, my classmate, wish Allah save our love till paradise.
- ☺ All my teachers and lecturers that has guided me to understand everything about life.
- ☺ My almamater that I'll never forget.
- ☺ Indescribable, I can't write down you here, but the important thing you should know, I love you all.

**ABSTRACT**  
**TEACHING DEGGRES OF COMPARISON THROUGHT *TEAM***  
***ACEELARATED INTRUCTION (TAI)* METHOD TO THE EIGHTH**  
**GRADE STUDENTS OF SMP NEGERI MAUR**

By  
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The objective of this study was to find out whether or not it was effective to apply *Team Accelerated Intruction (TAI)* Method in teaching degrees of comparison to the eighth grade studens of SMP NEGERI MAUR in academic year of 2018/2019. The problem of this study was “Is it significantly effective to each (*TAI*) Method to the eighth grade sutudent of SMP NEGERI MAUR in the academic year of 2018/2019?” the wrinter formulated two hypotheses in this study was 30 student taken from one class of the alternative hypothesis ( $H_a$ ). The sample of this study was 30 students taken from one class of the eighthn grade sutudent at SMP NEGERI MAUR in the academic year of 2018/2019. The sample in this study was taken throught cluster random sampling. The writer used quasi-experimental method and the data were collected throught writen test that it was given twice to the students. The first, the writer gave the pre-test to the students before the trearment and second, the writer gave the pos-test after the trearment. To analyze the data, the writer used three techniques, individual score, the students’ catagories of individual score in the post-test was 75.17. The result of the matched t-test calculation shosws that the  $t_{obt}$  was 14.30. It was higher than 1.697 as the critical value of the  $t_{table}$  of degree of freedom 29 (30-1) with 0.05 significant level for one tailed test. So, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that it was effective to aply *Team Accelerated Instruction (TAI)* method in teaching degress of comparison to the eight grade students of SMP NEGERI MAUR in the academic years of 2018/ 2019.

**Key Words:** *teaching, degrees of comparison, Team Accelerated Instruction (TAI) Method*

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## CHAPTER I INTRODUCTION

### A. Background

In the context of Indonesia, English is a foreign language that has been taught from Elementary School up to University level. The national curriculum determines English as a compulsory subject in many schools in Indonesia. Saleh states that English has been chosen as the first foreign language to be taught as compulsory subject from first year of Junior High School up to the first year of college.<sup>1</sup> However, it has also been introduced to the students in primary level for recent years.

In learning English, the students study four skills, namely listening, speaking, reading, and writing. Besides the four skills, there are language components such as grammar, pronunciation and vocabulary. Among the components of language, grammar is often considered as the most important part to be learned by the students.

Grammar is needed even in communication. Without the proper knowledge of grammar, students will find many problems to build up the sentences and express their idea for communication. According to Hornby, grammar is essentially (or, at least) traditionally a description of how a sentence in language are formed. Therefore, it gives further information in a sentence in order to be a good sentence.<sup>2</sup>

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<sup>1</sup>Saleh, Y. 1997. *Methodology of TEFL in Indonesia Context*. Palembang: Faculty of Teacher Training and Education, Sriwijaya University. P. 2

<sup>2</sup>Hornby, A.S. 1997. *Oxford Advanced Learner's Dictionary*. Oxford University Press. P.

One of the materials in grammar is *Degrees of Comparison*. In learning *Degrees of Comparison*, the students must remember the patterns of *Positive*, *Comparative*, and *Superlative* forms. The writer chose this material, because it is in the syllable of the English Curriculum of Junior High School. It means that the syllable emphasizes grammar as the important part of English that should be mastered by the students.

Expressing comparative and superlative meaning in English is more complex than other languages, not all languages make a distinction between comparative and superlative, and some learners may find the distinction an awkward one to grasp. Furthermore, in learning *Degrees of Comparison* the learners also needs to know what adjective and adverb are used.

In increasing students' ability in learning grammar, there are many methods, technique, and strategies which can be used by English teacher. It is designed to achieve a particular educational goal. One of them is *Team Accelerated Instruction (TAI)* method. TAI is a combination of individualized instruction and team learning.<sup>3</sup> In TAI, as explained by Richard teammates check each others work using answer sheet and using and help one another with any problem.<sup>4</sup>

Based on the explanation above, the writer is interested in choosing Team Accelerated Instruction as a method in teaching *Degrees of Comparison*. By choosing the topic, the writer hopes that with teamwork, the students will be interested and more easily to understand in learning grammar. The students can

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<sup>3</sup>Clark, R. L. 2000. Appendix 4: Cooperative Learning. [Online], available in [https://www.criminology.fsu.edu/faculty/clark/module1/part/content/appendi x4.htm](https://www.criminology.fsu.edu/faculty/clark/module1/part/content/appendi%20x4.htm). Retrieved on November 2nd 2011.

<sup>4</sup>Richard. Jack C and Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

motivate each other to complete the task from the teacher. In addition, the writer also gave the reward for the best group to give motivation for students in doing the tasks. Therefore, they could improve their abilities in learning grammar, especially in learning the *Degrees of Comparison*.

In this research, the writer chose the eighth grade students of SMP NEGERI MAUR in the academic year of 2018/2019 as a target learner. Based on the interview with the English teachers at this school, the students often got difficulties in learning English especially in creating a sentence. When the students do the exercises or examination about grammar, they still confused to choose the right formula which is suitable in a sentence.

Based on the statement above, the writer is interested to do the research entitled, “Teaching Degrees of Comparison through *Team Accelerated Instruction (TAI)* Method to the Eighth Grade Students of SMP NEGERI MAUR in the academic year of 2018/2019”, and the writer hopes *Team Accelerated Instruction (TAI)* method will help the students to improve their grammar achievement.

## **B. Formulation of the Problem**

Anchored in the background highlighted in prior, this research is oriented towards proposing the following research question:

1. Does *Team Accelerated Instruction (TAI)* Method have an effect on students’ grammatical competence in the aspect of Degrees of Comparison?



### **C. The Scope of the Research**

The scope of the research covers; 1) students, 2) material, and 3) method, they are as follow:

1. The students in this research refer to the eighth grade students of SMP NEGERI MAUR in the academic year of 2018/2019.
2. The material investigated was the Degrees of Comparison of Adjective in Positive, Comparative, and Superlative forms.
3. The method used in teaching Degrees of Comparison was *Team Accelerated Instruction (TAI)* method.

### **D. The Objective of the Research**

Based on the scope of the research above, so the objective of the study is to find out whether or not it is significantly effective to teach Degrees of Comparison through *Team Accelerated Instruction (TAI)* Method to the Eighth Grade Students of SMP NEGERI MAUR in the academic year of 2018/2019?

### **E. The Significance of the Research**

Theoretically, this study is expect to give better understanding about the theory of *Team Accelerated Instruction (TAI)* method. In addition, the result of this study would hopefully become the basis for future related study. Practically, the result of this study will give positive contribution for some points in teaching and learning English. The significance of the study was hopefully useful for the writer, the students, and English teachers of Junior High School:

1. The writer got more knowledge and experience in doing this research, especially teaching Degrees of Comparison of Adjectives through *Team Accelerated Instruction (TAI)* method.
2. The students can develop their knowledge of English grammar, especially mastery of Degrees of Comparison of Adjectives.
3. The English teacher got valuable information of the teaching Degrees of Comparison of Adjectives through *Team Accelerated Instruction (TAI)* method. He/she would get a new method in teaching grammar, especially in teaching Degrees of Comparison of Adjectives, so that they could apply this method in teaching and learning process.

#### **F. The Operational Definitions**

To avoid misunderstanding of the terms uses in this research, the writer would like to explain them clearly. They are teaching, Degrees of Comparison, *Team Accelerated Instruction (TAI)* method, and Achievement:

##### **1. Teaching**

In this research, teaching is interaction between the teacher and students in two-way interaction. Teaching is also an interactive process between the teacher, students, and among students themselves during learning process, that is acquiring intelligent behavior. Teaching in this study refers to Teaching Degrees of Comparison of Adjective through *Team Accelerated Instruction (TAI)* method.

##### **2. Degrees of Comparison**

In this research, degrees of comparison is a grammatical category that expresses the degree of a quality that characterizes a given object or action. Degrees

of comparison are distinguished in degrees of comparison of adjective in positive, comparative, and superlative form.

### **3. *Team Accelerated Instruction (TAI) Method***

In this research, *Team Accelerated Instruction (TAI)* method is a combination of individualized instruction and team learning. In *TAI*, students work in the same heterogeneously teams as in the Students Team learning Methods.

### **4. Achievement**

In this research, Achievement is the aim or an impressive act that should be reached by the students from the learning process by transferring the knowledge from the teachers by requiring the efforts. In reaching the achievement, the students were taught by using interesting method, media, techniques and criteria of scoring.

## CHAPTER II LITERATURE REVIEW

### A. Theoretical Descriptions

#### 1. The Concept of Teaching

According to Larson-Freeman as cited in Saleh, teaching is learner-counteracted and humanistic, in which the teacher serves as a guide in learning process, but it is the students who assume some responsibility for how much learning take place.<sup>5</sup> On the other hand, Setiyadi as cited in Handayani states that teaching another language means taking a role as a partner of the students in communications.<sup>6</sup> It is known that teaching is an activity that tries to help someone to acquire change of develop skill, attitude, deal with appreciation.

In addition, teaching is the only major occupation of man/woman for which we have not yet developed tools that make an average person capable of competence and performance. In teaching, someone really on the “naturals”, the one who somehow know how to teach. Therefore, teaching is the way of someone to giving knowledge for students in learning process.

