THE ANALYSIS ON STUDENTS’ DIFFICULTIES IN LEARNING DEGREES OF COMPARISON AT SECOND
GRADE STUDENTS OF SMP DUA MEI CIPUTAT

A “Skripsi”
Presented to Faculty of Tarbiyah and Teachers Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd, in English Language Education

Lulus Fatmawati
NIM. 105014000388

DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2010
THE ANALYSIS ON STUDENTS' DIFFICULTIES IN LEARNING DEGREES OF COMPARISON AT SECOND GRADE STUDENTS OF SMP DUA MEI CIPUTAT

A “Skripsi”
Presented to
Faculty of Tarbiyah and Teachers Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd, in English Language Education

Approved by
Advisor

Drs. Nasifuddin Dialil, M.Ag
NIP. 19560506 199003 1 002

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2010
ABSTRACT


Key Words: Students’ Difficulties, Degrees of Comparison, SMP Dua Mei Ciputat

Grammar is an important part to be learnt in the process of acquiring language in order to help someone to use the language grammatically and meaningfully. Grammar has a lot of language elements; one of them is degrees of comparison, it is the process for comparing thing, person, or places through the level of quality, quantity, or relation and it is formed from the adjective and adverb. Therefore, it is very important for the students to be able to express and understand the comparison between two people, things, places and more.

The purpose of this study is to know and analyze the students’ difficulties in learning degrees of comparison at the second grade students of SMP Dua Mei Ciputat and to discuss them in the writer’s “skripsi”.

The sample of the research is 36 students of second year of SMP Dua Mei Ciputat. In collecting the data, the writer did the observation and gave the test about degrees of comparison of adjective. The observation is aimed to know about the teaching learning process that was done in the classroom and the test is aimed to know the students’ achievement after learning degrees of comparison and also to know their difficulties in making the sentence about degrees of comparison. The test is about comparative and superlative degree and it consists of 30 items such as 10 items for comparative, 10 items for superlative, and 10 items for the usage of comparative and superlative degree.

According to the data of the test result, it is obtained that there are 76.11% students who had the difficulties in the item of the comparative form, 65% in the form of superlative, and 87.77% in the item of usage of both comparative and superlative degree. It means that the most students have the difficulties in distinguishing the usage of comparative and superlative forms.

Based on the finding of this research, it can be concluded that the second grade students of SMP Dua Mei Ciputat have more difficulties in distinguishing the usage than making and forming the comparative and superlative forms. It is because they confused how to make the comparative and superlative degrees.
ABSTRAK

Pembimbing : Drs. Nasifuddin Djalil M.Ag.

Kata Kunci: Kesulitan siswa, Tingkat Perbandingan, SMP Dua Mei Ciputat

Grammar adalah bagian yang sangat penting dalam proses memperoleh bahasa yang bertujuan membantu seseorang untuk menggunakan bahasa tersebut secara gramatikal dan bermakna. Grammar mempunyai banyak unsur kebahasaan; salah satunya adalah degrees of comparison atau tingkat perbandingan, yang berarti proses untuk membandingkan benda, orang, atau tempat yang melalui tingkat kualitas, kuantitas, atau hubungannya yang dibentuk dari adjective atau kata sifat dan adverb atau kata keterangan. Oleh karena itu, sangatlah penting bagi siswa untuk bisa mengekspresikan dan memahami perbandigan antara dua orang, benda, tempat dan lain sebagainya.

Tujuan penelitian ini adalah untuk mengetahui dan menganalisa kesulitan yang dihadapi siswa dalam belajar degrees of comparison atau tingkat perbandingan di kelas dua SMP Dua Mei Ciputat dan juga mendiskusikannya di dalam skripsi penulis.

Sample penelitian yang dipakai oleh penulis adalah sebanyak 36 siswa kelas dua di SMP Dua Mei Ciputat. Dalam mengumpulkan data, penulis melakukan penelitian dan memberikan soal test tentang tingkat perbandingan kata sifat. Penelitian itu dilakukan untuk mengetahui proses belajar-mengajar yang berlangsung di dalam kelas adapun soal test bertujuan untuk mengetahui prestasi siswa setelah belajar tentang tingkat perbandingan dan juga bertujuan untuk mengetahui kesulitan yang dihadapi oleh siswa dalam membuat kalimat tentang degrees of comparison atau tingkat perbandingan. Soal test yang diberikan penulis berisi 30 nomer tentang tingkat perbandingan comparative atau tingkat lebih dan superlative atau tingkat paling. 10 nomer untuk comparative, 10 nomer untuk superlative, dan 10 nomer untuk penggunaan comparative dan superlative.

