

Appendix A

The Descriptive Analysis of Participants' Initial Competence

Descriptives			
Method		Statistic	Std. Error
Experiment	Mean	67.1000	2.95652
	95% Confidence Interval for Mean	Lower Bound	61.0532
		Upper Bound	73.1468
	5% Trimmed Mean	67.4074	
	Median	66.0000	
	Variance	262.231	
	Std. Deviation	16.19355	
	Minimum	23.00	
	Maximum	100.00	
	Range	77.00	
	Interquartile Range	23.00	
	Skewness	-.127	.427
	Kurtosis	.964	.833
	Pretest	Mean	63.8000
95% Confidence Interval for Mean		Lower Bound	58.2594
		Upper Bound	69.3406
5% Trimmed Mean		63.7222	
Median		63.0000	
Variance		220.166	
Std. Deviation		14.83798	
Minimum		40.00	
Maximum		89.00	
Range		49.00	
Interquartile Range		23.75	
Skewness		.148	.427
Kurtosis		-.936	.833
Control		Mean	63.8000
	95% Confidence Interval for Mean	Lower Bound	58.2594
		Upper Bound	69.3406
	5% Trimmed Mean	63.7222	
	Median	63.0000	
	Variance	220.166	
	Std. Deviation	14.83798	
	Minimum	40.00	
	Maximum	89.00	
	Range	49.00	
	Interquartile Range	23.75	
	Skewness	.148	.427
	Kurtosis	-.936	.833

Appendix B

**The Descriptive Analysis of Participants' Development
in Control Group**

Descriptives				
Method		Statistic	Std. Error	
Control	Mean	78.8000	1.88424	
	95% Confidence Interval for Mean	Lower Bound	74.9463	
		Upper Bound	82.6537	
	5% Trimmed Mean	78.7778		
	Median	78.5000		
	Variance	106.510		
	Std. Deviation	10.32038		
	Minimum	60.00		
	Maximum	97.00		
	Range	37.00		
	Interquartile Range	18.00		
	Skewness	.304	.427	
	Kurtosis	-.853	.833	
	Pretest	Mean	63.8000	2.70903
		95% Confidence Interval for Mean	Lower Bound	58.2594
Upper Bound			69.3406	
5% Trimmed Mean		63.7222		
Median		63.0000		
Variance		220.166		
Std. Deviation		14.83798		
Minimum		40.00		
Maximum		89.00		
Range		49.00		
Interquartile Range		23.75		
Skewness		.148	.427	
Kurtosis		-.936	.833	

Appendix C

The Descriptive Analysis of Participants' Development in Experimental Group

Descriptives				
Method		Statistic	Std. Error	
Pretest	Mean	67.1000	2.95652	
	95% Confidence Interval for Mean	Lower Bound	61.0532	
		Upper Bound	73.1468	
	5% Trimmed Mean	67.4074		
	Median	66.0000		
	Variance	262.231		
	Std. Deviation	16.19355		
	Minimum	23.00		
	Maximum	100.00		
	Range	77.00		
	Interquartile Range	23.00		
	Skewness	-.127	.427	
	Kurtosis	.964	.833	
	Experiment	Mean	86.1333	1.48458
95% Confidence Interval for Mean		Lower Bound	83.0970	
		Upper Bound	89.1696	
5% Trimmed Mean		86.3889		
Median		87.5000		
Variance		66.120		
Posttest		Std. Deviation	8.13139	
		Minimum	66.00	
		Maximum	100.00	
		Range	34.00	
		Interquartile Range	11.00	
		Skewness	-.400	.427
		Kurtosis	.291	.833

Appendix D

Lesson Plan (1st Meeting) in Experimental Group

LESSON PLAN

Field of Study	: Language
Sub-Field of Study	: English
Topic of Discussion	: Positive Degree
Sub Skill	: Grammar
Class/Semester	: VIII/II
Time Allocation	: 2 x 40 minutes

I. Competency Standard

Understanding basic grammatical structure of degrees of comparison.

II. Basic Competence

The student will use the following grammatical forms in appropriate word order and context of degrees of comparison.

III. Indicators

- A. The students are able to understand about positive degree.
- B. The students are able to know the pattern of positive degree.
- C. The students are able to make sentences about positive degree.

IV. Learning Material

A. Theory

1. Definition of Degrees of Comparison

Comparison degree: to express the degree of a quality that one object possesses in relation to other objects.

2. The Kinds of Degrees of Comparison

- a. Positive Degree
- b. Comparative Degree
- c. Superlative Degree

3. The Definition, Pattern, and Examples of Positive Degree

a. Positive Degree

The positive degree, the adjective in its most basic form, indicates a lack of comparison. An adjective in the positive degree expresses the pure quality of an object without making a comparison with other object.

b. Pattern

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

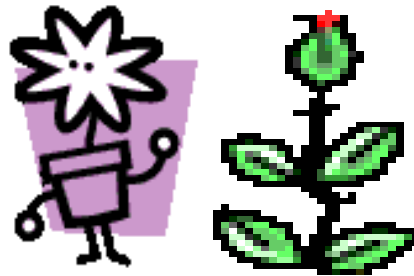
As + Adjective + As

The expression as ... as is also used with expression of quantity (much, many, little, few) and expression of quantity followed by nouns.

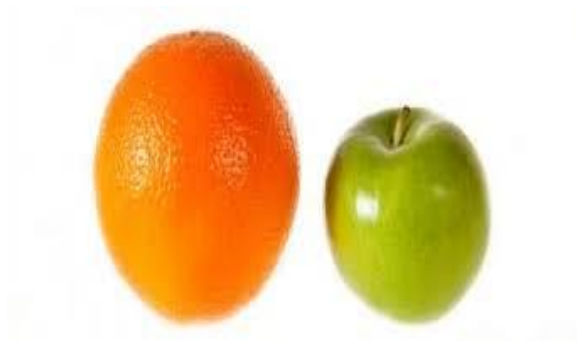
- 2) Negative form: not as ... as is used to say that two parts of a comparison are not equal or not same in some way.

c. Examples

The turtle is as slow as the snail.



The white flower is *as beautiful as* the green flower.



The green apple is *not as big as* the orange.



First picture is *not as happy as* second picture.

V. Learning Method

Explanation, asking question and exercise.

VI. Learning Strategies

Teacher's Activities	Students' Activities	Time Allocated
A. Opening Activities		
1. Greet the students. Ex. "Good morning, Students."	1. Greet the students. Ex. "Good morning, Miss."	3 minutes
2. Introduce teacher's name to the students before the lesson begin.	2. Give attention to the teacher.	3 minutes
3. Check for the roll.	3. Present or absent	3 minutes
4. Ask the pre-activity question before the lesson begin.	4. Answer the pre-activity question	5 minutes
a. "What do you know about degrees of comparison?"	a. "Comparing something."	
b. "Do you know what the	b. "Yes, I do."	

