SOME PROBLEMS FACED BY STUDENTS IN LEARNING DEGREES OF COMPARISON

(A Case Study at the Eighth Grade of SMP Islam Nurul Huda Bekasi).

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers Training
in Partial Fulfillment of the Requirement for the Degree of Strata-1 (S1)

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The writer would like to express her deepest honor and respect to her beloved Parents : H. Hafidz Thohir, and Hj. Yoyoh Saniroh, who have patiently guided and took care of the writer and always support her to give the best. And also to all my sisters and brother, and my brother in law, who have given motivation and encouragement to complete this “skripsi”

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Jakarta, October 2007

The Writer
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CHAPTER I
INTRODUCTION

A. Background of Study

Language is an essential aspect of human life. It has a big role for every individual in making a good relationship with other people, so everyone needs a language to share his ideas, opinions, or feelings to each other. As a definition stated by H. Brown Douglas “language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with one other”.¹ It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and gesture (body language).

In the era of globalization and communication, oral and written information changes rapidly. Almost all of information are usually spoken and written in English, such as newspaper, magazine, internet, television, and radio. As an international language, English is the most widely spoken and distributed language in the world, it has been referred to as a global language; the lingua franca of modern era. It is also currently the foreign language that is taught as a second language around the world. Moreover, nowadays many people can come and go from one country to another country for some reasons, for instance politics, economics, education, and

amusement. Most of them use English as a means to interact with other people who have different language.

Realizing those reality, Indonesian government has considered English language to be the compulsory subject and also the first foreign language must be learnt by students in every level of school in Indonesia, based on curriculum 1994 “English is to become the first foreign language that is obligatory to be learnt, the purpose is to develop science, technology, and culture. Moreover the language is used as the way of constructing the relationship with other nations”.  

Learning English is a hard work and for most people involves a considerable commitment of time and effort, it is because English is a foreign language which has different characteristics from our own language, means we have to learn many new aspects of language.

There are two aspects that must be mastered by students in learning English, they are: Language skills or usually called language performance which is underlying actual production (speaking, writing) and comprehension (listening, reading), in supporting those skills students have also acquire Component skills or language competence, it is underlying knowledge of the system of language; its rules of grammar, vocabulary, pronunciation, spelling, and semantic.

According to the writer, grammar is an essential part to be learnt in the process of acquiring a language, it is a skill must be mastered to help someone to use the language grammatically and meaningfully. Many teachers and

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2 Depdikbud, GBPP Bahasa Inggris (SMP), (Jakarta: DEPDIKBUD RI,1994), P.1
students also seem grammar as the heart of language and at the same time as manifested in restricted and controlled production of correct sentence, it is a description of the way language work. It is very important either for teachers or for students to have a good understanding the part of grammar such as syntax (form), semantic (meaning), and pragmatic (use) in order they are able to communicate through language correctly. So, with a good grammar they can communicate their message either oral or written clearly, precisely, and easily to be understood by others.

Grammar covers a lot of language elements; one of them is degrees of comparison. It is the modification of an adjective or adverb to donate different levels of quality, quantity, or relation. Realizing one of the most basic and powerful of human cognitive process is the ability to comprehend and express the fact that two things are similar or different, so it is very important for students to be able to express and understand the comparison between two people, things, or more.

When learning the comparison, many students still find difficulties in making of comparative or superlative, even distinguish the form and the usage of each function, as a result it will lead them to produce many errors. They are also often confused when and how to put suffix -er/-est or prefix more/most and even often omit or misplaced the use of be (is, am, are/was, were) as one of indicating degrees of comparison, or the use of article the in the superlative form.
Marianne Celce-Murcia and Diane Larsen-Freeman noticed in *The Grammar Book*, there are some common errors made by students in making of degrees of comparison, they are:

1. Omission of the comparative inflection-and perhaps also the copula:
   
   John *(is)* tall than Mary

2. Substitution of some other function for *than* (a) or inappropriate use of *than* (b):
   
   a. John is **tall (er)** from Mary
   
   b. Paul is **as tall than** john

3. Use of *more* where –*er* is required or vice versa:
   
   a. John is **tall more/more tall** than Mary

   b. Mary is **beautifuller** than Karen

4. Use of regular pattern where an irregular form is required
   
   His handwriting is **badder** than mine

5. Double making of comparative³
   
   a. Jim runs **more faster** than Paul

   b. This car is **more better** than that one

One of school that has already learned about the degrees of comparison is SMP Islam Nurul Huda, exactly the eighth grade students. It is a school which is located at Bantar Gebang Bekasi, and it is also one of favorite school in that location.

By thus reason and it also because of this school is has never been observed before,

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the writer is very interested to carry out her research at that school. She wants to know the achievement of students in learning English, focused on the grammatical function: degrees of comparison.

Based on the background above, the writer intends to discuss and analyze the difficulties faced by students at VIII grade of SMPI Nurul Huda in learning degrees of comparison.

**B. Limitation and Formulation of the Study**

In doing the research, the writer limits the problem only at the VIII grade students’ difficulties to make degrees of comparison focused on adjective comparison; comparative and superlative degree, instead of adverb.

Based on the limitation above, the writer also formulates the problem of the study as follow: “Which is the more difficult for students in learning degrees of comparison, either the form or the usage?

**C. Objective of Study**

As it has been stated in the formulation of the problem, this study is aimed to analyze and describe the difficulties faced by students at VIII grade of SMPI Nurul Huda in learning degrees of comparison on adjective. Besides, the result of this research is expected to be an input for the English teachers in developing their career.
And the writer hopes this analysis will be useful for her to enrich and improve her knowledge and skill as a candidate of English teacher.