Berdasarkan dari data yang dihasilkan, ada 76.11% siswa yang mendapat kesulitan tentang bentuk comparative, 65% tentang bentuk superlative, dan 87.77% tentang penggunaan comparative dan superlative. Itu berarti, banyak dari siswa yang mendapatkan kesulitan dalam membedakan penggunaan comparative dan superlative.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa siswa kelas dua di SMP Dua Mei Ciputat mempunyai lebih banyak kesulitan dalam membedakan bagaimana penggunaan tingkat perbandingan dari pada membuat dan membentuknya. Semua itu disebabkan karena siswa bingung bagaimana membuat tingkat perbandingan lebih (comparative) dan paling (superlative).
In the name of Allah, the Beneficent, the Merciful. All praise be to Allah, Lord of the worlds. Who has given the Mercy and Blessing to the writer so she can accomplish her “Skripsi”. Peace and salutation be upon the prophet Muhammad, his families, companions, and his followers forever.

This “Skripsi” is presented to the education of English Department Faculty of Tarbiya and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta.

In this occasion, the writer would like to express her greatest appreciation, honor and gratitude to her beloved parents (Bapak H. Zahid and Ibu Hj. Infatin), for their irreplaceable encouragement and patience to motivate the writer to finish her study, for their prayer, motivation, support and patience in her various endeavors, and also her lovely sisters and brother for their support and kindness to her in doing this “Skripsi” and all her families who always give their prayer, love, support, motivation and moral encouragement to finish her study.

The writer also would like to express her deepest gratitude to her advisor Drs. Nasifuddin Djalil, M.Ag. for his advices, guidance, dedication, corrections and suggestions in finishing this “Skripsi”.

Her deepest gratitude also goes to Drs. Syauki, M.Pd and Neneng Sunengsi, S.Pd as the Head and secretary of English Education Department and also for all inspiring lecturers of English Department for their encouragement to the writer during her study at UIN Syarif Hidayatullah Jakarta. The same respect should be addressed to Prof. Dr. Dede Rosada, M.A as the Dean of Faculty of Tarbiyah and Teachers Training and also the staff and officers of the libraries of UIN, the library of Tarbiyah Faculty of UIN, and American Corner, who have given permission to the writer to use their books.

The writer would like to express her gratitude to Enjang Supyan, S. Pd. and Saptono, S.Pd as the headmaster and the deputy of the headmaster of SMP Dua Mei Ciputat, who have given a great chance to the writer to carry out the research.
All of her beloved friends in English Department academic year 2005 especially C class that the writer cannot mention one by one for giving their motivation, sharing their knowledge and time, and being great friends and also to all of her best friends and other persons who cannot be mentioned one by one who always help and give support to the writer in accomplishing this “skripsi”. May Allah, the Almighty bless them all.

The writer realizes that this “Skripsi” is still far from being perfect. A criticism and suggestions would be acceptable to make it better.

Jakarta, February 2010

The writer
# TABLE OF CONTENTS

ABSTRACT .......................................................................................... i
ABSTRAK .......................................................................................... ii
ACKNOWLEDGEMENT ...................................................................... iii
TABLE OF CONTENTS ....................................................................... v
LIST OF TABLES .............................................................................. vii
LIST OF DIAGRAM .......................................................................... viii
LIST OF APPENDICES ...................................................................... ix

Chapter I: INTRODUCTION
A. Background of Study ................................................. 1
B. Limitation and Formulation of the Problem .......... 3
C. Objective of the Study ................................................. 4
D. Significance of the Study ............................................ 4
E. Operational Definitions ............................................. 5

Chapter II: THEORITICAL FRAMEWORK
A. Objectives of Teaching English at SMP
   Dua Mei Ciputat ......................................................... 6
B. Materials, Syllabus, and Curriculum ...................... 6
C. Learning ................................................................. 10
   1. Definition of Learning ......................................... 10
   2. The Factors which Influence Learning ............... 11
   3. The Process of Learning .................................... 17
D. The Degrees of Comparison of Adjective .......... 18
   1. Adjective .......................................................... 18
      a. Definition of Adjective ................................. 18
      b. Kinds of Adjective ....................................... 20
2. Degrees of Comparison .............................. 24
   a. Definition of Degrees of Comparison ......... 24
   b. Kinds and The Usage of Degrees of Comparison 25
   c. The Form of Adjective Comparison .......... 25

Chapter III: RESEARCH METHODOLOGY
   A. Research Design ................................. 35
   B. Place and Time of Study ........................ 35
   C. Research Method ................................ 35
   D. Population and Sample ......................... 36
   E. The Instrument of Research .................... 36
   F. The Technique of Data Collecting .............. 36
   G. The Technique of Data Analysis ............... 37

Chapter IV: RESEARCH FINDING
   A. Data Description ............................... 39
   B. Data Analysis .................................. 42
   C. Data Interpretation ............................ 52

Chapter V: CONCLUSION AND SUGGESTION
   A. Conclusion ...................................... 53
   B. Suggestion ...................................... 54

BIBLIOGRAPHY ............................................. 55
APPENDIXES ................................................ 58
BIOGRAPHY
CHAPTER I
INTRODUCTION

This chapter presents and discusses of the background of the study, limitation and formulation of the problem, objective of the study, significance of the study, and operational definitions.