<p>kinds of degrees of comparison are?"</p> <p>5. Explain about degrees of comparison and determine 1 kind about degrees of comparison.</p>	<p>5. Pay attention to the teacher</p>	<p>10 minutes</p>
<p>B. Main Activities</p>		
<p>1. Give the explanation about positive degree using pictures.</p>	<p>1. Listen to teacher's explanation</p>	<p>20 minutes</p>
<p>2. Answer the question (if there is any).</p>	<p>2. Ask the question (if there is any).</p>	<p>5 minutes</p>
<p>3. Choose five students to make the sentences of positive degree based on the pictures in power point.</p>	<p>3. Make sentences of positive degree based on the pictures in power point</p>	<p>5 minutes</p>
<p>4. Discuss the sentences of positive degree with students.</p>	<p>4. Discuss the sentences of positive degree with teacher.</p>	<p>5 minutes</p>
<p>C. Closing Activities</p>		
<p>1. Give the instruction to</p>	<p>1. Listen to teacher's</p>	<p>3 minutes</p>

students to do the evaluation.	instruction.	
2. Give the evaluation sheet to student.	2. Take the evaluation sheet from the teacher.	2 minutes
3. Give attention to the students.	3. Do their evaluation.	10 minutes
4. Ask students to submit the evaluation sheet.	4. Submit the evaluation sheet to the teacher.	3 minutes
5. Say thank you and good bye to the students.	5. Say thank you and good bye to the teacher	3 minutes

VII. Teaching Aids and Sources of Materials

A. Sources of Materials:

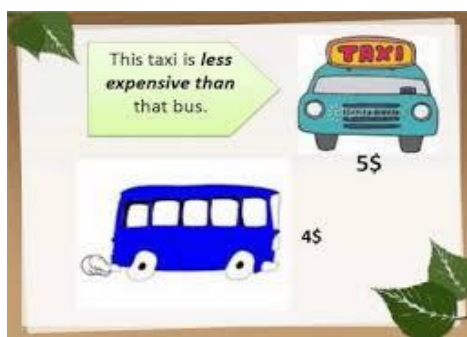
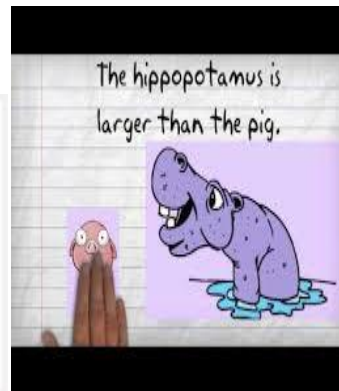
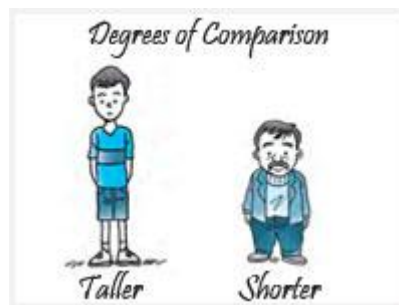
1. Azar, B.S. (2003). *Fundamentals of English grammar*. United States of America: Longman.
2. Krohn, R. (1990). *English sentence structure*. United States of America: The University of Michigan Press.
3. Strumph, M & Douglas, A. (2000). *Concise English grammar*. Malaysia: Percetakan Turbo.

B. Teaching Aids

1. Projector
2. Laptop
3. Evaluation sheet

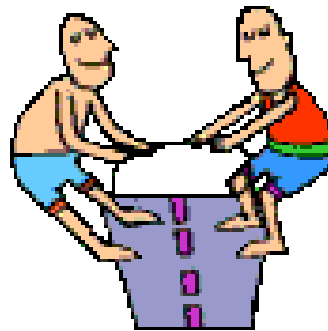
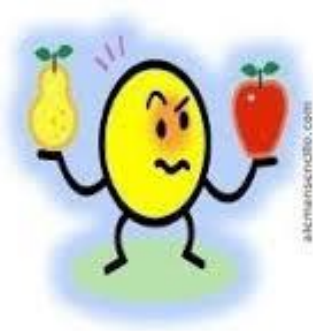
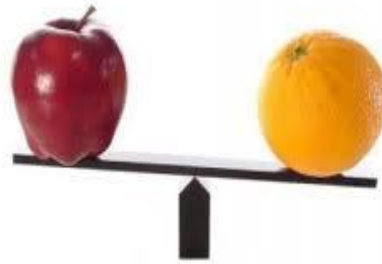
VIII. Exercise

Make different sentences about positive degree for five students which are chosen by the teacher based on the pictures in power point.



IX. Evaluation

Make five sentences about positive degree based on the pictures.



X. Answer Key Worksheet

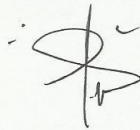
1. Pink princess is as beautiful as green princess.
2. The orange is not as light as the red apple.

3. The guava is as heavy as the apple.
4. Tom is as strong as James.
5. A horse is not as fast as a dog.

Jakarta, May 20th 2014

Approved by

Teacher



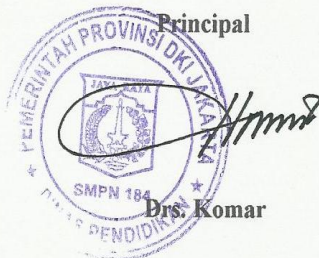
M. Tohir Haqi, S.Pd.

Researcher



Gwynnet Fairly X-Disihi

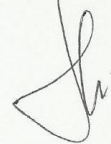
Principal



The stamp is circular with the text "PEMERINTAH PROVINSI DKI JAKARTA" around the top edge and "SMPN 184" in the center. Below the stamp is a handwritten signature.

Drs. Komar

Advisor 2



Wiwik Sari Dewi, M.Pd

Appendix E
Lesson Plan (1st Meeting) in Control Group

LESSON PLAN

Field of Study	: Language
Sub-Field of Study	: English
Topic of Discussion	: Positive Degree
Sub Skill	: Grammar
Class/Semester	: VIII/II
Time Allocation	: 2 x 40 minutes

I. Competency Standard

Understanding basic grammatical structure of degrees of comparison.

II. Basic Competence

The student will use the following grammatical forms in appropriate word order and context of degrees of comparison.

III. Indicators

- A. The students are able to understand about positive degree.
- B. The students are able to know the pattern of positive degree.
- C. The students are able to make sentences about positive degree.

IV. Learning Material

A. Theory

1. Definition of Degrees of Comparison

Comparison degree: to express the degree of a quality that one object possesses in relation to other objects.

2. The Kinds of Degrees of Comparison

- a. Positive Degree
- b. Comparative Degree
- c. Superlative Degree

3. The Definition, Pattern, and Examples of Positive Degree

a. Positive Degree

The positive degree, the adjective in its most basic form, indicates a lack of comparison. An adjective in the positive degree expresses the pure quality of an object without making a comparison with other object.

b. Pattern

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

The expression **as ... as** is also used with expression of quantity (much, many, little, few) and expression of quantity followed by nouns.

- 2) Negative form: **not as ... as** is used to say that two parts of a comparison are not equal or not same in some way.

c. Examples

The turtle is *as slow as* the snail.

The white flower is *as beautiful as* the green flower.

The green apple is *not as big as* the orange.

Jane is *not as happy as* Mike.

V. Learning Method

Explanation, asking question and exercise.