D. Research Method

In doing this study, the writer does both library research and field research. In the library research, she tries to find out the materials that are needed and related to her topic in some libraries, even from internet, while the field research is conducted at the VIII grade of Islamic Junior High school of Nurul Huda Bekasi. In this research, she gives the test to the students.
CHAPTER II
THEORETICAL FRAMEWORK

A. LEARNING

1. *Definition of Learning*

   Learning is the fundamental process of life. Every individual learns, and through learning he develops the modes of behavior by which he lives. All human activities and achievement manifest the result of learning, it means the successful or the failure of students learning achievement depends on the process of students' learning, whether at their school, environment, or family.

   Experience cannot be separated from learning, it is a situation where the student can get many information and knowledge for his/her life. As Stephen B. Klein stated, “Learning is a relatively permanent change in the ability to exhibit a behavior; this change occurs as the result of successful or unsuccessful experience”.4

   According to Howard, “learning is the process by which behavior (in the broader sense) is originated or changed through practice or training”.5 On other hand, learning also can be defined as the process by which knowledge and skills are acquired and behavior is changed through self-activity”.6

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Learning is accomplished basically through the activity of the learner for instance; practice, observation, thinking and sometimes with the help of another. Morgan stated that an activity can be called as learning if it has three aspects bellow:

1. Learning is change in behavior (belajar adalah perubahan tingkah laku)
2. The change occurs as a result of practice and experience, not through the growth (perubahan terjadi karena latihan dan pengalaman, bukan karena pertumbuhan)
3. The change must be relatively permanent and will occur for a long time (perubahan tersebut harus bersifat permanent dan tetap ada untuk waktu yang cukup lama)\(^7\)

In line with the definitions above, the writer takes the conclusion that learning is the change of behavior that occurs in every individual as a result of experience, training, and practice.

2. The Factors Which Influence Learning

Many factors contribute to the amount and kinds of learning that are achieved by any individual. Those factors are divided into two categories;

a. Internal

Internal factor associated with the individual. This factor includes maturation, readiness, capacity, motivation, personality,\(^8\) and practice.\(^9\)

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\(^8\) Howard L. Kingsley, *The Nature…*, P. 15

1. Maturation

The learner’s stage of maturity is important in the learning process, it plays a significant role in the amount of material, the kind of knowledge acquired, the rate of learning, and the amount of retention. As the example, we can not teach chemistry to the student of junior high school even history to the 1st class of elementary school, it is caused by they have not enough maturity to grasp the subject. The more mature the individual, the greater the learning; teaching can be successfully if the children or students have enable maturation.

2. Capacity

Individuals also differ in their capacity for learning, and these differences contribute to differences in learning. Differences in capacity may be either physical or intellectual. The ability of someone in learning well influenced by the level of intelligence; the fact shows, the children of 14 up have the maturity to learn mathematics, but not all of them are able on it. And the physical condition; the student in a good condition physically will learns better than the student in a bad condition.

3. Readiness

Individual readiness at any given period is a function of both maturation and prior experience, and signifies the degree to which any individual is prepared for learning a particular task.
4. Motivation

Motivation is stimulation for someone in doing something, it is very important for every student; they can be what they want to be, if they have motivation for it. For instance, a student persists to learn a book until night without cares about tired or sleepy. Why does she/he do that? Because she/he has a motif and the motif motivates her/him to do that.

Motives are potent factors in learning:

a. Motives encourage a learner in his learning activities

b. Motives act as selectors of the type of activity in which the person desire to engage

c. Motives direct behavior

5. Personality

Everyone has different personality from the others, they have their own characteristic each other, for example arrogant, lazier, persist in doing everything, smooth feeling, perseverance, curiosity, self-confidence, aggressiveness, etc., those are influenced how far the result of study can be achieved.

6. Practice

Practice also has a big influence in learning process. Students can grasp what they have learned deeply and memorize something longer through

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practice. On the other hand, without practice they can lose or describes what they have got.

b. External

External factor is the factors come from out of individual. This factor consists of the condition of family, teacher and the way of teaching, the media, social motivation, and environment.¹¹

1. The condition of Family

Family is one of basic element where the children learn everything for the first time. family has a big obligation on students education, they have their own background and condition each other, For instance, the lack of parents’ education, single parent, economic problem, had broken family, etc, those situations determine how well and how far the learning can be achieved. So that, they have a big role in supporting student's learning.

2. Teacher and the Way of Teaching

A teacher is the second parent for every students, she/he also has a share to bring up the students to be educated people. Teacher’s behavior, personality, education and the way she/he teach also determine the achievement of students’ learning.

¹¹ M. Ngalim Purwanto, Psikologi..., P. 102
3. Facilities/Media

Facilities/media can not be separated from teacher and the way she/he teaches, the facilities available at school simplify the teaching and learning process moreover the teacher is competence in using the facilities and have a good skill in teaching.

4. Social Motivation

As stated before, motivation is stimulation for someone in doing something. So, motivation is not only formed from individual self, but also from out of individual, such as teacher, parents or friends. The students will get a good achievement if they also get a good motivation from the people surround them.

5. Environment (non-social)

According to Muhibbin Syah, there are some factors which can influence learning; school building and the location, learning instruments, home and the location, weather, and learning time (faktor-faktor yng mempengaruhi lingkungan non-sosial antara laing: gedung sekolah dan letaknya, alat-alat belajar, rumah dan letaknya, keadaan cuaca dan waktu belajar).12

---

3. The Process of Learning

Learning process is the steps of change on students’ cognitive, affective, and psychomotor behavior, and thus change relatively positive to be more advance than the previous condition. Learning as a process means takes time and place. The right time and place are something really important for students’ learning achievement.