F. Background of Study

Language is very important for human life. It has a big role for every person in making a good relationship with other people, so every one needs a language to share ideas, opinion, and feelings to each other. Language also becomes the tool of communication, 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”.\(^1\) From the definition above, it shows that language means as a tool for communication with another person which can be expressed not only verbal or oral communication but also through non-verbal communication such as written form, gestures, and Morse code.

To greet the global area and communication, we need to learn English not only spoken but also written form because almost all of the information in this world is usually spoken and written in English, such as newspaper, magazine, internet, product, television, and radio. As an International language, English is spoken by many people all over the world, either as a first or second language. Moreover, English is also the key to open the doors to scientific and technical knowledge which is needed for the economics, politics, and education development of many countries in the world.

In Indonesia, English has been introduced in many levels of education. It starts from play group, elementary school, junior high school, senior high school, and up to university. Since this language taught in Indonesian school, there are many problems found which the teachers’ have to solve. One of the problems that

need to be solved is the method of teaching in order to make the students understand the material.

Understanding and learning English is not easy, because it is a foreign language which has different characteristics from our own language, therefore, we have to learn many new aspects of language.

There are two aspects that must be mastered by the students in learning English, they are: Language skills which are involving actual production such as speaking and writing and reception such as listening and reading, in supporting those skills the students have also master Component skills or language competence such as grammar, vocabulary, pronunciation, spelling, and semantic.

According to the writer, grammar is the most important part to be learnt in the process of acquiring a language, it is also the skill that must be mastered to help someone to use the language grammatically and meaningfully. It is very important either for teacher or 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 either oral or written form correctly and easily to be understood by others. As said by Paul Roberts San Jose: “Most people, if they learn to write passably well, require a good deal of instruction. They need to be told when their sentences need repairing and how to repair them. For this they must have some kind of awareness of the components of sentences and the way they fix together”\(^2\). It means the people who learn grammar will know whether his or her sentences are true or false.

Grammar has a lot of language elements; one of them is degrees of comparison of an adjective or adverb describing different levels of quality, quantity, or relation. From the explanation above, it is very important for students to comprehend and express the fact that two things or people are similar or different.

In the process of learning degrees of comparison, many students still find difficulties in making or understanding of comparative or superlative forms even though distinguishing the form and the usage of each function. Their difficulties are sometimes confused to put suffix -er/-est or prefix more/most, omit or

misplaced the use of be (is, am, are, was, were), and the use of article the in the superlative form.

According to Marianne Celce-Murcia and Diane Larsen-Freeman in the Grammar Book, there are some common errors made by the second learners with 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 **beautiful**er than Karen
4. Use of regular pattern where an irregular form is required
   - His handwriting is **badder** than mine
5. Double making of comparative\(^3\)
   a. Jim runs **more faster** than Paul
   b. This car is **more better** than that one

Based on this fact, the writer is interested to discuss and analyze the students’ difficulties in learning degrees of comparison at second grade of SMP Dua Mei Ciputat.

**G. Limitation and Formulation of the Problem**

To avoid misunderstanding and to clarify the problem, it is necessary to make the limitation and formulation of the problem. 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 follows:

1. Do the students have more difficulties in making the form of degrees of comparison?
2. Do the students have more difficulties in distinguishing the usage of degrees of comparison?

**H. Objective of The Study**

The objective of this study is that the writer would like to analyze and describe the difficulties faced by the students at VIII grade of SMP Dua Mei in learning degrees of comparison of adjective.

The result is expected to be useful as an input for the English teachers in developing their teaching method and also the writer hopes this research will be useful for her to improve and enrich her knowledge as a candidate of English teacher.

**I. Significance of the Study**

The result of this research is expected to provide useful information on students’ difficulties which ask the teachers to solve the students’ difficulties and also improve the effectiveness of their teaching.

By analyzing the student’s difficulties in learning degrees of comparison, the writer wishes the result of the research would be advantageous for the readers and also for her to enrich and improve her knowledge and skill as a candidate of English teacher.

**J. Operational Definitions**

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the key terms here need to be defined as follows:
**Students’ Difficulties** means something hard to do or understand faced by the students in learning degrees of comparison.

**Degrees of Comparison** process of comparing things, persons, or places through the level of quality, quantity, or relation and it is formed from adjective and adverb but this study is only focused on adjective. For degrees of comparison there are three kinds, they are positive, comparative, and superlative.