VI. Learning Strategies

Teacher's Activities	Students' Activities	Time Allocated
A. Opening Activities		
1. Greet the students.	1. Greet the students.	3 minutes

Ex. "Good morning, Students."	Ex. "Good morning, Miss."	
2. Introduce teacher's name to the students before the lesson begin.	2. Give attention to the teacher.	3 minutes
3. Check for the roll.	3. Present or absent	3 minutes
4. Ask the pre-activity question before the lesson begin.	4. Answer the pre-activity question	5 minutes
a. "What do you know about degrees of comparison?"	a. "Comparing something."	
b. "Do you know what the kinds of degrees of comparison are?"	b. "Yes, I do."	
5. Explain about degrees of comparison and determine 1 kind about degrees of comparison.	5. Pay attention to the teacher	10 minutes
B. Main Activities		
1. Give the explanation about positive degree.	1. Listen to teacher's explanation	20 minutes

2. Answer the question (if there is any).	2. Ask the question (if there is any).	5 minutes
3. Choose five students to make the sentences of positive degree.	3. Make sentences of positive degree.	5 minutes
4. Discuss the sentences of positive degree with students.	4. Discuss the sentences of positive degree with teacher.	5 minutes
C. Closing Activities		
1. Give the instruction to students to do the evaluation.	1. Listen to teacher's instruction.	3 minutes
2. Give the evaluation sheet to student.	2. Take the evaluation sheet from the teacher.	2 minutes
3. Give attention to the students.	3. Do their evaluation.	10 minutes
4. Ask students to submit the evaluation sheet.	4. Submit the evaluation sheet to the teacher.	3 minutes
5. Say thank you and good bye to the students.	5. Say thank you and good bye to the teacher	3 minutes

VII. Teaching Aids and Sources of Materials

A. Sources of Materials:

1. Azar, B.S. (2003). *Fundamentals of English grammar*. London: Longman.
2. Krohn, R. (1990). *English sentence structure*. Michigan: The University of Michigan Press.
3. Strumph, M & Douglas, A. (2000). *Concise English grammar*. Kuala Lumpur: Percetakan Turbo.

B. Teaching Aids

1. Whiteboard
2. Marker
3. Evaluation sheet

VIII. Exercise

Make different sentences about positive degree for five students which are chosen by the teacher.

IX. Evaluation

Make five sentences about positive degree.

X. Answer Key Worksheet


1. Pink princess is as beautiful as green princess.

2. The orange is not as light as the red apple.
3. The guava is as heavy as the apple.
4. Tom is as strong as James.
5. A horse is not as fast as a dog.

Jakarta, May 21st 2014

Approved by

Teacher



M. Tohir Haqi, S.Pd.

Researcher



Gwynnet Fairly X-Disihi

Principal



The stamp is circular with the text "PEMERINTAH PROVINSI DKI JAKARTA" at the top, "JAYA RAYA" in the center, and "SMPN 184" and "DINAS PENDIDIKAN" at the bottom. A handwritten signature is written over the stamp.

Drs. Komar

Advisor 2



Wiwik Sari Dewi, M.Pd.

Appendix F

Lesson Plan (2nd Meeting) in Experimental Group

LESSON PLAN

Field of Study	: Language
Sub-Field of Study	: English
Topic of Discussion	: Comparative Degree
Sub Skill	: Grammar
Class/Semester	: VIII/II
Time Allocation	: 2 x 40 minutes

I. Competency Standard

Understanding basic grammatical structure of degrees of comparison.

II. Basic Competence

The student will use the following grammatical forms in appropriate word order and context of degrees of comparison.

III. Indicators

- A. The students are able to understand about Comparative degree.
- B. The students are able to know the pattern of Comparative degree.
- C. The students are able to make sentences about comparative degree.

IV. Learning Material

A. Theory

1. Definition of Comparative Degree

In the comparative degree, one subject holds a greater or lesser degree of a quality than the object(s) with which it is compared. Often, this degree compares just two objects. Comparative degree is used when comparing two things, or when comparing something with other thing. Comparison in comparative degrees is often created after the adjective by the conjunction **than**.

2. The Pattern of Comparative Degree

Comparative adjectives use ER, if the adjective has one syllable.

Subject + BE + Adjective (+ER) + Than

Comparative adjectives use MORE, if the adjective has three syllables or more.

Subject + BE + More + Adjective + Than

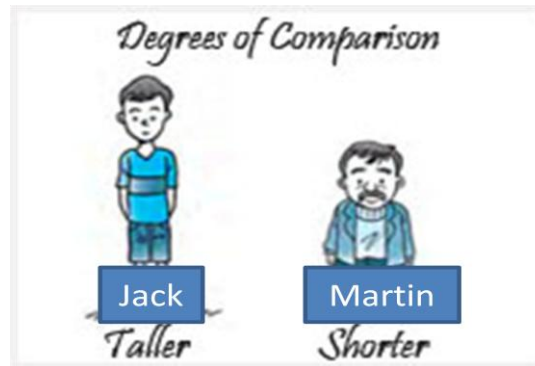
Adjectives with one syllable	<p>Adjective</p> <p>Old</p> <p>Cheap</p> <p>Big</p>	<p>Comparative</p> <p>Older</p> <p>Cheaper</p> <p>bigger</p>	<p>Add -er to one-syllable adjective.</p> <hr/> <p>Spelling note: if an adjective ends in one vowel and one consonant, double the consonant: big-bigger, fat-fatter, thin-thinner, hot-hotter</p>
Adjectives that ends in -y	<p>Pretty</p> <p>Funny</p>	<p>Prettier</p> <p>funnier</p>	<p>If an adjective ends in -y, change the -y to i and add -er</p>
Adjectives with two or more syllables	<p>Famous</p> <p>Important</p> <p>Interesting</p>	<p>More famous</p> <p>More important</p> <p>More interesting</p>	<p>Use more in front of adjectives that have two or more syllables (except adjectives that end in -y)</p>

Irregular comparative forms	Good Bad Far	Better Worse Farther/further	The comparative forms of good , bad , and far are irregular
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3. Examples of Comparative Degree

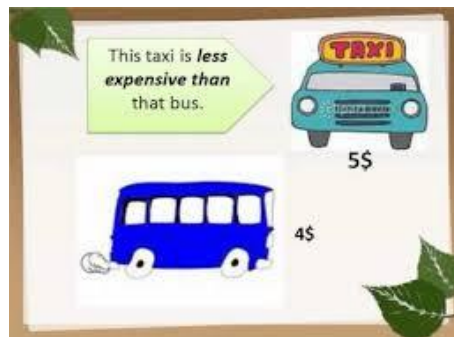


The bus is *larger than* the car.



Jack is taller than Martin.

Martin is shorter than Jack.



The taxi is more expensive than the bus.



A monkey is more active than a bear.

V. Learning Method

Explanation, asking question, and exercise.

VI. Learning Strategies

Teacher's Activities	Students' Activities	Time Allocated
A. Opening Activities		
1. Greet the students. Ex. "Good morning, Students."	1. Greet the students. Ex. "Good morning, Miss."	3 minutes
2. Check for the roll.	2. Present or absent	3 minutes
3. Ask the pre-activity question before the	3. Answer the pre-activity question	5 minutes

<p>lesson begin.</p> <p>a. “What did we learn on the last meeting?”</p> <p>b. “Now, we are going to study about comparative degree. According to you, what is comparative degree?”</p> <p>c. Based on the picture, who looks happier?</p> <p>B. Main Activities</p> <p>1. Give the explanation about comparative degree using pictures.</p> <p>2. Answer the question (if there is any).</p> <p>3. Choose five students to make the sentences of comparative degree based on the pictures in power point.</p>	<p>a. “Positive degree, Ms.”</p> <p>b. “Compare something with another thing, Ms.”</p> <p>c. “Picture number two</p> <p>1. Listen to the teacher’s explanation</p> <p>2. Ask the question (if there is any).</p> <p>3. Make sentences of comparative degree based on the pictures in power point</p>	<p>20 minutes</p> <p>5 minutes</p> <p>10 minutes</p>
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<p>4. Discuss the sentences of comparative degree with students.</p>	<p>4. Discuss the sentences of comparative degree with teacher.</p>	<p>5 minutes</p>
<p>C. Closing Activities</p>		
<p>1. Give the instruction to students to do the evaluation.</p>	<p>1. Listen to the teacher's instruction.</p>	<p>5 minutes</p>
<p>2. Give the evaluation sheet to student.</p>	<p>2. Take the evaluation sheet from the teacher.</p>	<p>3 minutes</p>
<p>3. Give attention to the students.</p>	<p>3. Do their evaluation.</p>	<p>15 minutes</p>
<p>4. Ask students to submit the evaluation sheet.</p>	<p>4. Submit the evaluation sheet to the teacher.</p>	<p>3 minutes</p>
<p>5. Say thank you and good bye to the students.</p>	<p>5. Say thank you and good bye to the teacher</p>	<p>3 minutes</p>

VII. Teaching Aids and Sources of Materials

A. Sources of Materials:

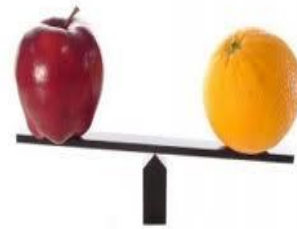
1. Azar, B.S. (1996). *Basic English grammar*. United States of America: Prentice Hall Regents.
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3. Krohn, R. (1990). *English sentence structure*. United States of America: The University of Michigan Press.
4. Strumph, M & Douglas, A. (2000). *Concise English grammar*. Malaysia: Percetakan Turbo.