According to Wittig there are three steps of learning process, they are acquisition, storage, and retrieval.13

a. **Acquisition** (the process of acquiring information/knowledge). In this step, the student begins to receive information as a stimulus and gives the response so he has an understanding or new behavior.

b. **Storage** (the process of putting or storing of information). The new understanding and behavior which is received by student will be automatically put in his memory (usually called short-term and long-term memory).

c. **Retrieval** (the process of getting back the information). In this process, the students re-express the information, understanding, and experiences they have got.

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13 [http://www.sum-net.com…………………………]
The steps of learning process above can occur consciously and unconsciously, which means learning does not always take place in the formal education; the systematically organized programs designed to produce certain knowledge, skills, understanding, attitudes and behavior patterns in members of a given social group, but also in the informal situation which refers to the students’ daily activities which they may acquire many habits of thinking or acting, without awareness of the changes that are occurring, and it takes place as an individual interacts freely with his home and community associates.

B. THE DEGREES OF COMPARISON OF ADJECTIVE

In this part, the writer will explain about the adjective and the degrees of comparison.

1. ADJECTIVE

A. Definition of Adjective

Adjective is a part of grammar, it includes in the part of speech which functioned to know the condition of a language. It is an important element and is very needed to know about grammar and syntax.

An adjective is a word whose main syntactic role is to modify a noun or pronoun, giving more information about what the noun or pronoun refers to.\textsuperscript{14}

Example: Many huge rockets fly toward the desolate wasteland of the moon. (Each

\textsuperscript{14} Http://en.wikipedia.org/wiki/Adjective#Comparison_of_adjective
adjective in the bold in the sentence tells something about the noun it modifies. Many and huge tell the number and size of the rocket, and desolate tells about the kind of wasteland on the moon).

According to C. E. Eckresley, “adjective is words that tell us what a thing is like; words that are add to a noun to make our meaning fuller or more exact”.15

Example:  a. A **good** boy  b. A **fast** train

In the *grammar for English language teachers* stated that adjective are often called ‘describing words’ because they provide information about the qualities of something described in a noun, a noun phrase, or clause.16 For example:

A noun : An **old** film

A noun phrase : An **interesting** experience for everyone

Clause : It is **unbelievable** that we have not seen each other for so long

From the definition above, the writer takes the conclusion that adjective is a word which has function to modify, describe, and identify another word.

In many languages, adjective can be compared.17 But not all adjectives lend themselves to comparison. It is only the adjective that provide information about the qualities, quantities or relations of something.

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For the single adjective, there are some usual sentence positions, they are:

1. Before a noun (within a noun phrase)

   When we use adjectives before nouns, they are the last but one item in the noun phrase. Example:

<table>
<thead>
<tr>
<th>Noun Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>determiner</td>
</tr>
<tr>
<td>some</td>
</tr>
<tr>
<td>a</td>
</tr>
</tbody>
</table>

2. After a noun or pronoun and a verb/come after a Be verb (be + adjective)

   We also use adjective after nouns (predicatively, in this case the adjective is linked to the noun (or pronoun) it qualifies by a complement verb. Example:

<table>
<thead>
<tr>
<th>Complement Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>Is</td>
</tr>
<tr>
<td>it</td>
<td>Is getting</td>
</tr>
</tbody>
</table>

17 Http://en.wikipedia.org/wiki/Adjective#...
3. After object complement verb

<table>
<thead>
<tr>
<th>Verb</th>
<th>Object</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t</td>
<td>Make</td>
<td>Me</td>
</tr>
<tr>
<td>He</td>
<td>left</td>
<td>The door</td>
</tr>
</tbody>
</table>

4. We also use adjectives immediately after nouns when we leave something out of the sentence (when ellipsis occurs). Usually what we leave out is a relative pronoun (who, which, that) and a form of the verb (am, is, are, as, were). This kind of ellipsis is particularly common after pronouns like something, somewhere, sometimes, and anything.¹⁸

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should wear</td>
<td>Something warm (i.e. something [which is] warm)</td>
</tr>
<tr>
<td>Take me</td>
<td>somewhere nice (i.e. somewhere [which is] nice)</td>
</tr>
</tbody>
</table>

When we use more than one adjective, the following is a helpful of thumb to use when two or more adjectives occur before a noun:

a. General before specific, i.e. : a large French car

b. Opinion before description, i.e. : a wonderful high ceiling¹⁹

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¹⁸ Martin Parrott, *Grammar...,* P20-21, 24
¹⁹ Martin Parrott, *Grammar...,* P 21
Learners sometimes appreciate more detailed guidance such as the chart bellow.\(^20\)

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size</th>
<th>Age</th>
<th>Shape</th>
<th>Color</th>
<th>Origin</th>
<th>Material</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>silly</td>
<td>young</td>
<td></td>
<td></td>
<td>English</td>
<td></td>
<td>man</td>
</tr>
<tr>
<td>a</td>
<td>huge</td>
<td>round</td>
<td></td>
<td></td>
<td>metal</td>
<td></td>
<td>bowl</td>
</tr>
<tr>
<td>a</td>
<td>small</td>
<td></td>
<td>red</td>
<td></td>
<td></td>
<td>sleeping</td>
<td>bad</td>
</tr>
</tbody>
</table>

\(^{B. Kinds of Adjective}\)

Adjective may be divided into some classes, namely common, proper, participial, compound,\(^21\) descriptive, possessive, interrogative, demonstrative,\(^22\) quantitative, relative, and the article.\(^23\)

1. A *common* adjective is any ordinary epithet, or adjective donating quality or situation; such as good, bad, peaceful, etc. for example;

- Rani is a **good** student

- Private room is a **peaceful** place for every individual

2. A *proper adjective* is an adjective formed from a proper name, as American, Chinese, platonic.

- **American** Nations

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\(^{22}\) Cecile Zorach, *English Grammar…*, P.115-116

Chinese Silk

3. *A participial adjective* is one that has the form of a participial, it is divided into:

a. Present participial, it is one that has the form of verb which gets suffix – *ing*, for example:
   - Smiling girl
   - Crying baby
   - Running water

b. Past participial. It is the third form of verb can be functioned as the adjective.
   - Educated man
   - Experienced teacher
   - Manufactured goods

4. *A compound adjective* is one that consists of two or more words joined together, either by the hyphen or solidly: as, **nut-brown**, **laughter-loving**, **four-footed**; **threelfold**, **lovesick**.