**SMP Dua Mei Ciputat** SMP is the acronym of Junior High School that refers to “Sekolah Menengah Pertama”, it is a private school which is under the supervision of The National Education Departement of Indonesia.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter consists of two parts; part A is objective of teaching English at SMP Dua Mei Ciputat, part B is materials, syllabus, and curriculum, part C is learning, which presents the definition of learning, the factors which influence learning, and the process of learning. Part D is the degrees of comparison of adjective, which includes adjective involving definition of adjective and kinds of adjective and degrees of comparison involving definition, kinds and the usage of degrees of Comparison, and the form of adjective Comparison.

E. Objective of Teaching English at SMP Dua Mei Ciputat

English is a foreign language that is taught at SMP (Junior High School) as a compulsory subject, the English instructional material which is suggested in the syllabus can be developed by the teacher themselves. English consists of four skills that must be mastered by the learners such as listening, speaking, reading, and writing.

Based on School-Level Curriculum (KTSP), English subject at SMP is intended to the students to have a skill of (a) communicative spoken and written to get an informational literacy level, (b) to enhance nation competition in global society and (c) developing of students’ understanding between language and culture.4

F. Materials, Syllabus, and Curriculum

Competences standard and basic competences can be formulated with main material. Materials are important component within the curriculum they are used to achieve the instructional objectives which have been formulated.

4 Hendra Tauhar, Skripsi, The English Summative Test Validity at Odd Semester at Second Grade Students of SMP YMJ Ciputat. UIN Jakarta, 2009. P. 7
Therefore, the teacher should be careful in selecting the instructional material that used for teaching-learning process for their. Besides mastering the four skills such as listening, speaking, reading, and writing, the students should be mastered linguistic component such as grammar, vocabulary, and pronunciation.

To make it clear, table 2.1 bellow presented about English instructional material. This English instructional material is proposed for second grade students of Junior High School at the odd semester.

Table 2.1
The Distribution of English Instructional Material within the Latest Syllabus for VIII Grade at the Odd Semester

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Core Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Comprehend the</td>
<td>1.1. Response the</td>
<td>A: Can I ask you for your help?</td>
</tr>
<tr>
<td>meaning of simple</td>
<td>meaning of simple</td>
<td>B: Sure/I’m sorry I’m busy</td>
</tr>
<tr>
<td>transactional and</td>
<td>transactional (to get things done) and interpersonal conversation accurately, fluently, and effectively in term of:</td>
<td></td>
</tr>
<tr>
<td>interpersonal</td>
<td>(1) Asking, giving, and refusing for serve</td>
<td></td>
</tr>
<tr>
<td>conversation in order to interact with the surrounding.</td>
<td>(2) Asking, giving, and refusing for things</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Confirm and deny for fact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) Asking and giving for opinion</td>
<td></td>
</tr>
<tr>
<td>2. Comprehend the</td>
<td>1.2. Response the</td>
<td>A: Did you at school yesterday?</td>
</tr>
<tr>
<td>meaning of simple</td>
<td>meaning of simple transactional and interpersonal conversation accurately, fluently, and effectively in term of:</td>
<td></td>
</tr>
<tr>
<td>transactional and</td>
<td>(1) Asking, giving, and refusing for invite</td>
<td></td>
</tr>
<tr>
<td>interpersonal</td>
<td>(2) agreement and disagreement</td>
<td></td>
</tr>
<tr>
<td>conversation</td>
<td></td>
<td>B: Yes, I did/No I didn’t</td>
</tr>
<tr>
<td>in order to</td>
<td></td>
<td>Listen carefully to the dialogue then practice it (The Bridge English Competence for SMP VIII Grade) p. 22</td>
</tr>
<tr>
<td>interact with the</td>
<td></td>
<td>A: How about going to party?</td>
</tr>
<tr>
<td>surrounding.</td>
<td></td>
<td>B: OK/I’m afraid I can’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think it is good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No, it is not like that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What a beautiful form you write</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Congratulation for your winning</td>
</tr>
</tbody>
</table>

*Continue to the next page*
### Speaking

3. Express the meaning of simple transactional and interpersonal conversation in order to interact with the surrounding.

**3.1.** Express the meaning of simple transactional and interpersonal conversation by using oral language manner accurately, fluently, and effectively in order to interact with the surrounding in term of:

1. Asking, giving, and refusing for serve.
2. Asking, giving, and refusing for things.
3. Asking, giving, and deny for information.
4. Asking and giving for opinión.

**3.2.** Express the meaning of short transactional and interpersonal conversation by using oral language manner accurately, fluently, and effectively in order to interact with the surrounding.

**2.1.** Response the meaning of short functional oral text accurately, fluently, and effectively in order to interact with the surrounding.

2.2. Response the meaning of short monologue accurately, fluently, and effectively in order to interact with the surrounding in term of descriptive and recount.