B. Teaching Aids

1. Projector
2. Laptop
3. Evaluation sheet

VIII. Exercise

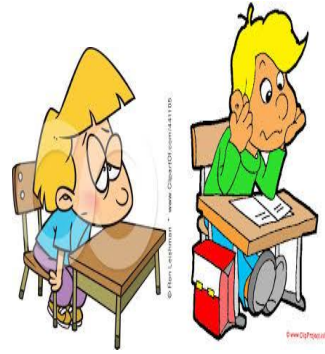
Make different sentences about comparative degree for five students which are chosen by the teacher based on the pictures in power point.



IX. Evaluation

Make five sentences about comparative degree based on the pictures.





X. Answer Key Worksheet

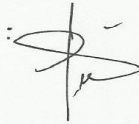
1. The left house is more colorful than the right house.
2. The angel is better than the devil.
3. The girl is lazier than the boy.

4. A boy who wears green t-shirt is more diligent than a boy who wears blue t-shirt.
5. The first man is angrier than the second man.

Jakarta, May 26th 2014

Approved by

Teacher



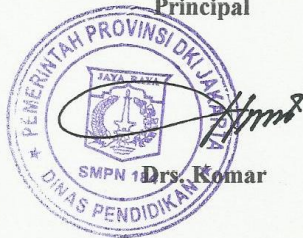
M. Tohir Haqi, S.Pd.

Researcher



Gwynnel Fairly X-Disihi

Principal



Drs. Komar

Advisor 2



Wiwik Sari Dewi, M.Pd

Appendix G
Lesson Plan (2nd Meeting) in Control Group

LESSON PLAN

Field of Study	: Language
Sub-Field of Study	: English
Topic of Discussion	: Comparative Degree
Sub Skill	: Grammar
Class/Semester	: VIII/II
Time Allocation	: 2 x 40 minutes

I. Competency Standard

Understanding basic grammatical structure of degrees of comparison.

II. Basic Competence

The student will use the following grammatical forms in appropriate word order and context of degrees of comparison.

III. Indicators

- A. The students are able to understand about Comparative degree.
- B. The students are able to know the pattern of Comparative degree.
- C. The students are able to make sentences about comparative degree.

IV. Learning Material

A. Theory

1. Definition of Comparative Degree

In the comparative degree, one subject holds a greater or lesser degree of a quality than the object(s) with which it is compared. Often, this degree compares just two objects. Comparative degree is used when comparing two things, or when comparing something with other thing. Comparison in comparative degrees is often created after the adjective by the conjunction **than**.

2. The Pattern of Comparative Degree

Comparative adjectives use ER, if the adjective has one syllable.

Subject + BE + Adjective (+ER) + Than

Comparative adjectives use MORE, if the adjective has three syllables or more.

Subject + BE + More + Adjective + Than

Adjectives with one syllable	Adjective Old Cheap Big	Comparative Older Cheaper Bigger	Add -er to one-syllable adjective. Spelling note: if an adjective ends in one vowel and one consonant, double the consonant: big-bigger, fat-fatter, thin-thinner, hot-hotter
Adjectives that ends in -y	Pretty Funny	Prettier Funnier	If an adjective ends in -y , change the -y to i and add -er
Adjectives with two or more syllables	Famous Important Interesting	More famous More important More interesting	Use more in front of adjectives that have two or more syllables (except adjectives that end in -y)

Irregular comparative forms	Good Bad Far	Better Worse Farther/further	The comparative forms of good , bad , and far are irregular
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3. Examples of Comparative Degree

The bus is *larger than* the car.

Jack is *taller than* Martin.

Martin is *shorter than* Jack.

The taxi is *more expensive than* the bus.

A monkey is *more active than* a bear.

V. Learning Method

Explanation, asking question, and exercise.

VI. Learning Strategies

Teacher's Activities	Students' Activities	Time Allocated
A. Opening Activities 1. Greet the students. Ex. "Good morning, Students."	1. Greet the students. Ex. "Good morning, Miss."	3 minutes

2.	Check for the roll.	2.	Present or absent	3 minutes
3.	Ask the pre-activity question before the lesson begin.	3.	Answer the pre-activity question	5 minutes
a.	“What did we learn on the last meeting?”	a.	“Positive degree, Ms.”	
b.	“Now, we are going to study about comparative degree. According to you, what is comparative degree?”	b.	“Compare something with another thing, Ms.”	
B. Main Activities				
1.	Give the explanation about comparative degree.	1.	Listen to the teacher’s explanation	20 minutes
2.	Answer the question (if there is any).	2.	Ask the question (if there is any).	5 minutes
3.	Choose five students to make the sentences of comparative degree.	3.	Make sentences of comparative degree.	10 minutes
4.	Discuss the sentences	4.	Discuss the sentences	5 minutes

of comparative degree with students.	of comparative degree with teacher.	
C. Closing Activities		
1. Give the instruction to students to do the evaluation.	1. Listen to the teacher's instruction.	5 minutes
2. Give the evaluation sheet to student.	2. Take the evaluation sheet from the teacher.	3 minutes
3. Give attention to the students.	3. Do their evaluation.	15 minutes
4. Ask students to submit the evaluation sheet.	4. Submit the evaluation sheet to the teacher.	3 minutes
5. Say thank you and good bye to the students.	5. Say thank you and good bye to the teacher	3 minutes

VII. Teaching Aids and Sources of Materials

A. Sources of Materials:

1. Azar, B.S. (1996). *Basic English grammar*. New Jersey: Prentice Hall Regents.

2. Azar, B.S. (2003). *Fundamentals of English grammar*. London: Longman.
3. Krohn, R. (1990). *English sentence structure*. Michigan: The University of Michigan Press.
4. Strumph, M & Douglas, A. (2000). *Concise English grammar*. Kuala Lumpur: Percetakan Turbo.

B. Teaching Aids

1. Whiteboard
2. Marker
3. Evaluation sheet

VIII. Exercise

Make different sentences about comparative degree for five students which are chosen by the teacher.

IX. Evaluation

Make five sentences about comparative degree based on the pictures.

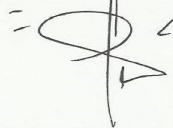
X. Answer Key Worksheet

1. The left house is more colorful than the right house.
2. The angel is better than the devil.
3. The girl is lazier than the boy.
4. A boy who wears green t-shirt is more diligent than a boy who wears blue t-shirt.
5. The first man is angrier than the second man.