From the statement above, it can be concluded that teaching is an activity implemented by the teacher in giving knowledge to the students. The activity of teaching must be occurring in the process, that are process of students' learning and a process of teacher in demonstrating a lesson material and it is done by philosophy

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<sup>5</sup>Saleh, Y. 1997. *Methodology of TEFL in Indonesia Context*. Palembang: Faculty of Teacher Training and Education, Sriwijaya University. P. 20

<sup>6</sup>Handayani, S. 2011. *Teaching Degrees of Comparison by Using Teacher's Leading Questions to the Tenth Year Students of SMA Negeri 2 Lubuklinggau*. *Unpublished Undergraduated Thesis*. English Department. STKIP-PGRI: Lubuklinggau. P. 6

of education, the style of teaching, approach, the method of teaching and how to manage the classroom.

## 2. The Concept of Degrees of Comparison

Alexander as cited in Handayani states that Comparison is (1) The act or process of comparing (2) Identification or similarity of feature (3) The modification of an adjective or adverb to denote different levels of quality or relation.<sup>7</sup> According to Riyanto, degrees of comparison are used to compare two things or more. These two things or persons may be the same (equal) or different (unequal).

The degrees of comparison in English grammar are made with the adjective and adverb words to show how big or small, high or low, more or less, many or few, etc., of the qualities, numbers and positions of the nouns (persons, things and places) in comparison to the others mentioned in the other part of a sentence or expression.

Most of the Degrees of Comparison of Adjectives have relation with Descriptive Adjectives and Adjective of Quantity. The Degrees of Comparison are used to show the degree of adjectives and nouns. An adjective is a word which qualifies (shows how big, small, great, many, few, etc.) a noun or a pronoun in a sentence.<sup>8</sup> An adjective can be *attributive* (comes before a noun) or *predicative* (comes in the predicate part):

- He is a **tall** man. ('tall' – adjective – *attributive*)

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<sup>7</sup>Ibid., P. 7

<sup>8</sup>Ali, F. R. 2007. *A Fundamental of English Grammar. A practical Guide*. Yogyakarta: Pustaka Widyatama. Hal, 102

- This man is *tall*. ('tall' – adjective – predicative)

In adjectives, there are three types of Degrees of Comparison namely; positive, comparative, and superlative degree.

**a. Positive Degree**

According to Azar, the positive is divided in three forms:

- As.....as is used to say that two parts of a comparison are equal or the same in some way.

As + adjective + as

Example: Tina is 21 years old. Sam is also 21.

Tina is as old as Sam (is)

- Negative form:

Not + as + adjective + as

Example: Ted is 20. Tina is 21.

Ted is not as old as Tina

- Common modifiers of as.....as are just

Just + as + adjective + as

Example: Sam is just as old as Tina<sup>9</sup>

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<sup>9</sup>Azar, B. S. 1992. *Fundamentals of English Grammar Second Edition*. New Jersey: Englewood Cliffs. Hal. 331

### b. Comparative Degree

According to Azar, the comparative compares „this/these” to “that/those”. Form: *-er* or *more*. A comparative is followed by *than*<sup>10</sup>. In addition, Riyanto explains that comparative degree is used to compare the difference of quality between two groups of person or things. The formulas of comparative degree are:

Subject + to be + adjective + er + than

Or

Subject + to be + more + adjective + than

Example:

- Melissa is older than Gilbert.
- Bali is more famous than Yogyakarta.

In the first sentence, the word “*older*” is an adjective used to compare the “*oldness*” of two persons (Melissa and Gilbert). Melissa has more quality of “*oldness*”. In addition, the word “old” only has one syllable, so after the word is added “*-er*”. In the second sentence, the word “famous” is an adjective which has more one syllable, so before the adjective, the word is added “more”.<sup>11</sup>

### c. Superlative Degree

According to Azar, the superlative compares one part of a whole group to all the rest of the group. Form: *-est* or *most*.<sup>12</sup> A superlative begins with *the*.

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<sup>10</sup>Ibid., P. 331

<sup>11</sup>Riyanto, S. 2011. *The Text Book of English Grammar*. Yogyakarta: Pustaka Widyatama. P. 209

<sup>12</sup>Azar, Op. Cit., P. 331

According to Riyanto, superlative degree is used to compare the difference of quality between three or more of persons or things.<sup>13</sup> The formula of superlative degree is as follow:

Subject + to be + the + adjective + est

Or

Subject + to be + the most adjective

Example:

- The Nile is the longest river in the world
- This is the most expensive car.

In the first sentence, the word (the) “longest” is an adjective used to tell that the Nile river has the most quality; there is no river that is longer than the Nile in the world. In the second sentences, if an adjective has more than two syllables, the word “most” is used.

Furthermore, Ali states that the rulers in forming positive degree become comparative and superlative degree are presented below:<sup>14</sup>

- 1) By adding “-er” for comparative degree and “-est” for superlative degree
  - a) If adjective ends in one consonant or two consonant preceded a vowel.

Positive	Comparative	Superlative
High	higher	highest
Small	smaller	smallest

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<sup>13</sup>Riyanto, S. 2011. *The Text Book of English Grammar*. Yogyakarta: Pustaka Widayatama. P. 209

<sup>14</sup>Ali, F. R., *Op. Cit.*, P. 112



Near	nearer	nearest
Cheap	cheaper	cheapest

- b) If adjectives ends in one consonant preceded by short vowel

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Hot	hotter	hottest
Big	bigger	biggest

- c) If adjective end in “y” preceded by one or two consonant, “y” is changed into “-i”

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Lazy	lazier	laziest
Happy	happier	happiest

- d) If adjective ends in “-y” preceded a vowel, “-y” is not changed into “-i”

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Coy	coyer	coyest
Grey	greyer	greyest

- e) If adjective comes from two syllable and ends in “-ow”

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Shallow	shallower	shallowest
Slow	slower	slowest

- f) If adjective comes from two syllable and ends in “-some”

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Handsome	handsomer	handsomest

- 2) By adding “-r” for comparative degree and “-est” for superlative degree, if adjective ends in “-le” or “-e”

Positive	Comparative	Superlative
Brave	braver	bravest
Able	abler	ablest

- 3) By adding the word “*more*” for comparative degree and “*most*” for superlative degree, if adjective come from more two syllable.

Positive	Comparative	Superlative
Famous	more famous	most famous
Nervous	more nervous	most nervous

Besides the explanation above, the forms of comparative and Superlative of adjective could be concluded in the table below:<sup>15</sup>

**Table 2.1**  
**Comparative and Superlative Forms of Adjectives**

		Comparative	Superlative	
One syllable Adjectives	old wise	older wiser	the oldest the wisest	For most one syllable, <i>-er</i> and <i>-est</i> are added
Two syllable Adjectives	Famous	more famous	the most famous	For most two syllable adjectives, <i>more</i> and <i>most</i> are used
	wise	wiser	the wisest	
	busy pretty	busier prettier	the busiest the prettiest	<i>-er/-est</i> are used with two syllable adjectives that end in <i>-y</i> . the <i>-y</i> is changed to <i>-i</i> .
Adjectives with three	clever	cleverer more clever	the cleverest the most clever	Some two syllable adjectives use <i>-er/-est</i> or <i>more/most</i> : <i>able, angry, clever, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet, simple, sour</i>
	gentle	gentler more gentle	the gentlest the most gentle	
	friendly	friendlier more friendly	the friendliest the most friendly	
Adjectives with three	important	more important	the most important	More and most are used with long adjectives

<sup>15</sup>Azar, B. S., *Op. Cit.*, P. 332

		<b>Comparative</b>	<b>Superlative</b>	
or more syllables	fascinating	more fascinating	the most fascinating	
Irregular adjectives	good bad	better worse	the best the worst	Good and bad have irregular comparative and superlative forms.

### 3. The Concept of Team Accelerated Instruction (TAI) Method

*Team Assisted Individualization* or *Team Accelerated Instruction* is one of types of cooperative learning which is developed by Robert E. Slavin. According Slavin, *Team Assisted Individualization* is the name of program which is the origin of development and research program, so that it becomes TAI.<sup>16</sup> Now, TAI is known as *Team Accelerated Instruction*. Team Accelerated Instruction (TAI) is a combination of individualized instruction and team learning. According to Huda, in TAI method, the students are grouped based on the ability of diverse. The students are placed in a small group (4 to 5 persons). They are heterogeneous groups. The heterogeneity groups includes sex, race, ability level (high, medium, low), and etc. At first, this method is specifically designed to teach counting skills, but in the next stage, this method was implemented in the learning materials of different.<sup>17</sup>

In *Team Accelerated Instruction (TAI)*, teachers total the number of units completed by all team members and give certificates or other team rewards to teams that exceed a criterion based on the number of final test passed.<sup>18</sup> TAI is initiated as an attempt to design an individualized form of teaching that can solve problems

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<sup>16</sup>Slavin, E. R. 1996. *Education for All. Context of Learning*. Lisse: Swets & Zeitlinger. P. 187

<sup>17</sup>Huda, M. 2011. *Cooperative Learning. Metode, Teknik, Struktur, dan Model Penerapan*. Yogyakarta: Pustaka Pelajar. Hal, 125

<sup>18</sup>Slavin, *Op. Cit.*, P. 187

that make the individual to be an effective teaching method. By making the students work in cooperative learning teams and the responsibility to manage and check regularly, help each other in the face of problems, and give each other encouragement to go forward, then the teacher can liberate themselves from providing direct instruction to small groups of students homogeneous from heterogeneous teams.

In addition, TAI is designed to satisfy the following criteria to solve the problems of theoretical and practical teaching of individual systems<sup>19</sup>:

- a. It can minimize the involvement of teachers in the examination and routine management.
- b. Teachers spend at least half of their time to teach small groups.
- c. The students would be motivated to study the materials provided too quickly and accurately, and they will not be able to cheat or find shortcuts.
- d. Availability of many ways of checking students' mastery spend less time in order to relearn the material they have mastered, or face serious difficulties in need of teachers.
- e. The students would be able to check one another, even if student's ability as a checker is lower than student checked and the checking procedure will be quite simple and does not disturb the checkers.
- f. The program easy to learn both by teachers and students, are inexpensive, flexible, and do not require additional teachers or teams of teachers.