5. *Descriptive adjective*. It explains whether the noun is various, respective (each) or alone/individual, such as: each, every, either, neither, etc. e.g.

   - Every students should gets 8 for math
   - *Either* Nani or Mimi gets 7 for English
6. A possessive adjective is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, such as: my, your, his, her, its, our, and their. e.g.:

- I can’t complete my assignment because I don’t have the textbook
- What is your phone number?
- We have lost our way in this wood

7. An interrogative adjective is like an interrogative pronoun except it modifies a noun or noun phrase rather than standing on its own/used to ask a noun. e.g.:

- Which plants should be watered twice a week?
- What book are you reading?

8. The demonstrative adjective this, these, that, those, and what are identical to the demonstrative pronoun, but are used as adjectives to modify nouns or noun phrase, as in the following sentence:

- When the librarian tripped over that cord, she dropped a pile of books
- This apartment needs to be fumigated

9. Quantitative adjective shows amount of noun; this is divided into two types:

a. Indefinite adjective. It does not show certainly the amount of a noun. e.g.:

I will send you any mail that arrives after you have moved to Aceh
b. Numeral adjective shows certainly the amount of a noun, in this case there are two kinds of numeral: cardinal numeral (one, two, three, … etc) and ordinal numeral (the first, second, third, fourth … etc), e.g.

- she has **three** comics of Conan
- Sherina has launched her **third** album in Syahid hotel

10. **Relative adjective.** This adjective is related two clauses, such as which, that, what, whose. e.g.:

- Tell me **what** pen you like
- Tone asked me **whose** hat it was

11. **The article** is also called as an adjective; it is classified into definite article (the) and indefinite article (a/an).

- She has **an** Umbrella
- **The** girl sitting down beside me is my sister

### 2. DEGREES OF COMPARISON

#### A. Definition Degrees of Comparison

As stated above, that one of the most basic and powerful of human cognitive process is the ability to comprehend and express the fact that two things are similar or different. So, comparison is the most important English construction which is used to express similarities or differences of degree or extent. To get the general
understanding about comparison, it is better to describe what comparison is. There are some definitions of comparison:

1. The act or process of comparing: as a: the representing of one thing or person as similar to or like another, b: an examination of two or more items to establish similarities and dissimilarities.
2. Identify of features: similarity
3. The modification of an adjective or adverb to donate different levels of quality, quantity, or relation.24

In the *English grammar for students of German* stated that “comparison is the adjectives are used to compare the qualities of the nouns they modify, they change forms”.25 Examples:

a. Faisal *is as diligent as* Rudi 

b. Rudi *is more diligent than* Dani 

c. Nia *is the most diligent in the class* 

d. Mia *is as young as* Nina 

e. Nina *is younger than* Ami 

f. Nuri *is the youngest in her family*

Based on the definition stated, comparison is a process of comparing people, things, or places through the level of quality, quantity, or relation. It is formed from adjective and adverb. So that, the degrees of comparison of an adjective describes the relational value of an adjective or adjectival expression.26

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24 [http://www.m-w.com/cgi-bin/dictionary](http://www.m-w.com/cgi-bin/dictionary)
B. Kinds and the Usage of Degrees of Comparison

There are three kinds of adjective comparison; they are positive, comparative, and superlative.27

1. Positive

Positive refers to the quality of one person or thing. It is simply the adjective form. Positive also used to compare two nouns or verbs that are equal or almost equal (equality).28 For example:

a. Mary is pretty

b. Midterm exams are as difficult as final exams

2. Comparative

The comparative form compares the quality of one person or thing with another person or thing, for example:

a. Andi’s house is wider than Rudi’s

c. This book is more interesting than that one

3. Superlative

It is used to stress the highest degree of a quality, or more than two objects compared. For example:

a. My house is the biggest on the street

b. Rini and Rani are the most popular girls in their school

---

27 Cecile Zorach, English Grammar..., P. 119-120
C. The Form of Adjective Comparison

To make the comparison, we have to know the correct form for a specific adjective word; it depends on the length of the adjective word and on the last syllable. The syllable itself is a unit of spoken language, for instance the word syllable consists of three units: syl-la-ble.

As the writer stated before, that the comparison used is adjective comparison, so in making the pattern of comparison will only used the adjective form.

1. Positive comparison: just put/add as before and after the adjective word.

<table>
<thead>
<tr>
<th>The pattern:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject + be + as + Adjective + as</td>
<td>(a). John <em>is old as</em> Mary</td>
</tr>
<tr>
<td>Subject + be + not + as + Adjective + as</td>
<td>(b). This watch <em>is not as expensive as</em> that watch</td>
</tr>
</tbody>
</table>

---

A. Research Methodology

1. Place and Time of Study

The research took place at the Eighth Grade Students of SMP Islam Nurul Huda, which is located at Jl. Raya Narogong Km 09 No.01 Bekasi. The writer did her research from 21st up to 28th of August 2007.