Jakarta, May 28th 2014

Approved by

Teacher



M. Tohir Haqi, S.Pd.

Researcher




Gwynnet Fairly X-Disihi

Principal



Drs. Komar

Advisor 2



Wiwik Sari Dewi, M.Pd.

Appendix H
Lesson Plan (3rd Meeting) in Experimental Group

LESSON PLAN

Field of Study	: Language
Sub-Field of Study	: English
Topic of Discussion	: Superlative Degree
Sub Skill	: Grammar
Class/Semester	: VIII/II
Time Allocation	: 2 x 40 minutes

I. Competency Standard

Understanding basic grammatical structure of degrees of comparison.

II. Basic Competence

The student will use the following grammatical forms in appropriate word order and context of degrees of comparison.

III. Indicators

- A. The students are able to understand about superlative degree.
- B. The students are able to know the pattern of superlative degree.
- C. The students are able to make sentences about superlative degree.

IV. Learning Material

A. Theory

1. Definition of Superlative Degree

The superlative degree is the highest degree of comparison for adjectives. An object modified by an adjective in the superlative degree holds the greatest or least degree of the quality of that adjective. No object can possess a quality to a degree higher than the superlative. This degree compares more than two objects. The superlative degree often carries a prepositional phrase beginning with **of**, **among**, or **in**, to define the objects among which the comparison is made.

2. The Pattern of Superlative Degree

Superlative adjectives use EST, if the adjective has one syllable.

Subject + BE + THE + Adjective (+EST)

Superlative adjectives use MOST, if the adjective has three syllables or more.

Subject + BE + THE + Most + Adjective

	Adjective	Comparative	Superlative
Adjectives with one syllable	Old	Older (than)	The oldest (of all)
	Big	Bigger (than)	The biggest (of all)
Adjectives that end in -y	Pretty	Prettier (than)	The prettiest (of all)
	Easy	Easier (than)	The easiest (of all)
Adjectives with two or more syllables	Expensive	More expensive (than)	The most expensive (of all)
	Important	More important (than)	The most expensive (of all)
Irregular forms	Good	Better (than)	The best (of all)
	Bad	Worse (than)	The worst (of all)
	Far	Farther/further (than)	The farthest/furthest (of all)

3. The Examples of Superlative Degree



The elephant is *the biggest animal* in the world.



The snail is *the slowest animal* of all animals in the picture.



The yellow car is *the most colorful* car of all the cars.



A man who wears brown coat is *the most successful* person in that picture.

V. Learning Method

Explanation, asking question and exercise.

VI. Learning Strategies

Teacher's Activities	Students' Activities	Time Allocated
A. Opening Activities		
1. Greet the students. Ex. "Good morning, Students."	1. Greet the students. Ex. "Good morning, Miss."	3 minutes
2. Check for the roll.	2. Present or absent	3 minutes
3. Ask the pre-activity question before the lesson begin.	3. Answer the pre- activity question	5 minutes

<p>a. “What did we learn on the last meeting?”</p> <p>b. “Now, we are going to study about superlative degree. According to you, what is superlative degree?”</p> <p>c. Based on the picture, who’s the fastest?</p>	<p>a. “Comparative degree, Ms.”</p> <p>b. “The highest degree of comparison, Ms.”</p> <p>c. “The bugs bunny, Ms.”</p>	
<p>B. Main Activities</p>		
<p>1. Give the explanation about superlative degree using pictures.</p>	<p>1. Listen to the teacher’s explanation</p>	<p>20 minutes</p>
<p>2. Answer the question (if there is any).</p>	<p>2. Ask the question (if there is any).</p>	<p>5 minutes</p>
<p>3. Choose five students to make the sentences of superlative degree based on the pictures in power point.</p>	<p>3. Make sentences of superlative degree based on the pictures in power point</p>	<p>10 minutes</p>
<p>4. Discuss the sentences of superlative degree</p>	<p>4. Discuss the sentences of superlative degree</p>	<p>5 minutes</p>

with students.	with teacher.	
C. Closing Activities		
1. Give the instruction to students to do the evaluation.	1. Listen to the teacher's instruction.	5 minutes
2. Give the evaluation sheet to student.	2. Take the evaluation sheet from the teacher.	3 minutes
3. Give attention to the students.	3. Do their evaluation.	15 minutes
4. Ask students to submit the evaluation sheet.	4. Submit the evaluation sheet to the teacher.	3 minutes
5. Say thank you and good bye to the students.	5. Say thank you and good bye to the teacher	3 minutes

VII. Teaching Aids and Sources of Materials

A. Sources of Materials:

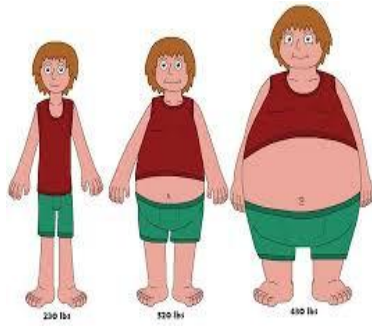
1. Azar, B.S. (1996). *Basic English grammar*. New Jersey: Prentice Hall Regents.
2. Azar, B.S. (2003). *Fundamentals of English grammar*. London: Longman.
3. Krohn, R. (1990). *English sentence structure*. Michigan: The University of Michigan Press.
4. Strumph, M & Douglas, A. (2000). *Concise English grammar*. Kuala Lumpur: Percetakan Turbo.

B. Teaching Aids

1. Projector
2. Laptop
3. Evaluation sheet

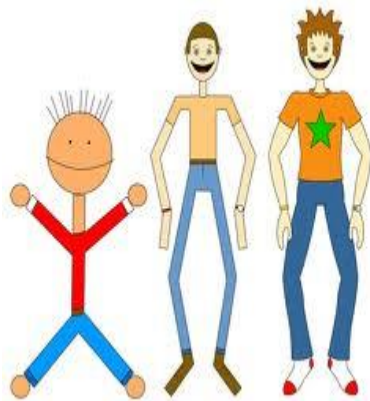
VIII. Exercise

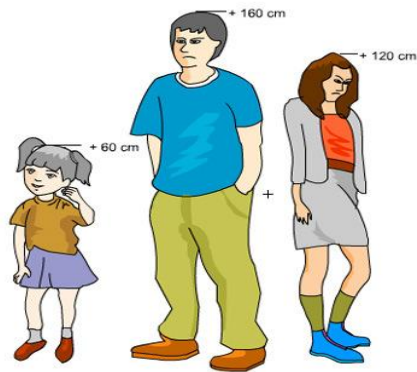
Make different sentences about comparative degree for five students which are chosen by the teacher based on the pictures in power point.



IX. Evaluation

Make five sentences about comparative degree based on the pictures.





Paul	James	Toby
180 cm	175 cm	160 cm
65 kg	120 kg	55 kg
35 years old	42 years old	80 years old

X. Answer Key Worksheet

1. A boy who wears red t-shirt is the thinnest person of all the boys.
2. The girl is the tallest in that picture.
3. The blue colorful t-shirt is the most colorful t-shirt of all.

4. The snail is the slowest animal of all the animals.
5. Toby is the oldest person of all.

Jakarta, June 2nd 2014

Approved by

Teacher



M. Tohir Haqi, S.Pd.

Researcher



Gwynnet Fairly X-Disihi

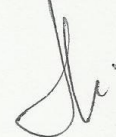
Principal



The stamp is circular with the text "PEMERINTAH PROVINSI DKI JAKARTA" at the top, "JAYA RAYA" in the center, and "SMPN 184" and "DINAS PENDIDIKAN" at the bottom. A handwritten signature is written over the stamp.