3.3. Praising and giving for congratulation

Listen to short messages (The Bridge English Competence for SMP VIII Grade) page 48

Complete the data of students (The Bridge English Competence for SMP VIII Grade) page 12

Simon: Can I ask you a favor?  
Brian: Of course/Sorry

Rudy: Do you mind lending me your flash light?  
Maya: Yes I do/I'm sorry

Budi: Did Ani go to Bali last holiday?  
Susi: Yes, she did/No she didn't

A: What's your opinion?  
B: I think ...

Practice the dialog (The Bridge English Competence for SMP VIII Grade) p. 4

Practice the dialog (The Bridge English Competence for SMP VIII Grade) p. 78

Practice the dialog (The Bridge English Competence for SMP VIII Grade) p. 50
| 4. Express the meaning of functional oral text and short monologue in term of descriptive and recount in order to interact with the surrounding. | surrounding in term of:
(1) Asking, giving, and refusing for invite
(2) agreement and disagreement
(3) praising and giving for congratulation | Practice the dialog (The Bridge English Competence for SMP VIII Grade) p. 94
Practice the dialog (The Bridge English Competence for SMP VIII Grade) p. 94
Make an oral monolog
Continue to the next page |
|---|---|---|
| 4.1. Express the meaning of simple functional oral text by using oral language manner accurately, fluently, and effectively in order to interact with the surrounding | 4.2. Express the meaning of short monologue by using oral language manner accurately, fluently, and effectively in order to interact with the surrounding in term of descriptive and recount | Descriptive text about “A New Friend” (The Bridge English Competence for SMP VIII Grade) p. 8
Understanding the letter (The Bridge English Competence for SMP VIII Grade) p. 15
Understanding descriptive text (The Bridge English Competence for SMP VIII Grade) p. 9 |
| Reading | 5. Comprehend the meaning of functional written text and short essay in form of recount and narrative in order to interact with the surrounding | 5.1. Read clearly the meaning of functional text and essay in form of descriptive and recount with the utterance, pressure, and intonation effectively related to the surrounding. | | 5.2. Response the meaning of short functional written text accurately, fluently, and effectively related to the surrounding. | | 5.3. Response the meaning and rhetoric step of short essay | |
Curriculum is used interchangeable with syllabus. A syllabus is a plan which a teacher translates into activities in the classroom. It is part of a curriculum excluding the element of curriculum evaluation.5

G. Learning

4. Definition of Learning

Learning is very important for every individual and can take place everywhere. Based on John W. Santrock, “learning is taken place in the school and everywhere around the individual’s environment”6. According to Lester D. Crow and Alice D. Crow in their book of Educational Psychology stated that: Learning is the acquisition of habits, knowledge, and attitudes. It involves new ways of doing things, and it opens6. Adopted from SMP English Syllabus 2008

overcome obstacles or to adjust to new situations. It represents progressive

---

5 Hendra Tauhar, Skripsi, *The English..., P. 8*
change in behavior as the individual reacts to a situation or situations in an
effort to adapt his behavior effectively to demands made upon him. It
enables him to satisfy interests or to attain goals.³

By learning the students can get many experiences, because it is a situation
where they able to get many knowledge and information that they never get before
for their life. As James O. Whittaker stated, “Learning may be defined as a
process by which behavior originates or is altered through training or
experience”.⁸ On the other hand, learning also can be defined as a permanent
effect in individual’s attitude, knowledge, and ability which are obtained through
experience.⁹

According to Howard L. Kingsley, “learning is the process by which behavior is
originated or changed through practice and training”. In addition, learning can be
defined the process by which knowledge and skills are acquired and behavior is
changed through self-activity.¹⁰

Learning is a relatively permanent change in a behavioral tendency and is
the result of reinforced practice. H. Brown Douglas defined learning as bellow:

a. Learning is acquisition or “getting”
b. Learning is retention of information or skill
c. Retention implies storage system, memory, cognitive organization
d. Learning involves active, conscious focus on and acting upon events outside
   or inside the organism
e. Learning is relatively permanent but subject to forgetting
f. Learning involves some form of practice, perhaps reinforced practice
g. Learning is change in behavior¹¹

Drs. H. M. Alisuf Sabri stated that activity can be called as learning if it
has three characteristics bellow:

a. Learning is an activity which produces a change in the self of individual (it
   means changing in behavior) actual and potential.

---

⁵ John W. Santrock, *Psikologi Pendidikan…*, p. 266
b. The change is produced from a new ability that occur permanently and for a long time.

c. The change occurs as a result of effort (intentionally).\(^{12}\)

From the definitions above, the writer concludes that learning is the change of behavior that occurs in every individual as a result of effort, training, practice, and experience.