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<sup>19</sup>Ibid., P. 187

- g. By making the students work in cooperative groups, with equal status, this program established the conditions and the formation of positive attitudes toward students with disabilities in mainstream academic and among the students of racial or ethnic backgrounds are different.<sup>20</sup>

#### 4. The Steps of Team Accelerated Instruction

*Team Accelerated Instruction (TAI)* is designed to overcome the individual student's learning difficulties. The characteristic of this method leads each student to learn the materials individually in prior as have been prepared by the teacher. Subsequently, the result of individual learning is further brought into groups to be mutually discussed by the members of group, and all members of the group are responsible for the overall response as a shared responsibility.

According to Slavin, the steps in Team Accelerated Instruction are as follow:

- a. **Placement test** is provision of pre-test to students, which is used to see the average daily value of students so that teachers know students' weaknesses in certain areas.
- b. **Teams**, Teacher forms students into a group that consist 4 to 5 students.
- c. **Giving worksheet like a module**. The module consists of subject matter that will be given and completed with the exercises.
- d. **Team Study**, the stages of learning actions to be undertaken by groups and individual teachers giving out assistance to students who need.

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<sup>20</sup>Ibid., P. 190

- e. **Formative Test.** If the students have done the exercises with the right answer, they will do formative test. They have to do formative test individually.
- f. **Team score and team recognition.** The scores depend on the number of average score each member of team and the number of tests that can be done accurately. The criterion is built from teams' achievement. Very high criterion is given to team as "Super Team", maximum criterion is as "Great Team", and minimum criterion is as "Good Team".<sup>21</sup> The team score and team recognition can be seen in the table below:

**Table 2.2**  
**Team Score and Team Recognition**

Steps 1: Determined Team Score	Team Score is calculated with adding the individual score of each teams' members, then divided with the number of members team.	
Steps 2: Team Recognition	Each teams get a special reward based on the score system below:	
	Average	Recognition
	10 Point	Good Team
	15 Point	Great Team
	20 Point	Super Team

(Source: Huda, 2011:192)<sup>22</sup>

But, before that it is important to know the procedure in team score that can be seen in the following table:

**Table 2.3**  
**The Procedure in Teams Score**

Steps 1 : Determined the basic score	Each students is given score based on the result of score before
Steps 2: Calculated quiz score	The students get a point in quiz that suitable in competence

<sup>21</sup>Ibid., P. 195

<sup>22</sup>Huda, M. 2011. *Cooperative Learning. Metode, Teknik, Struktur, dan Model Penerapan*. Yogyakarta: Pustaka Pelajar. P. 192

Steps 3: Calculated level score	The students get level score that is determined whether or not their quiz score are the same or more than their basic score.
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(Source: Huda, 2011:188)<sup>23</sup>

The criterion of level score can be seen in the table below:

**Table 2.4**  
**The Criterion of Level Score**

<b>Criterion</b>	<b>Points</b>
Perfect (without see the basic score)	30 points
More than 10 points on basic score	30 points
Basic score until 10 points on basic score	20 points
10 until 1 point under basic score	10 points
More than 10 points under basic score	5 points

(Source: Slavin, 2005:333)<sup>24</sup>

Based on the steps proposed above, the steps used by the writer for Team Accelerated Instruction can be concludes as follow:

- a. The writer prepares the materials such as worksheet.
- b. The writer gives pre-test to know the students weaknesses.
- c. The writer forms the group heterogeneously (4-5 Students).
- d. The writer conveys materials briefly.
- e. Each group does a test about degrees of comparison from the writer that had been designed by himself before, and the writer provided individual assistance for those who need it.
- f. The writer gives formative test in accordance with competence that is determined.
- g. The writer gives reward to the best group based on the criterion.

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<sup>23</sup>Ibid., P. 188

<sup>24</sup>Slavin, E. R., *Op. Cit.* P. 333

## 5. The Concept of Achievement

Any activities undertaken produce changes for students. Change means that are in the cognitive, effective, and psychomotor. It could be identified and measured based on the differences in students' behavior, that is performance before and after learning process. Lozanov stated that learning process is a complex phenomenon; everything is words, mind, attitude, and association where you change the environment, presentation, and theoretical learning through the process. Thus, achievement is a result that had been achieved by the students in accordance learning process.<sup>25</sup>

Learning outcomes can also be equated with the mean learning achievement, because the differences were only from the standpoint of terminology only. Learning achievement is the result of an interaction of action learning and teaching. Learning achievement is expected behavioral changes in students after teaching and learning achievement would examined in this study is cognitive learning achievement, which is obtained through test after the presentation of the subject. In terms of teachers, teaching act ends with the evaluation of learning result. From the students' side, the top end of the learning achievement and learning process. Therefore, it can be concluded that learning achievement is expected behavioral changes in students after teaching and learning process.

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<sup>25</sup>Lozanov, G. & Gateva, E. (1988). The foreign language teacher's suggestopedic manual. New York: Gordon and Breach.



## **B. Previous Related Studies**

In this part, the writer described the related previous study. The related previous study was written by Alfia Ayu Astuti, a student of School of Teacher Training and Education Muhammadiyah University of Surakarta. The title of her thesis is “Improving Students’ Speaking Skill Using Team Assisted Individualization (TAI) to the Second Year Students of SMP Negeri 2 Grogol in 2010/2011 Academic Year.”

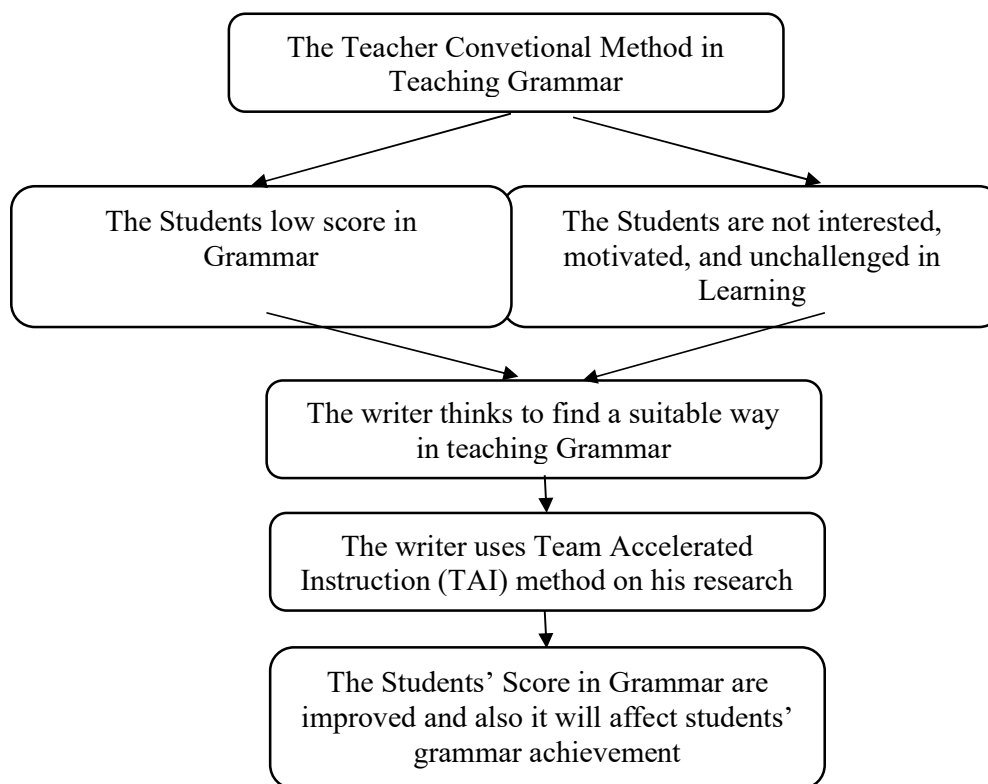
Her thesis has similarities and differences toward the research that would be done by the writer. The similarities are the method and subject investigation. Both studies used the same method namely *Team Accelerated Instruction (TAI)*. Other similarities are both studies took the second year students of Junior High School as subject of investigation. The differences are the materials of the study. The writer discussed about grammar namely Degrees of Comparison of Adjectives as a thesis while Astuti’s thesis applied in Speaking Skill as a classroom action research.

In addition, the result of her research showed that by implementing Team Assisted Individualization in teaching speaking, the students had chance to be active and cooperative in teaching speaking. It could be seen from the result of the students’ activities during action. The result of pre-test score show that there were 12 students who got score at scale (0-40), 8 students who got score at scale (41 - 55), and 14 students who got score at scale (56-70). While the result of post-test score shows that there are 4 students who got score at scale (41 -55), 21 students who got score at scale (56-70), and 9 students who got score at scale (71 -85). From the students’ responses, it is found that the students could do post-test better than

pre-test which means that teaching speaking using TAI is successful to improve the students' motivation to speak.