Drs. Komar

Advisor 2



Wiwik Sari Dewi, M.Pd

Appendix I
Lesson Plan (3rd Meeting) in Control Group

LESSON PLAN

Field of Study	: Language
Sub-Field of Study	: English
Topic of Discussion	: Superlative Degree
Sub Skill	: Grammar
Class/Semester	: VIII/II
Time Allocation	: 2 x 40 minutes

I. Competency Standard

Understanding basic grammatical structure of degrees of comparison.

II. Basic Competence

The student will use the following grammatical forms in appropriate word order and context of degrees of comparison.

III. Indicators

- A. The students are able to understand about superlative degree.
- B. The students are able to know the pattern of superlative degree.
- C. The students are able to make sentences about superlative degree.

IV. Learning Material

A. Theory

1. Definition of Superlative Degree

The superlative degree is the highest degree of comparison for adjectives. An object modified by an adjective in the superlative degree holds the greatest or least degree of the quality of that adjective. No object can possess a quality to a degree higher than the superlative. This degree compares more than two objects. The superlative degree often carries a prepositional phrase beginning with **of**, **among**, or **in**, to define the objects among which the comparison is made.

2. The Pattern of Superlative Degree

Superlative adjectives use EST, if the adjective has one syllable.

Subject + BE + THE + Adjective (+EST)

Superlative adjectives use MOST, if the adjective has three syllables or more.

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	Adjective	Comparative	Superlative
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	Big	Bigger (than)	The biggest (of all)
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	Easy	Easier (than)	The easiest (of all)
Adjectives with two or more syllables	Expensive	More expensive (than)	The most expensive (of all)
	Important	More important (than)	The most expensive (of all)
Irregular forms	Good	Better (than)	The best (of all)
	Bad	Worse (than)	The worst (of all)
	Far	Farther/further (than)	The farthest/furthest (of all)

3. The Examples of Superlative Degree

The elephant is *the biggest animal* in the world.

The snail is *the slowest animal* of all animals in the picture.

The yellow car is *the most colorful* car of all the cars.

A man who wears brown coat is *the most successful* person in that picture.

V. Learning Method

Explanation, asking question and exercise.

VI. Learning Strategies

Teacher's Activities	Students' Activities	Time Allocated
A. Opening Activities		
1. Greet the students. Ex. "Good morning, Students."	1. Greet the students. Ex. "Good morning, Miss."	3 minutes
2. Check for the roll.	2. Present or absent	3 minutes
3. Ask the pre-activity question before the lesson begin.	3. Answer the pre-activity question	5 minutes
a. "What did we learn on the last meeting?"	a. "Comparative degree, Ms."	
b. "Now, we are going to study about superlative	b. "The highest degree of comparison, Ms."	

<p>degree. According to you, what is superlative degree?”</p>		
<p>B. Main Activities</p>		
<p>1. Give the explanation about superlative degree.</p>	<p>1. Listen to the teacher’s explanation</p>	<p>20 minutes</p>
<p>2. Answer the question (if there is any).</p>	<p>2. Ask the question (if there is any).</p>	<p>5 minutes</p>
<p>3. Choose five students to make the sentences of superlative degree.</p>	<p>3. Make sentences of superlative degree.</p>	<p>10 minutes</p>
<p>4. Discuss the sentences of superlative degree with students.</p>	<p>4. Discuss the sentences of superlative degree with teacher.</p>	<p>5 minutes</p>
<p>C. Closing Activities</p>		
<p>1. Give the instruction to students to do the evaluation.</p>	<p>1. Listen to the teacher’s instruction.</p>	<p>5 minutes</p>
<p>2. Give the evaluation sheet to student.</p>	<p>2. Take the evaluation sheet from the teacher.</p>	<p>3 minutes</p>

3. Give attention to the students.	3. Do their evaluation.	15 minutes
4. Ask students to submit the evaluation sheet.	4. Submit the evaluation sheet to the teacher.	3 minutes
5. Say thank you and good bye to the students.	5. Say thank you and good bye to the teacher	3 minutes

VII. Teaching Aids and Sources of Materials

A. Sources of Materials:

1. Azar, B.S. (1996). *Basic English grammar*. New Jersey: Prentice Hall Regents.
2. Azar, B.S. (2003). *Fundamentals of English grammar*. London: Longman.
3. Krohn, R. (1990). *English sentence structure*. Michigan: The University of Michigan Press.
4. Strumph, M & Douglas, A. (2000). *Concise English grammar*. Kuala Lumpur: Percetakan Turbo.

B. Teaching Aids

1. Whiteboard
2. Marker
3. Evaluation sheet

VIII. Exercise

Make different sentences about comparative degree for five students which are chosen by the teacher.

IX. Evaluation

Make five sentences about comparative degree based on the pictures.

X. Answer Key Worksheet

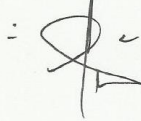
1. A boy who wears red t-shirt is the thinnest person of all the boys.
2. The girl is the tallest in that picture.
3. The blue colorful t-shirt is the most colorful t-shirt of all.

- 4. The snail is the slowest animal of all the animals.
- 5. Toby is the oldest person of all.

Jakarta, June 3rd 2014

Approved by

Teacher



M. Tohir Haqi, S.Pd.

Researcher



Gwynnet Fairly X-Disihi

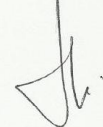
Principal



The stamp is circular with the text "KABUPATEN RANTAH PROVINSI DKI JAKARTA" around the top edge and "SMPN 194" and "15 SEP 2014" at the bottom. In the center is a logo featuring a book and a torch. A handwritten signature is written over the stamp.

Drs. Komar

Advisor 2



Wiwik Sari Dewi, M.Pd

Appendix J

Pre-Test Sheet for Experimental and Control Group

Choose the best choice and cross (x) it!



Answer the questions of number 1-3 based on the picture above.

1. The girl is ... of all the persons in that picture.

- a. taller b. the tallest c. more tall d. the most tall

2. A boy who wears blue trousers is ... than a boy who wears black trousers.

- a. taller b. the tallest c. more tall d. the most tall

3. A boy who wears black trousers is ... all of persons in that picture.

- a. shorter b. the most short c. the shortest d. shorter than

4.

Students' Score in the class			
	Ann	Jane	Diana
Math	80	75	70
Biology	95	80	85
Physics	70	80	75

Jane is ... person in the subject of physics.

- a. smarter than b. the smartest c. the most smart d. more smart

5.

ARMANTE'S FASHIONS
Jackets on special this week!

Armante's
Leather
Jackets



Corombia
Jacket

Product Details: a coat

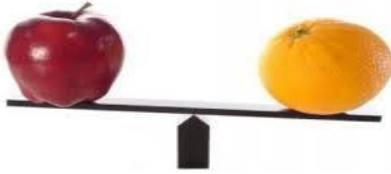
Armante's Leather Jackets
Advantages: stylish and durable.
Price: \$120.00

Corombia Jackets:
Advantages: warm and easy to clean.
Price: \$85.00

Armante's leather jacket is ... than Corombia jacket.

- a. expensiver b. more expensive c. the most expensive d. the expensivest

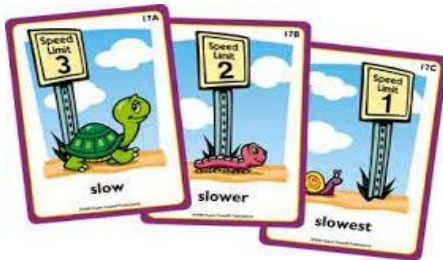
6.