5. The Factors which Influence Learning

There are many factors that influence learning. These factors can be broadly categorized into two categories, which are internal and external factor.\(^ {13}\)

a. Internal

Internal factor is the factor that comes from the individual. This factor involves maturation, readiness, capacity, motivation, personality, age,\(^ {14}\) experiences, cognition,\(^ {15}\) and practice.\(^ {16}\)

1) Maturation

   Maturation is the process whereby behavior is modified as a result of growth and development of physical structure. The maturation of the individual learner plays a significant role in the amount of material, the kind of knowledge acquired, the rate of learning, and the amount of retention. The amount of learning occurring in any situation is dependent upon the child’s level of maturation. For the example, the teacher can not teach psychology lesson to the students of Kindergarten School, it is caused they don’t have maturity to understand the lesson. So, it means the more mature the individual, the greater the learning.

2) Readiness

---

\(^{12}\) Drs. H. M. Alisuf Sabri, *Psikologi...*, p. 56

\(^{13}\) [http://wiki.answers.com/Q/What_are_the_factors_influencing_the_learning_process](http://wiki.answers.com/Q/What_are_the_factors_influencing_the_learning_process)


\(^{15}\) [http://esl.fis.edu/teachers/support/factors.htm](http://esl.fis.edu/teachers/support/factors.htm)

\(^{16}\) Lester D. Crow & Alice D. Crow, *Educational...,* p. 240 & 277
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. For example, the student who does not have a readiness to study or to grasp the material it will affect to his/her learning.

3) Capacity

Individual also differs in their capacity for learning given tasks, and these differences contribute to differences in learning. Differences in capacity may be either physical or intellectual. Capacity is potential for learning various skills, for the example, the children of 1 year old up to 5 years old have the capability in learning many languages because they still have capacity to learn and receive them. Someone’s ability is also influenced by the physical condition, someone who has a good condition in learning will learn well than who has not.

4) Motivation

Motivation is a process of giving spirit, direction, and behavioral persistency. It means that motivated behavior is the behavior which is full of energy, directed, and permanent. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who do not. As Howard stated “the more highly motivated the individual, the greater the learning”

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 desires to engage
c) Motives direct behavior

5) Personality

---

17 John W. Santrock, *Psikologi Pendidikan…*, p. 510
18 Lester D. Crow & Alice D. Crow, *Educational…*, p. 253-254
Personality factors are such as perseverance, curiosity, self-confidence, level of aspiration, aggressiveness, etc. Each of these factors may be affected their result of learning. For the example, introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.\(^{19}\)

6) Age
Knowledge of the relationship between age and different kinds of learning abilities is important to determine which task shall be assigned to which age-grade levels of instruction. The majority of studies show that older children and adolescents exceed younger children in superiority of performance. The older child is stronger, has endurance, is willing to persist longer at given task, is able to direct his energy and attention more effectively for longer period of time but the other child tires easily, makes more error, and has less motivation. On the other hand, the advantages of the younger child lie in being less cautious, more responsive to stimulation, and more general. According to the facts above, childhood is the ideal time for education because the child’s mind is more plastic than adult’s. As the example, children who already have solid literacy skills in their own language seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

7) Experiences
Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who have not. The student, for example, who has

\(^{19}\) [http://esl.fis.edu/teachers/support/factors.htm](http://esl.fis.edu/teachers/support/factors.htm)
already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who has not had such experiences.

8) Cognition
In general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

9) Practice
“Practice makes perfect”, according to that maxim it means that by practicing it makes something perfect. For the example recitation or review during the process facilitates learning, promoting more effective grouping and better distribution of practice, and providing knowledge of results.

b. External
External factor is the factor that comes from out of the individual. This factor involves the condition of family, environment, teacher and method of teaching, media, social motivation, culture and status, and the curriculum.

1) The condition of Family
The family plays a key role in determining basic pattern of attitudes and values children learn during the early years of their development and relations with others throughout their lives. A student’s ability to learn is likely to be affected by presence or absence of marked changes in the home situation, for example broken home and mother’s absence of home because of spends so much time out of the home. So, the fact that a child comes from a broken home or home in which the mother spends time for works is only one item among the many factors that might influence or condition his behavior.20

2) Teacher and Method of Teaching

Teacher and teaching are matter of concern only to the extent that they affect learning. Teachers play in the learning process. The teacher becomes a key of figure in this concern; he is, in effect. A teacher-centered approach to teaching-learning leads the teacher to become preoccupied with what he does or is going to do, and to be only minimally concerned with students’ learning problems or how their behavior could be modified to encourage more effective learning.²¹

The method of teacher’s teaching can make a considerable difference in the learning occur. The task he/she presents the amount of practice given. The contribution of practice, provision for drill and recitation, furnishing knowledge of results, and adopting effective and incentive conditions fall within the available methods by which the teacher can influence the course of learning.²²

3) Environment

Environmental variables influence the learning process. Factors of social nature have to be considered such as group attitudes and values, motivation of other individuals in the situation including the teacher, and the social restraints in operation.²³

4) Media

Media is electro-mechanical equipments which have the function as a mediator between the students and the material. According to E. De Corte, media is non-personal tool (not human) which used and prepared by the teacher and has the role in teaching-learning process, to get the instructional objective.