### **C. Theoretical Framework as the Rationale of Hypotheses Formulation**

Grammar is one of the problems of the students in learning English. It affects students' skill and also their score in learning English. It happened because the method in teaching English was conventional. In fact, the students were not interested, motivated, and unchallenged. Then the writer thought that the teacher should try a new method. The writer chose *Team Accelerated Instruction* as a method in teaching English grammar, especially teaching Degrees of Comparison of Adjective. The writer found *Team Accelerated Instruction* as a suitable and appropriate method in teaching English grammar. In research, the writer was interested in doing research entitled "Teaching Degrees of Comparison through *Team Accelerated Instruction Method* to the Eighth Grade Students of SMP Negeri Mauri in the academic year of 2018/2019". The students, especially Eighth grade students of SMP Negeri Maur as a target learner in this research could be motivated to study materials quickly and accurately. In addition they were able to be easier in studying English, especially Degrees of Comparison of Adjective. The theoretical framework is clearly described in the following chart:



#### D. Hypotheses

As proposed by Ary, Jacobs, Sorensen, Walker, and Razavieh, the hypothesis brings together information to enable the researcher to make a tentative statement about how the variables in the study may be related. By integrating information based on experience, related research, and theory, the researcher states the hypothesis that provides the most satisfactory prediction or the best solution to a problem.<sup>26</sup> In this study, the writer would describe two hypotheses, namely the Null Hypothesis (Ho) and the Alternative Hypothesis (Ha).

<sup>26</sup>Ary, D., Jacobs, L. C., Sorensen, C. K., Walker, D. A., & Razavieh, A. (2010). Introduction to research in education. Measurement (8th ed., Vol. 4). USA: Wadsworth, Cengage Learning. P. 82

1. The Null Hypothesis ( $H_0$ ) states that it was not significantly effective to teach Degrees of Comparison through *Team Accelerated Instruction (TAI)* Method to the Eighth Grade Students of SMPN Maur in the academic year of 2018/2019.
2. The Alternative Hypothesis ( $H_a$ ) states that it was significantly effective to teach Degrees of Comparison through *Team Accelerated Instruction (TAI)* Method to the Eighth Grade Students of SMPN Maur in the academic year of 2018/2019.

The hypotheses are tested by critical value of the t distribution table. Since the total number of the sample of this research is 30 (31-1) students and the significance level is 0.05 for one tailed test, the critical value of t table is 1.697. If the result of the t obtained is less than 1.697, the null hypothesis would be accepted. On the other hand, if the result of the matched t-test exceeds or equal 1.697, the alternative hypothesis would be accepted, and consequently the null hypothesis are rejected.

### CHAPTER III METHOD OF RESEARCH

#### A. Research Design

In this research, the writer used pre-experimental research with one group pre-test and post-test design. Hatch and Farhady state that “in the one group pre-test and post test design”, a single group is measured or observed not only after being exposed to treatment of some sort but also before. Based on this method, the study was conducting through three steps, namely; (1) Pre-test, (2) Treatment, and (3) Post-test.<sup>27</sup> The design is shown as follow:

**Table 3.1**  
**One Group Pre-Test-Post Test Design**

Pre-Test	Treatment	Post-Test
.	X	T2

*(Issac and Michael, 1985:84)*

In which:

T1 = Pre-Test

T2 = Post-Test

X = Team Accelerated Instruction

The steps that would be taken by the writer in doing the design are as follows:

- 1) Surveying literature relating to the topic investigated;
- 2) Identifying the research problems;

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<sup>27</sup>Hatch, E, et. al. 1982. *Research Design and Statistic for Applied Linguistics*. Cambridge: Newbury House Publisher. Hal , 20

- 3) Formulating research hypotheses;
- 4) Constructing the experimental plan;
- 5) Giving the pre-test for the experimental group;
- 6) Treat the experimental group by using *Team Accelerated Instruction (TAI)*;
- 7) Collecting the data by giving the post-test for the experimental group;
- 8) Analyzing the data;
- 9) Drawing conclusion;
- 10) Writing Research Report

## **B. Research Variables**

In accordance with Fraenkel, Wallen, and Hyun, a variable is a concept, a noun that stands for variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed. Even spunk, style, and lust for life are variables. Notice that the individual members in the class of objects, however, must differ or vary to qualify the class as a variable.<sup>28</sup> In this research, there were two kinds of variable. They were the dependent and the independent variables. According to Hatch and Farhady, the independent variable is the major variable to investigate. It is the variable which is selected, manipulated, and measured by the researcher, while the dependent variable is the effect of the independent variable. In this study, the independent variable is teaching degrees of comparison through Team Accelerated Instruction caused it influences the student's

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<sup>28</sup>Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education. 1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc. P. 77

grammar mastery as the dependent variable. Below is the chart of the research variables:<sup>29</sup>



**Chart 3.1**  
**Research Variables**

## C. Population and Sample

### 1. Population

Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study.<sup>30</sup> The population of this study was all of eight grade students of SMP Negeri Maur in the academic year of 2018/2019. The population of the study would be presented in the following table below:

**Table 3.2**  
**The Population of the Study**

No	Class	Students
1	VIII.A	31
2	VIII.B	31
3	VIII.C	30
	<b>TOTAL</b>	<b>92</b>

*(Source: SMP Negeri Maur in the academic year of 2018/2019)*

### 2. Homogeneity

Homogeneous sampling represents selecting participant who are very similar in exercise, perspective or outlook; this produces a narrow, homogeneous

<sup>29</sup>Hatch, E, et. al., *Op. Cit.* P.15

<sup>30</sup>Fraenkel, J. R., Wallen, N. E., & Hyun, *Op. Cit.* P. 91

sample, and making data collection even analyzing sampler. The mean of analysis sampler is that the researcher determines the effect of experiment both separately and in combination.

As regards the context of this research, actually the whole students who had been encountered in the population of this study had automatically possessed the homogenous aspects such as the age, level, burden of learning, and etc. It was because they were at the same grade. It was typically for homogenous ability, it became the basic view to get the sample of this study. To acquire the homogenous ability of students, the researcher took the data in the form of English scores of whole students who became the population in this study. The scores referred to what they had got based on their last previously semester examination given by the English teachers respectively, especially for the scores in the aspect grammatical competence, as taken for use in this research. These scores were the pure scores in assessing students' ability without being influenced by any other characteristics because the researcher took these scores from their English teacher before they were put into students' evaluation report. As given by the teacher, the students' scores were categorized into proximate or similar after those scores were viewed from the mean score representing each class. Thus, to be mulled over, the students in the population of this research were considered homogenous.



### 3. Sample

Sample refers to any group on which information is obtained. It is selected from a larger group called population<sup>31</sup>. In this study, the sample was taken on the basis of random sampling because, based on the characteristics of students' average scores on grammatical aspect as shown by the English teacher, the students' level at grammatical competence was categorized into similar level. Hence, enacting random assignment to obtain the sample of this study was ideal. The writer took one class of them. According to Fraenkel and Wallen, random sampling is in which each and every member of the population has an equal and independent chance of being selected.<sup>32</sup> This concept aligned with this research whose members of the population had similar opportunity to be the sample. In selecting the sample, the writer wrote each class on three small pieces of paper, then rolling them, after that the writer put them in a glass and one of them was taken by the writer. Based on this technique, the writer got the students of the class VIII.C as the sample of this study that consisted of 30 students.

#### D. Technique for Collecting Data

In collecting the data, the writer used one instrument. It was the test. The test is a series of questions or exercise or other means to measure skill, knowledge, intelligence, and capacities of an individual or a group.<sup>33</sup> The writer used completion test items. The test was given twice as pre-test and posttest.

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<sup>31</sup>Ibid., P. 91

<sup>32</sup>Ibid., P. 94

<sup>33</sup> Arikunto, S. 2006. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. P. 127

The pre-test scores were used for starting point of investigation and recognizing the students' competence in learning Degrees of Comparison of Adjective. At the end of the treatment, the writer gave the post-test. It is used to find out students improvement and understanding and to find out whether or not using *Team Accelerated Instruction (TAI)* method was effective in teaching Degrees of Comparison of Adjective to the eighth grade students of SMP Negeri Maur in the academic year of 2018/2019.

#### **E. Instrument**

In line with the elaboration, concerning with the technique of collecting data presented in the prior section, the following presents the form of test used as the instrument for both pre-test and post-test in this study.

#### **The Pre-Test and Post –Test Items**

**Complete the sentences below by using the correct form of adjective,  
Positive, Comparative, and Superlative Degrees.**

1. Jakarta is the \_\_\_\_\_ (big) city in Indonesia.
2. Roger is 12 years old. Danu is 15 years old. So, Roger is \_\_\_\_\_ (young) than Danu.
3. I can do the Biology test easily. I think Biology is not \_\_\_\_\_ (difficult) Mathematic.

4. Those jackets are expensive. But the \_\_\_\_\_ (expensive) jacket is the red one.
5. The red jacket is 60,000 rupiahs. The blue jacket costs 75,000 rupiahs. The red jacket is \_\_\_\_\_ (cheap) than the blue jacket.
6. There are four smart students in my class. But the \_\_\_\_\_ (smart) student is Raka.
7. This pencil is long. That pencil is short. That pencil isn't (long) this pencil.
8. An ant may be the \_\_\_\_\_ (small) animal in the world.
9. That house over there is the (old) building in the town.
10. A hill is \_\_\_\_\_ (short) than a mountain.
11. A buffalo can't run \_\_\_\_\_ (fast) a horse.
12. This lake is \_\_\_\_\_ (wide) the red sea.
13. The examination was (easy) than we expected.
14. An orangutan isn't \_\_\_\_\_ (strong) an elephant. An elephant can lift a wood with its trunk easily.
15. Tom speaks the (careful) in the class.
16. The scenery here is beautiful. But I think it will be (beautiful) if there is no garbage anywhere.
17. It is the (good) book I've ever had.
18. English is the (important) foreign language in Indonesia.
19. The weather in Jakarta is (hot) than in Bandung.
20. Ani is (polite) her mother.

## F. Accountability of the Research

### 1. Validity

According to Fraenkel and Wallen, validity is the most important idea to consider when preparing or selecting an instrument for use.<sup>34</sup> Validity refers to the extent to which the result of the procedure serve the uses for which they are intended, the result of the test not to the test itself, a matter of degree.<sup>35</sup>

In this study, the writer used content validity. Content validity is the extent to which a test measures a representative sample of the subject matter content.<sup>36</sup> It was used to check validity of the test materials. To make the test materials had high of content validity, the writer checked the relevancy between test items and the curriculum. Besides, the test item was consulted to two thesis advisors.