The red apple is ... than the orange.

- a. more light b. the lightest c. lighter d. the most light

7.



The caterpillar is ... than the turtle.

- a. the slowest b. slower c. the most slow d. more slow

8.

Paul	James	Toby
180 cm	175 cm	160 cm
62 kg	120 kg	55 kg
25 years old	42 years old	80 years old

The age of Toby is ... of all of his friends' age.

- a. the older b. older c. the oldest d. more old

9. Almost all students think that math is ... subject in the school.

- a. the difficultest b. the most difficult c. more difficult d. difficulter

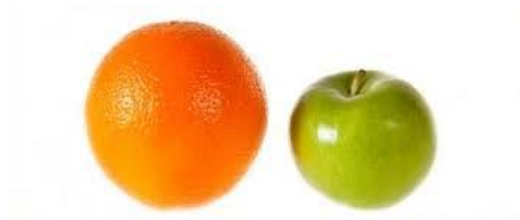
10. Old shoes are usually ... than new shoes.

- a. the most comfortable b. comfortablest c. more comfortable d. comfortabler

11. The exam was ... than I expected.

- a. difficulter b. the difficultiest c. the most difficult d. more difficult

12.



The orange is ... than the green apple.

- a. the biggest b. the most big c. bigger d. more big



Answer the questions of number 13-15 based on the picture above.

13. The rhinoceros is ... than the crocodile.

- a. the biggest b. the most big c. bigger d. more big

14. The elephant is ... of all of the animals in that picture.

- a. the biggest b. the most big c. bigger d. more big

15. The elephant is ... than the rhinoceros.

- a. the biggest b. the most big c. bigger d. more big



Answer the questions of number 16-18 based on the picture above.

16. The cockroach is ... of all of the animals in that picture.

- a. smaller b. more small c. the most small d. the smallest

17. The cockroach is ... than the bird.

- a. smaller b. more small c. the most small d. the smallest

18. The cat is ... of all of the animals in that picture.

- a. the biggest b. the most big c. bigger d. more big

19. Maya is ... student in my class. She never comes late to school.

- a. the most diligent b. more diligent c. diligenter d. the diligentest

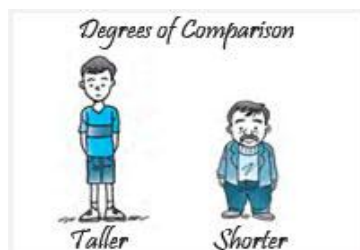
20. Jakarta is a modern city. But New York is ... than Jakarta.

- a. more modern b. the most modern c. the modernest d. moderner

21. Arman is 157 cm tall. Maulana is 157 cm tall. So, Arman is ... Maulana.

- a. as tall as b. is as tall as c. that is tall as d. as tall as that

22.



Jack is tall. Bryan is short. Bryan is not ... Jack.

- a. as tall as that b. that is tall as c. is as tall as d. as tall as

23. I can do the Biology test easily. I think Biology is not ... Mathematic.

- a. is as difficult b. that is difficult as c. as difficult as that d. as difficult as

24. Anto's shoes are number 40. Nino's shoes are also number 40. Nino's shoes are ... Anto's shoes.

- a. that is same as b. is as same as c. as same as d. as same as that

25. His belt is 70 cms and mine is too. His belt is ... mine.

- a. as long as that b. as long as c. is as long as d. that is long as

26.



The bus is not ... the taxi.

- a. that is expensive as b. as expensive as that
c. as expensive as d. is as expensive as

RUGGED FOOTWEAR
Hiking boots on special this week!



Mountain Explorers

Rain Forest Walkers

Product Details: boots

Mountain Explorers:
Advantages: comfortable and water resistant.
Price: \$110.00

Rain Forest Walkers:
Advantages: lighter and not expensive.
Price: \$95.00

27.

Rain Forest Walker boot is not ... mountain Explorer boot.

- a. as comfortable as b. comfortable as that
c. that comfortable as d. is as comfortable as

28. My car is red. My brother's car is red. My car is ... my brother's car.

- a. as color as b. is as color as c. that is color as d. as color as that

29. An orangutan is not ... an elephant. An elephant can lift a wood with its trunk easily.

- a. that is strong as b. as strong as that c. as strong as d. is as strong as



Answer the questions of number 30-32 based on the picture above.

30. The yellow bottle is ... than the orange bottle.

- a. the biggest b. the most big c. bigger d. more big

31. The pink bottle is ... of all of the bottles.

- a. the biggest b. the most big c. bigger d. more big

32. The pink bottle is ... than the yellow bottle.

- a. the biggest b. the most big c. bigger d. more big



Answer the questions of number 33-35 based on the picture above.

33. The turtle is ... than the frog

- a. the slowest b. slower c. the most slow d. more slow

34. The snail is ... than the turtle.

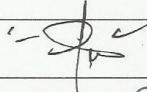
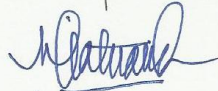
- a. the slowest b. more slower c. the most slow d. slower

35. The snail is ... of all of the animals in that picture.

- a. the slowest b. slower c. the most slow d. more slow

Jakarta, May 14th, 2014

Validated By:

Name	Signature
Teacher: M. Tohir Haqi, S.Pd.	
Advisor: Drs. Anggiat M. Hutabarat, M.Hum.	

Appendix K

Post-Test Sheet for Experimental and Control Group

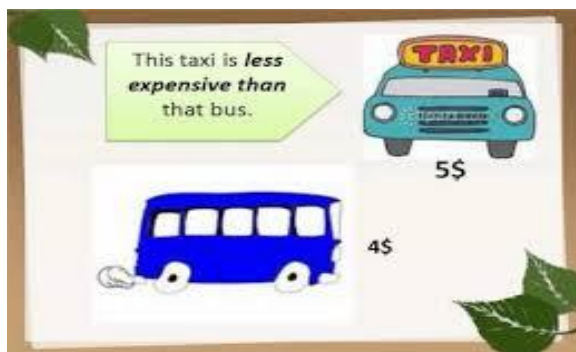
Choose the best choice and cross (x) it!

1.



The second person is ... than the first person.

- a. happier b. more happy c. the happiest d. the most happy



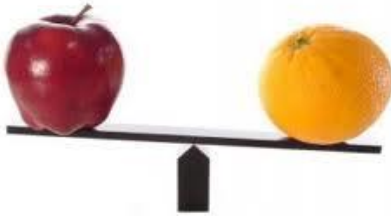
Answer the questions of number 2-3 based on the picture above.

2. The taxi is ... than the bus.

- a. more expensive b. expensive c. the most expensive d. the expensivest

3. The taxi is ... than the bus.

- a. colorfuller b. more colorful c. the most colorful d. the colorfulest



Answer the questions of number 4-5 based on the picture above.

4. The orange is ... than the red apple.

- a. the heaviest b. heavier c. the most heavy d. more heavy

5. The red apple is ... than the orange.

- a. more light b. the lightest c. lighter d. the most light

6.



The caterpillar is ... than the turtle.

- a. the slowest b. slower c. the most slow d. more slow



Answer the questions of number 7-9 based on the picture above.

7. The cockroach is ... of all of the animals in that picture.

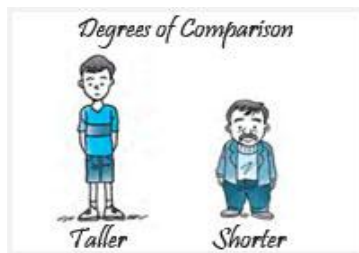
- a. smaller b. more small
c. the most small d. the smallest

8. The cockroach is ... than the bird.

- a. smaller b. more small
c. the most small d. the smallest

9. The cat is ... of all of the animals in that picture.

- a. the biggest b. the most big
c. bigger d. more big



Jack Bryan

Answer the questions of number 10-12 based on the picture above.