By using the media, teacher can enrich his/her teaching-learning process furthermore if the media stimulates the students to learn more. Media functioned in the whole of teaching-learning

²¹ Henry Clay Lindgren, Educational Psychology..., p. 317-320
²² Howard L. Kingsley, The Nature..., p. 276
²³ Howard L. Kingsley, The Nature..., p. 16
process and it will have more influences if there will be the media such as computer, VCD, television, and teleconference.\textsuperscript{24}

5) Social Motivation

Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who are not. For example, students from families that place little importance on language learning are likely to progress less quickly.

6) Culture and Status

There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

7) The Curriculum

For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submerged into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.\textsuperscript{25}

6. \textit{The Process of Learning}

There are two definitions about learning process such as in a wide and a narrow meaning. In a wide meaning, process of learning means the physical or mental activity which is taken place in the active interaction with the environment which results knowledge or understanding change, skills, and behavioral value. The change is relatively consistent and printed. In a narrow meaning, process of learning means pointed toward types of learning such as dynamic which is having an intention to do something fairly, affective which is learning by experiencing to the full of value through feeling, cognitive which is learning by remembering or

\textsuperscript{25} \url{http://esl.fis.edu/teachers/support/factors.htm}
thinking, and motor-sensory which is learning by observing, moving, and training.

Based on the book “Essentials of Learning for Instruction” published in 1988, Gagne stated that there are eight phases in learning process, such as:

a. **Attention, alertness.** In this phase, learners give their attention to things that they are going to learn, so their concentration will be guaranteed.

b. **Motivation, expectancy.** In this phase, learners are aware for their instructional objective and have the readiness for engaging themselves.

c. **Retrieval to working memory.** In this phase, learners recollect something that they have learnt about the topic that they were learning from long-term memory.

d. **Selective perception.** It means, learner observe something and get the pattern of perception.

e. **Encoding, entry to LTM storage.** In this phase, learners give the meaning to the pattern of perception by incurring meaningful information, such by connecting previous information that have been extractive from LTM. So, the result of processing put in LTM.

f. **Responding question or task.** In this phase, learners show their ability about the material that the have mastered to the teacher and their selves.

g. **Feedback, reinforcement.** It means, learners get reinforcement from the teacher if their achievements are true, and they get feedback if their achievements are false.

h. **Frequent retrieval transfer.** In this phase, learners do many assignments in order to get their results of learning and also redoing the material.\(^{26}\)

**H. The Degrees of Comparison of Adjective**

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

**3. Adjective**

a. **Definition of Adjective**

Adjective is a part of grammar, it includes in the part of speech which is functioned to know the condition of a language. It is an important element and it is 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 the noun or pronoun’s

---

\(^{26}\) W.S.Winkel, *Psikologi…*, p. 302-318
referent. Example: Many huge rockets fly toward the desolate wasteland of the moon. (Each adjective in the italic that is written in the sentence tells something about 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. Eckresey, “adjective is words that tell us what a thing is like: words that we add to a noun to make our meaning fuller or more exact” 28. Example:

a. A good boy
b. A fast train

Adjective is a word used with a noun, or substantive, to express a quality of the thing named, or something attributed to it, or to limit or define it, or to specify or describe a thing, as distinct from something else. Thus, in phrase, "a wise ruler," wise is the adjective, expressing a property of ruler.

There is also another definition of adjective such as:
1) Added to a substantive as an attribute; of the nature of an adjunct; as, an adjective word or sentence.
2) Not standing by itself; dependent.
3) Relating to procedure. 29

From the definition above, the writer concludes that adjective is a word which has function to modify, identify, and describe another word, i.e., noun.

In many languages, adjectives can be compared. In English, for example, it can be said that a car is big, that it is bigger than another is, or that it is the biggest car of all. Not all adjectives lend themselves to comparison, 30 such as perfect, supreme, right, unique, natural, wrong, 31 blind, dead, vertical, left, and fatal. Those words cannot be compared because the positive forms express the only degree possible. 32 There are three positions where an adjective can be placed, such as before a noun,
after a noun, or in the predicate. These positions of adjectives are called attributive, postpositive and predicative.\(^{33}\)

1. **Attributive Position**
An adjective is in an attributive position when it is placed before the noun it modifies. For example,

- I found some **hilarious** pictures.
- **Clever** people won't stay in such an environment.