2. The Population and Sample Taking

The subject of the research is the Eight Grade students of SMP Islam Nurul Huda, the number of the Eight Grade students are 163 students which are divided into 4 classes, and the writer took 2 classes of the population and 40 students (20 students from each class) as the sample of the research by using purposive sampling.

3. The Technique of Data Collecting

In collecting the data, the writer used 2 (two) types of technique:

a. English test score
The writer gave the test to survey each student’s achievement after learning degrees of comparison. It was given to know the difficulties encountered by students in making degrees of comparison.

b. Observation
Observation was done to get supporting and accurate data to analyze the teaching and learning process directly at the classroom, using grammar form and usage of degrees of comparison. It also was done outside the classroom to get real data about location and population where the research was carried out.

4. The Instrument of Research
In this research, the writer gave the test about comparative and superlative degree. The test consisted of 30 items. 10 items were for the form of comparative and 10 items were for the form of superlative, the form test was multiple choices. And 10 items were for the usage of comparative and superlative which consisted of 5 items each, those items were in completing the sentence.

5. The Technique of Data Analysis
The writer analyzed the data by using quantitative descriptive technique in which the writer tried to describe and analyze the difficulties faced by the eighth
grade students of SMP Islam Nurul Huda Bekasi, it would be described in the table of percentage or also said as simple statistic analysis, and the formula as follows:

\[ P = \frac{F}{N} \times 100\% \]

P : Percentage
F : Frequency of false answer
N : Number of Sample

After having the frequency and percentage of difficulty, the writer then looked for the average mark by using formula:

\[ P = \frac{F}{N \times 10} \times 100\% \]

P : Percentage
F : Frequency
N : Number of students
10 : Number of item test

B. Research Findings

1. Data Description

There two types of test given to the students to take students’ score in making the comparison:

a. Form : the form is to test the students’ ability dealing with the pattern

---

30 Prof. Drs. Pengantar Statistik Pendidikan. (Jakarta: Rajawali Pers, 2006), P.43
To make the comparative and superlative degree.

b. Usage: it is used to test whether the students are able or not in distinguishing the usage of comparative and superlative degree.

<table>
<thead>
<tr>
<th>No</th>
<th>Area Tested</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The form of degrees of comparison</td>
<td>(1-10)</td>
</tr>
<tr>
<td>➢ Comparative form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Add ( -r ): adjective with 1 syllable ends in (-e)</td>
<td>1, 10</td>
</tr>
<tr>
<td>b.</td>
<td>Double the last consonant and add ( -er ): adjective with 1 syllable ends in 1 vowel + 1 consonant (except w,x, or y)</td>
<td>2, 7</td>
</tr>
<tr>
<td>c.</td>
<td>Add \textit{than} after the adjective</td>
<td>1, 9</td>
</tr>
<tr>
<td>d.</td>
<td>Change the (-y) to (-l) and add (-er): adjective that have 2 syllables and ends in (-y)</td>
<td>3, 8</td>
</tr>
<tr>
<td>e.</td>
<td>Syllable</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>Add prefix more: adjective that have 2 syllable</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Add suffix (-er): adjective that have 1 syllable</td>
<td>6</td>
</tr>
<tr>
<td>f.</td>
<td>Irregular adjective</td>
<td>5, 9</td>
</tr>
<tr>
<td>g.</td>
<td>Add \textit{be}</td>
<td>2, 7</td>
</tr>
</tbody>
</table>

2. ➢ Superlative form

| | | (11-20) |
| | a. | Add \( -st \): adjective with 1 syllable ends in \(-e\) | 11, 18 |
| | b. | Double the last consonant and add \( -est \): adjective with 1 syllable ends in 1 vowel + 1 consonant (except w,x, or y) | 12, 17 |
c. Add *the* before the adjective

d. Change the –*y* to –*I* and add –*est* : adjective that have 2 syllables and ends in –*y*

e. Syllable
   - Add prefix *most* : adjective that have 2 syllable
   - Add suffix –*est* : adjective that have 1 syllable

f. Irregular adjective

g. Add *be*

3. Distinguish the usage of degrees of comparison
   ➢ Comparative Usage
   ➢ Superlative Usage

<table>
<thead>
<tr>
<th>Table 3.2</th>
<th>Students’ Score of Test Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Student</td>
</tr>
<tr>
<td>1</td>
<td>Student 1</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
</tr>
<tr>
<td></td>
<td>Student 9</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
</tr>
<tr>
<td></td>
<td><strong>N = 40</strong></td>
</tr>
</tbody>
</table>

Note:

Score A : the score of comparative form

Score B : the score of superlative form

Score C : the usage score of degrees of comparison (comparative and superlative)

2. Data Analysis
The data analysis of the difficulty frequency of form and usage of degrees of comparison will be shown in the tables below.

\[ a. \text { The form of degrees of comparison} \]

\[ \text {Table 3.3} \]

\textbf{General Frequency of Difficulty in Comparative Form}

<table>
<thead>
<tr>
<th>No</th>
<th>Degrees of Comparison</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparative</td>
<td>1</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td>2</td>
<td>Comparative</td>
<td>2</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>3</td>
<td>Comparative</td>
<td>3</td>
<td>39</td>
<td>97.5%</td>
</tr>
<tr>
<td>4</td>
<td>Comparative</td>
<td>4</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>5</td>
<td>Comparative</td>
<td>5</td>
<td>13</td>
<td>32.5%</td>
</tr>
<tr>
<td>6</td>
<td>Comparative</td>
<td>6</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>7</td>
<td>Comparative</td>
<td>7</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>8</td>
<td>Comparative</td>
<td>8</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>9</td>
<td>Comparative</td>
<td>9</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>10</td>
<td>Comparative</td>
<td>10</td>
<td>38</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>245</td>
<td>612.5%</td>
</tr>
</tbody>
</table>

To find out the whole average is using formula:

\[ P = \frac{F}{N \times 10} \times 100\% \]
The table showed that there were 61.25% students who got difficulty in the form of comparative degree. The specific difficulty will be described in the table below.