To get the validity of the test, the writer designed the test specification as follows:

**Table 3.4**  
**Test Specification**

Objective	Material	Indicator	Number of Items	Number of Items
The students are able to use degrees of comparison of adjective in the form positive, comparative, and superlative.	Degrees of comparison of adjective in the form of positive, comparative, and superlative.	Completing the sentences by using positive form of comparison of adjectives.	6	3,7,11,12,14, 20
		Completing the sentences by using comparative form of degrees comparison of adjectives.	6	2,5,10,13,16, 19
		Completing the sentences by using superlative form of degrees of comparison of adjectives.	8	1,4,6,8,9, 15,17,18,

<sup>34</sup>Fraenkel, J. R., Wallen, N. E., & Hyun, H., *Op. Cit.* P. 112

<sup>35</sup>Hatch, E, et. al., *Op. Cit.* P. 251

<sup>36</sup>*Ibid.*, 251

Objective	Material	Indicator	Number of Items	Number of Items
Total Item			20	

This validity was obtained as the result of comparing the result of the test and that of some other valid criterion. The writer used the *Pearson Product Moment* to calculate empirical validity such as statistical. The formula was as follow:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{(N \sum x^2) - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

In which:

$N$  = Total of Students Number

$x$  = The Score per-Item

$y$  = Total Score

$xy$  = Multiple  $x$  and  $y$  Score Together

$r_{xy}$  = Coefficient Correlation between  $x$  and  $y$

(See Hatch and Farhady, 1982:197-198)

To know the result of empirical validity, the writer used the criterion suggested by Aris and Jihad as follows<sup>37</sup>:

**Table 3.5**  
**The Criterion of Validity**

No	Score Range	Criterion
1	$r_{xy} \leq 0.20$	Low
2	$0.20 < r_{xy} \leq 0.40$	Less
3	$0.40 < r_{xy} \leq 0.60$	Medium
4	$0.60 < r_{xy} \leq 0.80$	High
5	$0.80 < r_{xy} \leq 1.00$	Very High

<sup>37</sup>Aris, A., and A. Jihad. 2008. *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo. P. 180

Based on the calculation of empirical validity in appendix 6, the writer found that there were no item in “Low Validity”, 6 items in “Less Validity”, 9 items in “Medium Validity”, 10 items in “High Validity” criterion, and no item in “Very High Validity”. To get the significant of instrument validity, it was needed to be calculated by formula as provoked by Subana and Sudrajat as follows<sup>38</sup>:

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

Notes:

$t_{\text{obtained}} \geq t_{\text{table}} = \text{Valid}$

$t_{\text{obtained}} < t_{\text{table}} = \text{Invalid}$

From the calculation (see appendix 7), the writer found that from the 25 items in try out testing, there were 5 items in invalid. Therefore, there were 20 items valid and could be used as pre-test and post-test items (see appendix 2).

## 2. Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument<sup>39</sup>. Reliability is consistently good in quality or performance and able to be trusted. In order to be reliable, a test must be consistent in its measurements.

According to Richards, et.al., the reliability of the test materials are evaluated through the internal consistency reliability, a measure of degree to which

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<sup>38</sup>Subana, M., and Sudrajat. 2005. *Dasar-Dasar Penelitian Ilmiah*. Bandung: Pustaka Setia. P. 165

<sup>39</sup>Heaton, J. B., Op. Cit. P. 162

the items or parts of a test are homogeneous or consistent with each other<sup>40</sup>. To know the reliability of test items, the writer used KR-21 to compute the reliability, the main score and standard deviation. The formula of *Kuder Richardson 21* is as follow:

$$KR-21 = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{K(SD^2)} \right]$$

In which:

$KR - 21$  = Kuder Richardson Reliability Coefficient

$K$  = Number of Items

$M$  = Mean of the Set of Test Score

1 = Constant Number

$SD$  = Standard Deviation of the Set of Test Score

(Fraenkel and Wallen, 1993:149)

$$\bar{X} = \frac{\sum(X)}{N}$$

Where:

$\bar{X}$  = Mean of the Set of Test Scores

$\sum x$  = Total Score of Students

$N$  = Number of Students

To find out the standard deviation, the writer used the formula below:

$$SD = \sqrt{\frac{\sum(x - \bar{x})^2}{N}}$$

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<sup>40</sup>Richards, et. al. 1985. *Longman Dictionary of Applied Linguistics*. Harlow. Essex: Longman Group UK Limited. P. 146

Where:

$SD$  = Standard Deviation

$\sum x^2$  = The Sum of Correct Answer

$\sum x$  = The Students Total Score

$N$  = Number of the Students

To measure the reliability of the test, the writer did try out of the test to the students at the class VIII.B of SMP Negeri Maur in the academic year of 2018/2019. To know the result of the students' scores in the try out, then the writer applied KR-21 formula, but before that the writer calculated the mean of the set scores (M) and standard deviation (SD) first.

The result of the calculation above was compared to 0.70. It means that if result of the calculation was higher than 0.70, the test was reliable. In other hand, the test was not reliable if the result of the calculation was lower than 0.70. This point has been elucidated by Fraenkel and Wallen<sup>41</sup>.

Based on the calculation the reliability in appendix 10, the writer found that the students' score in the tryout of the instrument using calculation of the KR-21 was 0.88. It was higher than 0.70, so the instrument could be considered as "reliable".

### **3. The Index of Discrimination**

Sometimes an important feature of a test is its capacity to discriminate among the different candidates and to reflect the differences in the performances of

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<sup>41</sup>Fraenkel, et. al. 1993. *How to Design and Evaluate Research in Education*. New York: MC. Graw-Hill, Inc. P. 149



the individuals in the group. The discrimination index of an item indicates the extent to which the item discriminates between the tests, separating the more able tests from the less able.<sup>42</sup>

The index of discrimination (*D*) told us whether those students who performed well overall test tended to do well or badly on each item in the test. It was presupposed that the total score on the test is a valid measure of the students' ability (i.e the good student tends to do well on the test as a whole and the poor student badly). On this basis, the score on the whole test is accepted as the criterion measure, and it thus becomes possible to separate the "good" students from the "bad" ones in performances on individual items. To calculate the index of discrimination, the writer used the formula as follows:

$$D = \frac{\text{Correct } U - \text{Correct } L}{n}$$

In which:

*D* = Discrimination Index

*U* = Upper Half

*L* = Lower Half

*n* = Number of Candidates in One Group<sup>43</sup>

The classification of the index of discrimination is as follows:

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<sup>42</sup>Heaton, J. B., Op. Cit. P. 179

<sup>43</sup>Ibid., P. 180

**Table 3.6**  
**Guideline for Using the Discrimination Index**  
**In Item Analysis**

<b>Index of Discrimination</b>	<b>Items Evaluation</b>
0.40 and up	Very Good Items
0.30 to 0.39	Reasonably good but possibly subject to improvement
0.20 to 0.29	Marginal Items, subject to improvement
0.19 or less	Poor Items, to be rejected or improved by revision

*(See Aris and Jihad, 2010:181)*

The result of the calculation of item discrimination can be seen in appendix 13. Based on the calculation of the index of discrimination, it can be concluded that there were 23 items in “Very Good” category, 1 item in “Good” category, 1 item in “Marginal” Category, and no item in “Poor Items” (see appendix 14).

#### **4. The Index of Difficulty**

Heaton stated that the index of difficulty (or facility value) of an item simply shows how easy or difficult the particular item proved in the test.<sup>44</sup> The index of difficulty (FV) was generally expressed as the fraction (or percentage) of the students who answered the item correctly. It was calculated by using the formula:

$$FV = \frac{R}{N}$$

In which:

*FV* = Facility Value (Index of Difficulty)

*R* = Number of Correct Answer

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<sup>44</sup>Heaton, J. B. 1988. *Longman Handbooks for Language Teachers. Writing English Language Tests*. London and New York: United States of Amerika. P. 178

$N$  = Number of Students Taking the Test

The classification of the index difficulty was as follows:

**Table 3.7**  
**Interpretation of the Index of Difficulty**

<b>Index of Difficulty</b>	<b>Test Items</b>
0.00-0.30	Difficult
0.31-0.70	Minimum
0.71-1.00	Easy

*(Aris and Jihad, 2010:182)<sup>45</sup>*

To measure the test item, the writer calculated the index of difficulty in each items. The calculation can be seen in appendix 15. From the calculation the writer found that there were 3 items in “Easy” category, 22 items in” minimum”, and no item as “Difficult” category. The result of item difficulty can be seen in appendix 16.

### **G. Technique for Analyzing Data**

In analyzing the data obtained from the test, the writer applied three techniques. They are: 1) individual score, 2) conversion of individual score, and 3) matched t-test.

#### **1. Individual Score**

This technique was used to find out individual scores, those of students’ scores in the pre-test and post-test. Obtaining individual scores was of importance in order that the researcher could further process the next calculation to find out students’ mean score. To gain the individual scores, the writer used the formula as follows:

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<sup>45</sup>Aris, A., and A. Jihad., Op. Cit. P. 182

$$IS = \frac{R}{N} \times 100$$

Where:

IS = Individual Score

R = Total Number of Correct Answer

N = Number of Test Items.

(See Hatch and Farhady, 1982:43)

## 2. The Minimum Mastery Criteria

The student's individual score was compared to the minimum mastery criteria. If the students passed the minimum mastery criteria, so the students passed their test. Otherwise, if the students could not pass the minimum mastery criteria, so the students failed their test. The minimum mastery criteria of the eighth grade students at SMP Negeri Maur in English subject especially in reading was 75.