10. Jack is tall. Bryan is short. Bryan is not ... Jack.

- a. as tall as that b. that is tall as
c. is as tall as d. as tall as

11. Jack is ... than Bryan.

- a. the tallest b. taller
c. as tall as d. more tall

12. Bryan is ... than Jack.

- a. more short b. as short as
c. shorter d. the shortest



Answer the questions of number 13-15 based on the picture above.

13. The yellow bottle is ... than the orange bottle.

- a. the biggest b. the most big c. bigger d. more big

14. The pink bottle is ... of all of the bottles.

- a. the biggest b. the most big c. bigger d. more big

15. The pink bottle is ... than the yellow bottle.

- a. the biggest b. the most big c. bigger d. more big



Answer the questions of number 16-18 based on the picture above.

16. The turtle is ... than the frog

- a. the slowest b. slower c. the most slow d. more slow

17. The snail is ... than the turtle.

- a. the slowest b. more slower c. the most slow d. slower

18. The snail is ... of all of the animals in that picture.

- a. the slowest b. slower c. the most slow d. more slow

19. She is not ... John.

- a. as old as that b. that is old as c. is as old as d. as old as

20. The brown cat is ... the grey cat.

- a. as beautiful as b. is as beautiful as
c. that is beautiful as d. as beautiful as that

21. Almost all students think that math is ... subject in the school.

- a. the difficultest b. the most difficult c. more difficult d. difficulter

22. Old shoes are usually ... than new shoes.

- a. the most comfortable b. comfortablest c. more comfortable d. comfortabler

23. The exam was ... than I expected.

- a. difficulter b. the difficultiest c. the most difficult d. more difficult

24. Jakarta is a modern city. But New York is ... than Jakarta.

- a. more modern b. the most modern c. the modernest d. moderner

25. Agnes Monica is ... singer in Indonesia.

- a. good b. the best c. better d. the goodest

26. The monkey is ... than Orangutan.

- a. bad b. worse c. the worst d. badder

27. Mr. Ron is ... teacher in our school. He never gets angry to us.

- a. patienter b. the patientest c. more patient d. the most patient

28. Santi is ... student in her class.

- a. cleverer b. the most clever c. more clever d. the cleverest



Paul	James	Toby
180 cm	175 cm	160 cm
60 kg	120 kg	55 kg
35 years old	42 years old	80 years old

Answer the questions of number 29-32 based on the picture above.

29. Paul is ... than Toby.

- a. the heaviest b. heavier c. the most heavy d. more heavy

30. James is ... of all of his friends.

- a. the heaviest b. heavier c. the most heavy d. more heavy

31. Toby is ... of all of his friends.

- a. more light b. the lightest c. lighter d. the most light

32. The age of Paul is ... than the age of James.

- a. younger b. the younger c. the youngest d. the most young

33. Bali is ... place that we've been visited.

- a. the most interesting b. more interesting c. interester d. the interestest

34. The red jacket is 60,000 rupiahs. The blue jacket is 75,000 rupiahs. The blue jacket is ... than the red jacket.

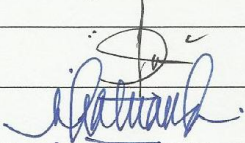

- a. expensiver b. more expensive
c. the most expensive d. the expensivest

35. Maya is ... student in my class. She never comes late to school.

- a. the most diligent b. more diligent
c. diligenter d. the diligentest

Jakarta, June 2nd 2014

Validated By:

Name	Signature
Teacher: M. Tohir Haqi, S.Pd.	
Advisor: Drs. Anggiat M. Hutabarat, M.Hum.	

Appendix L

Answer Key of Pre-Test for Experimental and Control Group

1. B	13. C	25. B
2. A	14. A	26. C
3. C	15. C	27. A
4. B	16. D	28. A
5. B	17. A	29. C
6. C	18. A	30. C
7. B	19. A	31. A
8. C	20. A	32. C
9. B	21. A	33. B
10. C	22. D	34. D
11. D	23. D	35. A
12. C	24. C	

Appendix M

Answer Key of Post-Test for Experimental and Control Group

1. A	13. C	25. B
2. A	14. A	26. B
3. B	15. C	27. D
4. B	16. B	28. D
5. C	17. D	29. B
6. B	18. A	30. A
7. D	19. D	31. B
8. A	20. A	32. A
9. A	21. B	33. A
10. D	22. C	34. B
11. B	23. D	35. A
12. C	24. A	

Appendix N

Pre-Test and Post-Test Score of Experimental Group

No.	Name	Pre-Test	Post-Test
1	Agung Novandri	89	94
2	Ahmad Ramdhani	80	89
3	Alvianza Saputra	100	100
4	Aula Rahmah	83	89
5	Azizah Nurlita	54	74
6	Deva Arianti Herawati	97	100
7	Diaz Rakaputra A.	66	86
8	Dylan Cahya Widjaya W.	66	89
9	Fadhil Rifqi	66	83
10	Fauzan Subhan Adilah	57	80
11	Fenny Budi Lestari	74	91
12	Frida Adzanni S.	66	80
13	Laelatul Fitri R.	51	77
14	Latif Pam Aji	60	80
15	Miftah Aulia Rahmah	71	89
16	Muhamad Fahrurrozi A.	89	94
17	Muhamad Omar Mochtar	54	86
18	Muhamad Rafli Ulinuha	66	89
19	Muhamad Rizki Haryanto	57	80
20	Muhamad Rizky Fauzan	57	71
21	Muhamad Zulkarnain	43	66
22	Nada Nur Anisa Ali	66	91
23	Nia Darmayanti	86	91
24	Pratiwi Febrylianti	60	89
25	Rihan Fisabilillah A.	63	86
26	Saiidah	80	100
27	Salsabila	23	91
28	Saskia Oktavia Zarfa	66	83
29	Senja Gemintang Kejora	54	74
30	Shelin Putri M.	66	77

Appendix O

Pre-Test and Post-Test Score of Control Group

No.	Name	Pre-Test	Post-Test
1	Adhitya Aji Pratama	89	89
2	Adinda Nurchairunissa	66	60
3	Agam Sobari	60	60
4	Aldi Pradana Dwimanto	80	83
5	Alicia Amanda	51	54
6	AmmarFadhil Sajid	74	74
7	Bimo Saefullah P.	54	57
8	Chika Yupita Sari	69	69
9	Dela Resah Putri	40	43
10	Diah Fauziah	54	57
11	Dinda Ayu Prasasti	89	89
12	Eko Prabowo	57	60
13	Fannia Mariska	69	63
14	Fauzan Nur Hakim	54	54
15	Febryan Ardiansyah	77	77
16	Gusti Maya Firanti N.	54	51
17	Herena Deasy A.	83	83
18	Indira Tanti Rosalina	66	69
19	Inggit Setiyadi	51	51
20	Mohamad Nuzurul F.	66	66
21	Nida Kamalia R.	89	89
22	Oktario Darmawan S.	57	60
23	Olivia Nurul Anwar	71	74
24	Reza Ramadhan	60	60
25	Rian Hakim Tambusay	46	51
26	Rifa Tiara Khairunnisa	77	80
27	Rizky Putra	40	40
28	Sabda Rival Herdya P.	80	83
29	Santi Nursafitri	54	54
30	Selma Hamidah	60	60