**Table 3.4**

<table>
<thead>
<tr>
<th>No</th>
<th>Comparative types</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Add –r</td>
<td>1</td>
<td>30</td>
<td>75%</td>
<td>10</td>
<td>38</td>
<td>95%</td>
</tr>
<tr>
<td>2</td>
<td>Double consonant</td>
<td>2</td>
<td>28</td>
<td>70%</td>
<td>7</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>3</td>
<td>Add than</td>
<td>1</td>
<td>30</td>
<td>75%</td>
<td>9</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>4</td>
<td>Change –y to –l and add -er</td>
<td>3</td>
<td>39</td>
<td>97.5%</td>
<td>8</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>5</td>
<td>Syllable</td>
<td>4</td>
<td>16</td>
<td>40%</td>
<td>6</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>Irregular comparative</td>
<td>5</td>
<td>13</td>
<td>32.5%</td>
<td>9</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>7</td>
<td>Add be</td>
<td>2</td>
<td>28</td>
<td>70%</td>
<td>7</td>
<td>26</td>
<td>65%</td>
</tr>
</tbody>
</table>

The data showed, there were 30 (75%) students who made error in item 1 and 38 (95%) students in item 10 for type 1, 28 (70%) students who
made error in item 2 and 26 (65%) students in item 7 for type 2, 30 (75%) students who made error in item 1 and 23 (57.5%) students in item 9 for type 3, 39 (97.5%) students who made error in item 3 and 28 (70%) students in item 8 for type 4, 16 (40%) students who made error in item 4 and 4 (10%) students in item 6 for type 5, 13 (32.5%) students who made error in item 5 and 23 (57.5%) students in item 9 for type 6, and in the type 7 there were 28 (70%) students who made error in item 2 and 26 (65%) students in item 7

**Table 3.5**

**General Frequency of Difficulty in Superlative Form**

<table>
<thead>
<tr>
<th>No</th>
<th>Degrees of Comparison</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Superlative</td>
<td>11</td>
<td>19</td>
<td>47.5%</td>
</tr>
<tr>
<td>2</td>
<td>Superlative</td>
<td>12</td>
<td>39</td>
<td>97.5%</td>
</tr>
<tr>
<td>3</td>
<td>Superlative</td>
<td>13</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>4</td>
<td>Superlative</td>
<td>14</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>Superlative</td>
<td>15</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>Superlative</td>
<td>16</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>7</td>
<td>Superlative</td>
<td>17</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>8</td>
<td>Superlative</td>
<td>18</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>9</td>
<td>Superlative</td>
<td>19</td>
<td>15</td>
<td>37.5%</td>
</tr>
<tr>
<td>10</td>
<td>Superlative</td>
<td>20</td>
<td>33</td>
<td>82.5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>254</td>
<td>635%</td>
</tr>
</tbody>
</table>
To find out the whole average is using formula:

\[ P = \frac{F}{Nx10} \times 100\% \]

\[ = \frac{254}{40 \times 10} \times 100\% \]

\[ = \frac{25400}{400} \]

\[ = 63.6\% \]

The table 3.5 expressed that generally there were 58.5% students who have difficulty in making of the superlative form. The specific information then will be shown in the table 3.6.

Table 3.6

Specific Frequency of Difficulty in Superlative Form

<table>
<thead>
<tr>
<th>No</th>
<th>Superlative types</th>
<th>Item Number</th>
<th>Frequency of difficulty</th>
<th>percentage</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Add –st</td>
<td>11</td>
<td>19</td>
<td>47.5%</td>
<td>18</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>2</td>
<td>Double consonant</td>
<td>12</td>
<td>39</td>
<td>97.5%</td>
<td>17</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>3</td>
<td>Add article the</td>
<td>14</td>
<td>30</td>
<td>75%</td>
<td>16</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>4</td>
<td>Change –y to –I or add -est</td>
<td>13</td>
<td>23</td>
<td>57.5%</td>
<td>16</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>5</td>
<td>Syllable</td>
<td>14</td>
<td>30</td>
<td>75%</td>
<td>19</td>
<td>15</td>
<td>37.5%</td>
</tr>
<tr>
<td>6</td>
<td>Irregular superlative</td>
<td>15</td>
<td>8</td>
<td>20%</td>
<td>20</td>
<td>33</td>
<td>82.5%</td>
</tr>
</tbody>
</table>
The table 3.6 described that there were 19 (47.5%) students who made error in item 11 and 23 (57.5%) students in item 18 for type 1, 39 (97.5%) students who made error in item 12 and 28 (70%) students in item 17 for type 2, 30 (75%) students who made error in item 14 and 36 (90%) students in item 16 for type 3, 23 (57.5%) students who made error in item 13 and 36 (90%) students in item 16 for type 4, 30 (75%) students who made error in item 14 and 15 (37.5%) students in item 19 for type 5, 8 (20%) students who made error in item 15 and 33 (82.5%) students in item 20 for type 6, and in the type 7 there were 8 (20%) students who made error in item 15 and 28 (32.5%) students in item 17.