The minimum mastery criteria of Degrees of Comparison in SMP Negeri Maur is shown as follows:

**Table 3.3**  
**Minimum Mastery Criteria of Degrees of Comparison**

Standar Kompetensi	Kompetensi Dasar	Indikator	Kriteria Penetapan KKM				
			Kompleksitas	Daya Dukung	Intake	Jumlah Skor	Indikator Pencapaian
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan	Menggunakan kalimat <i>Positive degree</i> dengan benar.	76	74	75	$\frac{225}{3}$	75

sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.	menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> , dan <i>recount</i> .	Menggunakan kalimat <i>Comparative degree</i> dengan benar.	77	73	75	$\frac{225}{3}$	75
		Menggunakan kalimat <i>Superlative degree</i> dengan benar.	76	74	76	$\frac{226}{3}$	75
<b>The Minimum Mastery Criteria of this standard competency was <math>225/3=75</math></b>							

(Source: SMP Negeri Maur)

Based on minimum mastery criteria, if the students get the score  $\geq 75$ , they are categorized into “passed” and they are categorized into “failed” if they got the score  $< 75$ .

### 3. Matched t-test

In determining statistical formula, the writer calculated normality. Computing to garner the data with respect to normality was necessary in this research in order that this research could prove the degree of equal data which were functional for determining the further calculation formula to be used. The formula used for normality testing was *Chi Squared Formula* as suggested by Ary, Jacobs, Sorensen, Walker, and Razavieh<sup>46</sup>. It was used to determine whether or not the collected data were considered normal distribution.

After that, the writer continued to compare two means in order to test the hypotheses. Here, the writer used t-test formula. Fraenkle and Wallen stated that there are two forms of t-test, a t-test independent means and a t-test for correlated

<sup>46</sup>Ary, D., Jacobs, L. C., Sorensen, C. K., Walker, D. A., & Razavieh, A., Op. Cit. P. 188

means.<sup>47</sup> In this research, the writer used a t-test for correlated means, because it was used to compare the mean score of the same group before and after a treatment. The formula of matched t-test used in this research was in accordance with Hatch and Farhady's proposition.<sup>48</sup> The formula is as follows:

$$t_{obt} = \frac{\bar{X}_2 - \bar{X}_1}{\overline{SD}}$$

In which:

$t_{obt}$  = The Obtained t Students

$\bar{X}_1$  = The Students Mean Score in the Pre-Test

$\bar{X}_2$  = The Students Mean Score in the Post-Test

$\overline{SD}$  = The Standard Error of Differences

To calculate the standard error of differences( $\overline{SD}$ )the writer used the following formula:

$$\overline{SD} = \frac{SD}{\sqrt{N}}$$

In which:

$\overline{SD}$  = The Standard Error of Differences

$SD$  = The Standard Deviation

$N$  = Number of Students

To find out the calculation of the standard deviation, the writer calculated it by using the following formula:

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<sup>47</sup>Fraenkel, J. R., Wallen, N. E., & Hyun, H., Op. Cit.

<sup>48</sup>Hatch, E, et. al. Op. Cit.

$$SD = \sqrt{\frac{\sum D^2 \left(\frac{1}{n}\right) (\sum D)^2}{n - 1}}$$

In which:

$SD$  = The Standard Deviation

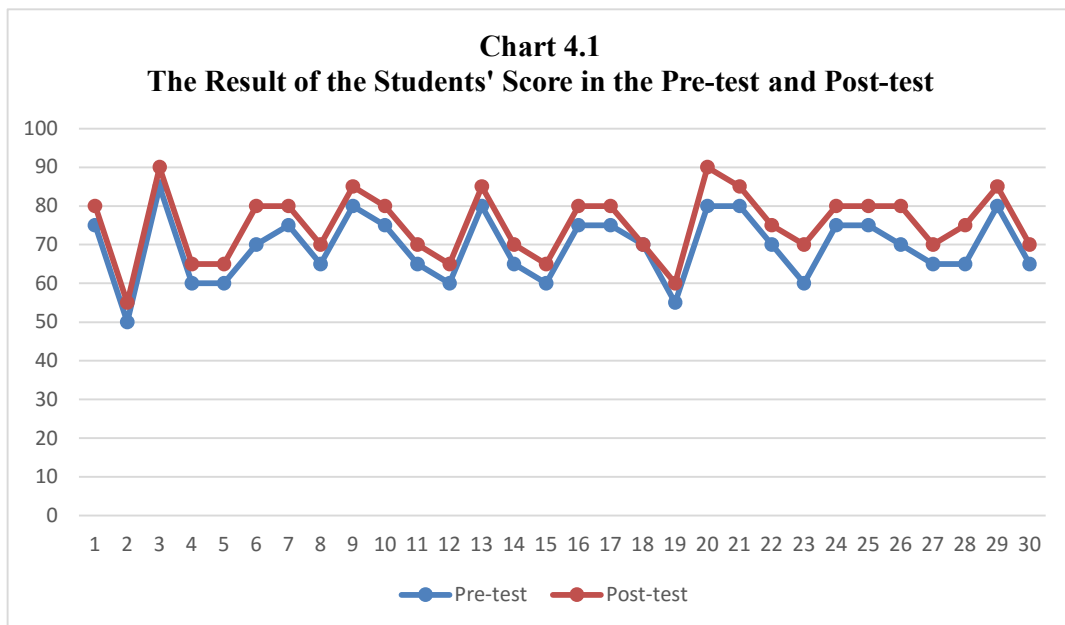
$D$  = The Differences between Post-test and Pre-test

$N$  = Number of Sample

## CHAPTER IV FINDINGS AND DISCUSSION

### A. Findings

In this section, the writer describes and analyzes the result of the tests that were given to the students. The findings of this study were: (1) the students' score in the pre-test (2) the students' score in the post test (3) the result of normality testing (4) the result of homogeneity testing (5) the result of the matched t-test calculation between the students' average scores in the pre-test and post-test.

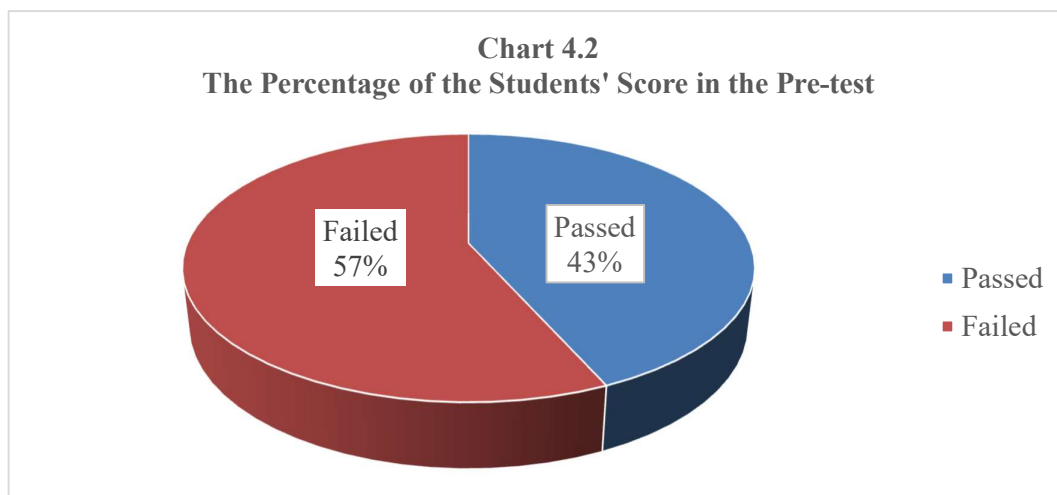


#### 1. The Students' Score in the Pre-test

The number of students who took pre-test was thirty students. The test consisted of a clue sentence where the students had to complete the sentence with the right words. After the score had been tabulated, the writer found that the highest score was 85 reached by one student, and the lowest was 50 reached by one student.



It was found out that the average score was 69.50. The students' score in the pre-test can be seen in table of appendixes 20. Based on the conversion of individual score in the appendix 20, it can be seen that there were 13 students (43.33%) in the "Passed" category and 17 students (56.67%) in the "Failed" category. The percentage of the students' score in the pre-test can be seen in the following chart:

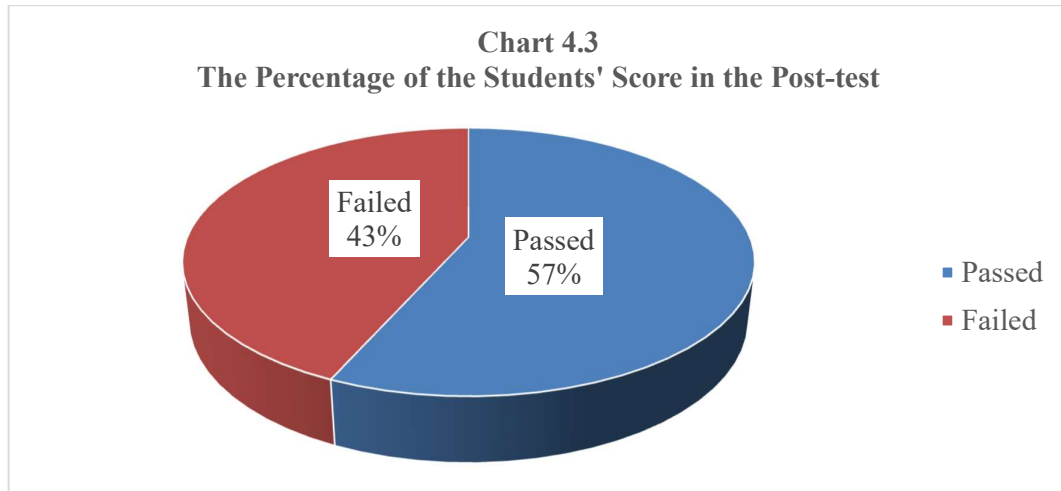


## 2. The Students' Score in the Post-test

In the treatment, the students were taught teaching Degrees of Comparison through Team Accelerated Instruction Method. After the writer did the treatment, the writer gave post-test to the students to know the students' progress in learning.