b. Distinguish the usage of degrees of comparison

<table>
<thead>
<tr>
<th>No</th>
<th>Degrees of Comparison</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Superlative</td>
<td>21</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Comparative</td>
<td>22</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Superlative</td>
<td>23</td>
<td>13</td>
<td>32.5%</td>
</tr>
<tr>
<td>4</td>
<td>Superlative</td>
<td>24</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Comparative</td>
<td>25</td>
<td>13</td>
<td>32.5%</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>----</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>26</td>
<td>25</td>
<td>62.5%</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>27</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>8</td>
<td>Superlative</td>
<td>28</td>
<td>25</td>
<td>62.5%</td>
</tr>
<tr>
<td>9</td>
<td>Superlative</td>
<td>29</td>
<td>19</td>
<td>47.5%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>30</td>
<td>21</td>
<td>52.5%</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>----</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>165</td>
<td>412.5%</td>
</tr>
</tbody>
</table>

To find out the whole average using formula:

\[
P = \frac{F}{N \times 10} \times 100\% \\
= \frac{165}{40 \times 10} \times 100\% \\
= \frac{16500}{400} \\
= 41.25\%
\]

The whole average showed there were 41.25% students who got difficult in distinguish the usage between comparative and superlative degree. Specifically, there were 10 (25%) students who made error in item 21, 12 (30%) students who made error in item 22, 13 (32.5%) students who made error in item 23, 18 (45%) students who made error in item 24, 13 (32.5%) students who made error in item 25, 25 (62.5%) students who made error in
item 26, 9 (22.5%) students who made error in item 27, 25 (62.5%) students who made error in item 28, 19 (47.5%) students who made error in item 29, and 21 (52.5%) students who made error in item 30.

3. The Interpretation of Data Analysis

Table 3.8
Type and Percentage of Difficulty in Learning Degrees of Comparison

<table>
<thead>
<tr>
<th>No</th>
<th>Types</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The form of comparative degree</td>
<td>61.25%</td>
</tr>
<tr>
<td>2</td>
<td>The form of superlative degree</td>
<td>63.5%</td>
</tr>
<tr>
<td>3</td>
<td>The usage of degrees of comparison  (comparative and superlative)</td>
<td>41.25%</td>
</tr>
</tbody>
</table>

In the table 3.8 showed that from the tables above, there were 61.25% students who made error in the item of the comparative form, 63.5% in the item of superlative form, and 41.25% in the item of the usage of degrees of comparison.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the writer concludes that the eighth grade students of SMP Islam Nurul Huda bekasi have difficulty in learning degrees of comparison. The percentage of the tables shows there are 61.25% students who find difficulty in making or forming the form of comparative and 63.5% in the form of superlative, and also there are 41.25% students who have difficulty in distinguishing the usage of both comparative and superlative.

From the percentages above, the writer figures that for the eighth grade students of SMP Islam Nurul Huda bekasi, learning/making the form of comparison (comparative and superlative) is more difficult than distinguishing the usage.

B. Suggestion

There are some suggestions can be given to the teacher in order to the students do not make the error anymore. The suggestions are:

1. Well prepared. Before entering the class, the teacher should really have already prepared the material must be taught. It is necessary for the teacher to find the material from the other sources, to get more and clear explanation.

2. The teacher should give clear and detail explanation about the important points to form either the comparative or superlative degree. Such as: the
function of *be* and *than*, when the adjective must be added only with suffix *–r* (for the comparative degree), the function of *be* and the article *the*, when the superlative adjective must be added only with suffix *–st* (for the superlative degree), and also how to form the comparative and superlative adjective that ends in *–y* and the adjective that have 1 syllable ends in 1 vowel and 1 consonant.

3. The teacher also should explain the usage of both comparative and superlative degree. Use the media if it is necessary to get the students more understand.

4. The teacher should give positive motivation to the students, and manage the class creatively in order to they really pay attention to what is being taught.

5. It is necessary for the teacher to improve his knowledge of English language and the methods of English language teaching.
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d. In some cases, *less* and *the least* are used to form the comparative and superlative degrees of adjective instead of *more* and *the most*. *Less* is the opposite of *more*, and *least* is the opposite of *most.*

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expensive</td>
<td>Less expensive</td>
<td>The Least expensive</td>
</tr>
<tr>
<td>Terrible</td>
<td>Less terrible</td>
<td>The Least terrible</td>
</tr>
<tr>
<td>Ambitious</td>
<td>Less ambitious</td>
<td>The Least ambitious</td>
</tr>
</tbody>
</table>

e. Some adjectives have irregular comparative and superlative forms.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Better</td>
<td>The Best</td>
</tr>
<tr>
<td>Bad</td>
<td>Worse</td>
<td>The Worst</td>
</tr>
<tr>
<td>Much/many</td>
<td>More</td>
<td>The Most</td>
</tr>
</tbody>
</table>

f. Two-syllable adjectives ending in *-er, -le, -ow*, and *some* can form the comparative with suffix *-er* or prefix *more*, and superlative either with suffix-*est* or prefix *most.*

---

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clever</td>
<td>Cleverer</td>
<td>The Cleverest</td>
</tr>
<tr>
<td></td>
<td>More Clever</td>
<td>The Most clever</td>
</tr>
<tr>
<td>Handsome</td>
<td>Handsomer</td>
<td>The Handsomest</td>
</tr>
<tr>
<td></td>
<td>More handsome</td>
<td>The Most handsome</td>
</tr>
<tr>
<td>Narrow</td>
<td>Narrower</td>
<td>The Narrowest</td>
</tr>
<tr>
<td></td>
<td>More narrow</td>
<td>The Most narrow</td>
</tr>
<tr>
<td>Noble</td>
<td>Nobler</td>
<td>The Noblest</td>
</tr>
<tr>
<td></td>
<td>More noble</td>
<td>The Most noble</td>
</tr>
<tr>
<td>Shallow</td>
<td>Shallower</td>
<td>The Shallowest</td>
</tr>
<tr>
<td></td>
<td>More shallow</td>
<td>The Most shallow</td>
</tr>
<tr>
<td>Tender</td>
<td>Tenderer</td>
<td>The Tenderest</td>
</tr>
<tr>
<td></td>
<td>More tender</td>
<td>The Most tender</td>
</tr>
</tbody>
</table>