Based on data analysis in the post-test, the writer found that students' average score in the post-test was 75.17. It was higher than the students' average score in the pre-test. The highest score was 95 reached by two students and the lowest score 55 were reached by one students.

In addition, based on the conversion of individual score in appendix 21, it can be seen that there were 17 students (56.67%) in the "Passed" category and 13 students (43.33%) in the "Failed" category.



### 3. The Result of Normality Testing

The normality of the data was often tested in inferential statistics analysis for one until more than one sample group. It was assumed that the normality of the data become a requisite to determine what kinds of statistics will be used in analyzing the next data. To calculate the normality, the writer used the *Chi Square* formula. The formula was as follows:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

$\chi^2$  = the Value of Chi Square

$O_i$  = the Observed Frequencies

$E_i$  = the Expected Frequencies

(Subana and Sudrajat, 2005:149)<sup>49</sup>

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<sup>49</sup>Subana, M., and Sudrajat. 2005. *Dasar-Dasar Penelitian Ilmiah*. Bandung: Pustaka Setia. P, 149

**a. In the Pre-test**

Before calculating the normality distribution of the test, the writer found out that the students' highest score in the pre-test was 85, which was achieved by 1 student, and the lowest score in the pre-test was 50, which were obtained by 1 student.

Based on the calculation of normality in the pre-test (see appendix C), the writer found out that  $\chi^2_{obtained} = 5.8962$  with degree of freedom (df) = 5 (6-1). Since level 95% (0.05), and the  $\chi^2_{table} = 11.070$ . The data were considered normal, because  $\chi^2_{obtained} \leq \chi^2_{table}$ . After that, the writer also would like to show the students' normality test of reading in the post-test.

**b. In the Post-test**

Having calculated the normality test of the students in the pre-test, the writer continued calculating the normality, the writer found out that the highest score in the post-test was 90.00, which was achieved by 2 students, and the lowest score in the post-test was 55, which were obtained by 1 students.

Based on the calculation of normality in the pre-test (see appendix C), the writer found out that  $\chi^2_{obtained} = 5.9504$  with degree of freedom (df) = 5 (6-1). Since level 95% (0.05), and the  $\chi^2_{table} = 11.070$ . The data were considered normal, because  $\chi^2_{obtained} \leq \chi^2_{table}$ .

#### 4. The Result of Matched T-Test

Based on the students' scores obtained both in the pre-test and post-test, the writer calculated the match t-test to find out whether or not effective to teaching degrees of comparison through *Team Accelerated Instruction (TAI)* Method to the eighth grade students at SMP Negeri Maur in the academic year of 2018/2019

The students' average score in the pre-test was 69.50 and the students' average score in post-test was 75.17. It means that the students' average score in the post-test was higher than the students' average score in the pre-test.

From the table of comparison scores of the pre-test and the post-test, the writer found that the result of the standard deviation was 2.17 and the process of the calculation was as follows:

$$SD = \sqrt{\frac{\sum D^2 - \left(\frac{1}{n}\right) (\sum D)^2}{n - 1}}$$

$$SD = \sqrt{\frac{1100 - \left(\frac{1}{30}\right) (170)^2}{30 - 1}}$$

$$SD = \sqrt{\frac{1100 - (0.0333)(28900)}{29}}$$

$$SD = \sqrt{\frac{1100 - 963.33}{29}}$$

$$SD = \sqrt{\frac{136.67}{29}}$$

$$SD = \sqrt{4.71}$$

$$SD = 2.17$$

After the writer found the result of the standard of deviation, then the writer found that the result of standard error differences was 0.40 and the process of the calculation was as follow:

$$\overline{SD} = \frac{SD}{\sqrt{N}}$$

$$\overline{SD} = \frac{2.17}{\sqrt{30}}$$

$$\overline{SD} = \frac{2.17}{5.48}$$

$$\overline{SD} = 0.40$$

Standard error differences had been found, next the writer calculated the matched t-test. The matched t-test of pre-test and post-test that found by the writer was 14.30. The process could be seen below:

$$t_{obt} = \frac{\overline{X}_1 - \overline{X}_2}{SD}$$

$$t_{obt} = \frac{75.17 - 69.50}{0.40}$$

$$t_{obt} = \frac{5.48}{0.40}$$

$$t_{obt} = 14.30$$

From the calculation above, it was found that t-obtained was 14.30. The t-table of the students' number was 1.697. With the significance level of 0.05 for df = 29 (30-1). So, the t-obtained was higher than the coefficient of t-value in the t-table. It means that the alternative hypothesis (Ha) which was stated that it was significantly improving students' score to the eighth grade students of SMP Negeri Maur to teach degrees comparison through *Team Accelerated Instruction (TAI)*

Method in the academic year of 2018/2019 was accepted and the null hypothesis (Ho) was rejected.

## **B. Discussions**

Based on findings above, the writer interpreted that after doing this research by using *Team Accelerated Instruction*, the students' achievement increased. It can be seen from the difference between students' average score before treatment and after treatment.

Before treatment, the students' average score was 69.50, it means that before being taught, their average grammar mastery was in the "enough" level while after treatment the students' average score was 75.17. In the pre-test, the writer found that students still did some errors in task completion, comprehensibility, vocabulary, and not understand about grammatical structure in a sentence. They still confused with the material that had been given by the writer. But, after the writer applied *Team Accelerated Instruction* method in the treatment, the students could minimize their errors, especially they could improve their understanding in *Degrees of Comparison*, but the students still confuse and couldn't differ when they could use the word "most" and "more" in *comparative* and *superlative* degree.

Increasing the result of the students' learning and motivation was caused by some superiority from the using *Team Accelerated Instruction*. *Team Accelerated Instruction* is one of cooperative learning. Roger as cited in Huda stated that *cooperative learning* is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is

motivated to increase the learning of others.<sup>50</sup> In addition Artz and Newman as cited Huda, stated that *cooperative learning* as small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.<sup>51</sup> Cooperative learning is assumed as a powerful tool to motivate learning and has a positive effect on the classroom climate which leads to encourage greater achievement, to foster positive attitudes and higher self-esteem, to develop collaborative skills and to promote greater social support.

*Team Accelerated Instruction* brought the good influence of the students' learning. Most important through *Team Accelerated Instruction* method, the students would be motivated to study materials provided too quickly and accurately. They could not cheat or find shortcut when did the exercises. It could minimize the involvement of teachers in the examination and routine management. In addition, students had to be an active participant and in accordance their group, they could built learning community which could helped each other. According to Driscoll as cited in Deporter, one of the characteristic of learning community is the system of principle which is understood together by the members.<sup>52</sup>

In the implementation of *Team Accelerated Instruction*, the writer formed the students into a group consisted of 5 students. There are 6 groups formed. Then, the writer gave the explanation of the subject matter about *Positive*, *Comparative*, and *Superlative Degree*, prepared the worksheet that would be discussed in each group, and finally gave formative test. Formative test is the test

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<sup>50</sup>Huda, M. 2011. *Cooperative Learning. Metode, Teknik, Struktur, dan Model Penerapan*. Yogyakarta: Pustaka Pelajar. P. 46

<sup>51</sup>Ibid., P. 32

<sup>52</sup>Deporter, B. et. al. 2010. *Quantum Teaching*. Bandung: Mizan Pustaka. P. 81

which was given in the last of the lesson. The function of formative test was to know the result of students' achievement in the subject matter which had been given by the writer. In this case, the formative test consisted of *Positive* for first testing, *Comparative* for the second, and *Superlative* for the last testing. The formative test influenced the teams' average score, because it would determine the team which got the reward as "*Super Team*", "*Great Team*", and "*Good Team*".

Based on statement above, the writer always invited students to be more active to propose the answer of the questions or testing about *degrees of comparison*. According to Bonwell and Eison, states that active learning is any class activity that involves students in doing things and thinking about the things they are doing, so that active learning activities may help the students increased their skill.<sup>53</sup> The writer also always asked the students to study seriously and to answer the question correctly. The writer promised a reward which would be given for a team who could get the highest score. In fact, by giving a reward the students were very interested. The student studied seriously and if they still confused about the lesson, they were not shy to ask with the writer. It was important thing for the writer. The students were very motivated and interested with material.

From the calculation of students' individual score in appendix 30, the writer found that the students average score in *positive degree* was 69.67, *comparative degree* was 71.67, and the *superlative degree* was 75.67. It could be concluded that the students' average score in first testing up to last testing increased very

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<sup>53</sup>Bonwell, C., & Eison, J. (1991). *Active learning: Creating excitement in the classroom* (AEHEERIC Higher Education Report No.1). Washington, D.C.: The George Washington University, School of Education and Human Development. Jossey-Bass. ISBN 1-87838-00-87. P. 2



significantly. The first activity by using *Team Accelerated Instruction*, students still confused in learning activity, but in the next meeting, they were interested in learning activity. They began understanding what they must do in learning process by using *Team Accelerated Instruction*. Lozanov as cited in Deporter stated that *learning process* is a complex phenomenon; everything is words, mind, attitude, and association where you change the environment, presentation, and theoretical learning through the process.<sup>54</sup>

In the last meeting of treatment, the writer calculated the teams' average score. The teams' average score were from the recapitulation of individual score of teams' member. From the calculated of the result teams' average score in appendix 31, it can be concluded that from six groups in the class, there were 6 groups got as "*Great Team*". From the all groups who got as "*Great Team*", the fourth group got the highest score. The teams' average score were 18.33. As the best group, the fourth group got a reward from the writer.