---

32 Bing, *Grammar guide...*, P. 190
2. Comparative form: one way to compare two things, people, or places is to use the comparative form of adjective (-er and more) + than,\(^{33}\) there are two patterns of comparative adjective.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjective that have 1 syllable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ending in –e</td>
<td>Add –r</td>
<td>Large</td>
<td>My room is <strong>larger</strong> than my sister.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wide</td>
<td>The Charisma is <strong>wider</strong> than the Charisma.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safe</td>
<td>Keeping money in the bank is <strong>safer</strong> than keeping money in your pocket.</td>
</tr>
<tr>
<td>• Ends in one vowel + one syllable (except w, x, or y)</td>
<td>Double the last consonant, and add –er</td>
<td>Big</td>
<td>My T-shirt size is <strong>bigger</strong> than my sister’s T-shirt.</td>
</tr>
<tr>
<td>• All others</td>
<td>Add –er</td>
<td>Thin</td>
<td>A giraffe’s neck is <strong>thinner</strong> than a giraffe’s leg.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fat</td>
<td>Rani is <strong>fatter</strong> than Yuni.</td>
</tr>
<tr>
<td>2. Adjective that have 2 syllables and ends in y</td>
<td>Chang the –y to –i and add –er</td>
<td>Old</td>
<td>My father is <strong>older</strong> than my mother.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cheap</td>
<td>Motorcycle is <strong>cheaper</strong> than a car.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small</td>
<td>A mouse is <strong>smaller</strong> than an elephant.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pretty</td>
<td>This dress is <strong>prettier</strong> than that dress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Funny</td>
<td>Parto is <strong>funnier</strong> than Akri.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Easy</td>
<td>English class is <strong>easier</strong> than His English class.</td>
</tr>
</tbody>
</table>

---

\(^{33}\) Victoria Badalamenty & Carolyn Henner-Stanchina, *Grammar Dimension*, (USA: Heinle & Heinle Publisher, 1993), P. 300
Table 2.3  
Comparative Form  
Pattern II : more + adjective + than

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
<th>Comparative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective that have 2 syllables or more syllables and don’t end in -y</td>
<td>Add <em>more</em> before the adjectives</td>
<td>Peaceful Expensive interesting</td>
<td>Our private room is <em>more peaceful</em> than family room A car is <em>more expensive</em> than a motorcycle Music courses is <em>more interesting</em> than mathematics courses</td>
</tr>
</tbody>
</table>

3. Superlative: using *the* + superlative form of adjective (–est and most).

Table 2.4  
Superlative Form  
Pattern I : the + adjective + suffix –*est*

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
</tr>
</thead>
</table>
1. Adjective that have 1 syllable
   - Ending in –e
   - Ends in one vowel + one syllable (except w, x, or y)
   - All others

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
<th>Adjective Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nice</td>
<td>Add –st</td>
<td>Nice</td>
<td>She is the nicest girl in my class</td>
</tr>
<tr>
<td>Strange</td>
<td></td>
<td>Strange</td>
<td>Alien is the strangest creature in the world</td>
</tr>
<tr>
<td>Lithe</td>
<td></td>
<td>Lithe</td>
<td>Didi Nini Towok is the lithest dancer in Indonesia</td>
</tr>
<tr>
<td>Slim</td>
<td>Double the last consonant, and add –est</td>
<td>Slim</td>
<td>Bunga Citra is categorized as the slimmest dancer in Indonesia</td>
</tr>
<tr>
<td>Fit</td>
<td>Add –est</td>
<td>Fit</td>
<td>Swimsuit is the fittest dress for swimming</td>
</tr>
<tr>
<td>Thin</td>
<td></td>
<td>Thin</td>
<td>Bob is the thinnest boy in his class</td>
</tr>
<tr>
<td>Young</td>
<td></td>
<td>Young</td>
<td>Nania is the youngest in her family</td>
</tr>
<tr>
<td>Short</td>
<td></td>
<td>Short</td>
<td>What is the shortest way to get to school</td>
</tr>
<tr>
<td>Long</td>
<td></td>
<td>Long</td>
<td>The Nile is the longest river in the world</td>
</tr>
<tr>
<td>Busy</td>
<td></td>
<td>Busy</td>
<td>Ruri is the busiest girl in my rent house</td>
</tr>
<tr>
<td>Lively</td>
<td>Change the –y to –l and add –est</td>
<td>Lively</td>
<td>Indi Barends is the liveliest presenter I’ve seen</td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td>Happy</td>
<td>Birthday celebration is the happiest moment</td>
</tr>
</tbody>
</table>

2. Adjective that have 2 syllables and ends in -y

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
<th>Adjective Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nice</td>
<td>Add the most before the adjective</td>
<td>Important</td>
<td>Learning is the most important thing in our life</td>
</tr>
<tr>
<td>Strange</td>
<td></td>
<td>Excellent</td>
<td>Albert Einstein is one of the most excellent figure in the world</td>
</tr>
<tr>
<td>Lithe</td>
<td></td>
<td>Amusing</td>
<td>Shrek is the most amusing movie</td>
</tr>
<tr>
<td>Slim</td>
<td></td>
<td></td>
<td>I had watched</td>
</tr>
<tr>
<td>Fit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Busy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.5
Superlative Form
Pattern II : the most + adjective