The important thing through *Team Accelerated Instruction*, the students had motivation in studying *Degrees of Comparison*. This could be seen from the fact that the students appeared to be very interested, enthusiasms, and were challenged. Motivation is literally the desire to do things. In addition, the students felt have fun in learning process. The situation of learning and interaction which was comfortable could make students more enjoyable in learning the lesson so that the students were not bored in learning process.

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<sup>54</sup>Deporter, B. et. al., *Op. Cit.* P. 32

After the treatment, the writer gave post-test to the students. The average students' score was 75.17. The result of students' average score increased from 69.50 became 75.17. It can be seen that the students' learning, not only the students' score but also students' self-confidence and motivation increased very significantly. In the post-test, the students were very enthusiasm to answer the question. They are more confidence with themselves. It means that the treatment by using *Team Accelerated Instruction* method could help the students in understanding about grammar, especially *Degrees of Comparison*.

The differences between the score of pre-test and post-test and the effectiveness of Team Accelerated Instruction in teaching Degrees of Comparison could be proved from the result of matched t-test calculation, since the writer got the data from pre-test and post-test, then writer calculated the matched t-test and the writer found that the coefficient of tobtained 14.30. It exceeded the coefficient of ttable 1.697 for significance level of 0.05 for degrees of freedom (df) = (N-1), df = 29 (30-1). It means that the alternative hypothesis (Ha) which stated that it was significantly effective to teach Degrees of Comparison through Team Accelerated Instruction to the eighth grade students of SMP Negeri Maur in the academic year of 2014/2015 was accepted and the null hypothesis (Ho) was rejected.

From the explanation above, the writer concluded that Team Accelerated Instruction was effective in teaching Degrees of Comparison to the eighth grade students of SMP Negeri Maur in the academic year of 2018/2019 Here, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

### C. Limitation of the Research

In this research, the writer found that there were some weaknesses in teaching Degrees of Comparison through Team Accelerated Instruction to the eighth grade students of SMP Negeri Maur in the academic year of 2018/2019. In this case, the writer felt many weaknesses in her investigation namely cost, limited of time and her method *Team Accelerated Instruction (TAI)*. In addition, the writer focused on weakness of teaching and learning process. However the writer found some weaknesses happened. The weaknesses were:

1. The teacher and students need the time for adapting, because the method is the first implementation in the class.
  2. The classroom was very noisy, some students were not able to concentrate in their lesson.
  3. Some students were not self-confidence.
  4. Some of the students are not motivated with the lesson, so they feel bored.
  5. The limited of time is one of problem in the implementation of this experience.
- But, the problems happened above were not so long. The problem could be clear immediately. The students felt happy when they understood about the lesson and the writer said that she would give a reward for the students or teams who got the high score. Furthermore, they are motivated to study seriously.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusions

Based on findings presented in Chapter IV, the writer concluded that “It was significantly to teach Degrees of Comparison through *Team Accelerated Instruction Method* to the eighth grade students of SMP Negeri Maur in the academic year of 2018/2019. It could be seen from by significant difference between the two means of scores in the pre-test and post-test. The students’ average score in the pre-test was 69.50 and the students in the post-test were 75.17. It means that there was significant difference between students’ ability in learning grammar after being taught through *Team Accelerated Instruction*.”

The different score between the pre-test and post-test was found through the matched t-test. From the analysis, as described earlier, the writer found that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected since the result of the calculation matched t-test was higher than the  $t_{critical}$  value. The t-obtained was 14.30, it was higher than 1.697 as t-critical value. Furthermore, the writer concluded that it was significantly effective to teach Degrees of Comparison through Team Accelerated Instruction method to the eighth grade students of SMP Negeri Maur in the academic year of 2018/2019.

### B. Suggestions

Based on the fact the writer found during this research, the writer would like proposed some suggestions that may be useful they are as follows:

### **1. To the English Teacher**

In this research, the writer would like to share contribution for learning and teaching in order to be more effective. The English teacher must teach the students by using various interesting methods in order to motivate the students in learning and to avoid the students from feeling bored. In addition, the teacher should be able to motivate the students seriously in learning grammar, especially *Degrees of Comparison of Adjectives*.

### **2. To the Students**

The writer suggest to the students to be more active and be self-confidence. The students are expected to pay attention on the teacher's presentation the material in front of the class. The students can increase their ability by using *Team Accelerated Instruction (TAI)*, because it can motivate students to study seriously.

### **3. To the Other Researchers**

The other researcher will conduct and related study concerning interesting method in teaching English in general, and specifically in teaching grammar. The writer expects that through related study, some innovation and improvement in teaching will be obtained.

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## BIOGRAPHY



Robin was born in Srikaton, October 16<sup>th</sup> 1975. He is son of Mr Abdul Roni and Mrs Asiah. He has 2 brothers and 2 sisters. He first studied at SDN 2 Lubuk Linggau and Finished his Junior High School at SMP Bakti Keluarga Lubuk Linggau, then He became a student of Senior high School at SMAN 2 Lubuk Linggau in 1991 to 1994. For the next education Program, he decided entering STKIP PGRI LLG, Then he continued to State College for Islamic Studies (IAIN) Curup to finished his Sarjana Degree. He has two Sons M. Fathan Mubin and M. Akhun Syakir from his wife Mrs Helyawati.



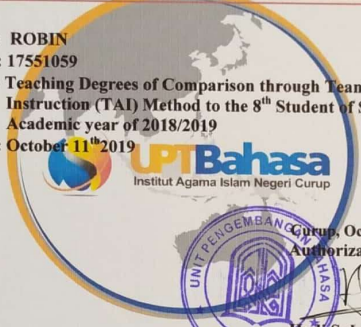
Number: 090919

### Proof Reading Certificate



Unit Pelaksana  
Teknis Bahasa  
IAIN Curup

Name : ROBIN  
NIM : 17551059  
Title : Teaching Degrees of Comparison through Team Accelerated Instruction (TAI) Method to the 8<sup>th</sup> Student of SMPN MAUR in Academic year of 2018/2019  
Date : October 11<sup>th</sup> 2019



**UPT Bahasa**  
Institut Agama Islam Negeri Curup



Curup, October 14<sup>th</sup> 2019  
Authorized by

*[Signature]*  
Hadri Suhermanto, M.Pd.  
NIP.197411131999031003



PEMERINTAH KABUPATEN MUSI RAWAS UTARA  
DINAS PENDIDIKAN  
SMP NEGERI MAUR

Terakreditasi : "B"

Email : smpnegerimaur99@gmail.com

Alamat : Jalan lintas sumatera Km.66 Maur Baru Kec. Rupit Kab. Musi Rawas Utara 31654

**SURAT KETERANGAN**

Nomor : / /SMPNMAur/2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri Maur, Kec.Rupit, Kab.Musi Rawas Utara,  
menerangkan bahwa :

Nama : ROBIN  
NIM : 15551059  
Program Study : TADRIS BAHASA INGGRIS  
Fakultas : TARBIYAH

Memang benar telah melakukan penelitian di SMP Negeri Maur pada Kelas VIII (DElapan) tanggal 15  
Juli s.d 21 Juli 2019 dengan Judul "**TEACHING DEGREES OF COMPARISON THROUGH TEAM  
ACCELERATED INSTRUCTION (TAI) METHOD TO THE EIGHTH GRADE STUDENT OF  
SMP NEGERI MAUR**"

Demikianlah Surat Keterangan ini kami buat dengan sebenarnya, agar dapat digunakan dengan  
semestinya.

Maur Baru, 22 Juli 2019

Kepala SMPN Maur

JEMAT AMAN, S.Pd

NIP 196911181993021001





KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ROBIT  
 NIM : 14511052  
 JURUSAN/PRODI : Tarbiyah / T.Bi  
 PEMBIMBING I : Sakki Anshori, S.Pd, M.Hum  
 PEMBIMBING II : Henny Septia Utami, M.Pd  
 JUDUL SKRIPSI : Teachers and Students Perception about Speaking Test

\* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

\* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

\* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ROBIT  
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 PEMBIMBING I : Sakki Anshori, S.Pd, M.Hum  
 PEMBIMBING II : Henny Septia Utami, M.Pd  
 JUDUL SKRIPSI : Teachers and Students Perception about Speaking Test

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I  
 An. Ayrodi T. S. I

Sakki Anshori, S.Pd, M. Hum  
 NIP.

Pembimbing II,

Henny Septia Utami, M.Pd  
 NIP. 17 102010



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.		Perbaikan Judul		
2.		Bimbingan Chapter 1, 2, 3		
3.		ACC Penelitian		
4.		Pembahasan Bab 4 dan 5		
5.		Perbaikan Keseluruhan BAB.		
6.		Perbaikan Bab 1, 2, 3, 4 & 5.		
7.		ACC Sidang		
8.				



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	9/09-2020	memahas background Bab I		
2.		Perbaikan Chapter 1 / lanjut Chapter 2		
3.		Perubahan teori / pengisian teori di chapter 2		
4.		Chapter 3 Instrument / Acc Penelitian		
5.		Pembahasan Chapter 1, 2, 3. dan perbaikan tulisan / footnote		
6.		Penelitian / Analisis data		
7.		Perbaikan Chapter 4 dan 5		
8.		ACC Sidang		



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH

Nomor : /In.34/FT/PP.00.9/06/2018

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Sakut Ansori, M.Hum** 19811020 200604 1 002  
2. **Henny Septia Utami, M.Pd** -

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A

: Robin

N I M

: 17551059

JUDUL SKRIPSI

: Teaching Degrees Of Comparison Through Team Accelerated Instruction Method to The Eight Grade Students of SMPN MAUR.

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada Tanggal 14 Juni 2018  
Warek I

Hendra Harmi

Tembusan : Disampaikan Yth ;

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;