2. **Postpositive Position**
An adjective is in a postpositive position when it comes after the noun it modifies. Postpositive adjectives are not as common as attributive and predicative ones, but they are found in a number of fixed expressions. For example:

- We have plenty of rooms **available**.
- There is nothing **special**.

3. **Predicative Position**
An adjective is in a predicative position when it is placed in the predicate of a sentence. In that case, it modifies the subject of the sentence via a linking verb or other linking mechanism. For example:

- Most students are **happy**.
- She looked **sad**.


\textit{b. Kinds of Adjective}
There are many kinds of adjective, such as: proper, quality or state, number or quantity, distributive, demonstrative, interrogative, possessive,\(^{34}\) compound,\(^{35}\) relative,\(^{36}\) participle, predicate and article.\(^{37}\)

\(^{34}\)The syllabus Team of KMI, \textit{English Grammar 1: For Class Three KMI of Darussalam Gontor Ponorogo}, (Ponorogo: Darussalam Press, 1422), p. 33-40
\(^{36}\)http://www.allwords.com/word-relative+adjective.html
1. **Proper adjective** is an adjective formed from proper noun and always written with the capital letter for the first word, as Indonesian, English, Atlantic, Saudi, Madrid. For example:
   - Indonesian language.
   - English lesson.
   - The Atlantic Coast.
   - Saudi King Fahd.
   - Madrid Islamic Center.

2. **Quality or state adjective** is the adjective that shows of what quality or what state the person or thing is, such as: diligent, brave, wooden, happy, etc. For example:
   - Agus is a diligent boy.
   - Alfian is a brave man.
   - My mother buys wooden chairs.
   - They are happy family.

3. **Number or quantity adjective** is the adjective that shows how many things there are or in what numeral order the thing stands, it is divided into two kinds:
   1. **Definite Numeral Adjective**, it is an adjective which shows some exact number. It has two kinds:
      (1) Cardinal Number, it is any number used in counting or in showing how many, for example:
         - Tommy has two pens.
         - My father gives me nine books.
         - We have three houses.
      (2) Ordinal Number, it is any number used to indicate order in a particular series, for example:
         - He is the fourth speaker.
         - The third house is mine.
         - The second caliph is Omar bin Khattab.
   2. **Indefinite Numeral Adjective**, it is an adjective which shows number of some kinds without saying precisely what the
number is, such as: all, many, some, few, sundry, much, any, enough, whole, etc. For Example:

- Not all men are happy.
- Many people are poor.
- Some books are good.
- Few visitors come here.
- Sundry students sent me letters.
- You have much money.
- I don’t eat any cake.
- She had enough clothes and sufficient food.
- Ali and Ahmad learn whole night.

4. **Distributive adjective** is an adjective that refers individually to all members of a group, such as every, each, either, neither, etc. For example:

- Every people have study.
- Each student has a schedule.
- Take either half of that cake.

5. **Demonstrative adjective** is a word that shows what thing is meant. The words this, that, these, and those when used as modifiers are called demonstrative adjectives, because they tell which one or which ones about the nouns they modify. For example:

- I like this book.
- We saw that play.
- These students are learning well.

6. **Interrogative adjective** is used to ask a question. For example:

- Which language has Jones studied?
- What time is it now?

7. **Possessive adjective** is the adjective used to show the possession, for example:

- This is my pen.
- Her father has gone.
• They ride their horses.

8. Compound adjective is one that consists of two or more words joined together, either by the hyphen or solidly\(^{38}\). Compound used as adjectives lend themselves to compact and integrated expression of information. Formally, adjectival compounds take many shapes such as:
• Adjective can be added to other adjectives, as in Gryish-blue
• Compound can be composed of an adjective plus noun, as with full-time
• Composed of a noun plus adjective, as in butterfly-blue

9. Relative adjective is a relative pronoun used in an adjectival clause. It is placed in front of nouns to indicate a link between that noun and an antecedent (the same noun previously stated or implied),\(^{39}\) such as what and which, for example:
• In which evil strait Mr. Oxenham fought desperately.
• It matters not what rank he has.\(^{40}\)

10. Participle adjective is a verbal which is used as adjective to modify noun or pronoun, it is divided into:
   a. Present participle, it is ending in –ing and sometimes seems to be a pure adjective, for example:
      • The gleaming stars are beautiful.
      • The running stream is beautiful.
   b. Past participle, sometimes used as an adjective and sometimes as the main part of the verb in the passive voice, it usually has the form of regular(ending in –ed) and irregular verb(ending in –en), for example:
      • The boy is discouraged.
      • A broken limb of the tree has fallen.

\(^{38}\) http://en.wikibooks.org/wiki/English_in_Use/Adjectives
\(^{39}\) http://french.about.com/od/grammar/a/lequel_2.htm
\(^{40}\) http://www.lousywriter.com/adjectives_pronominal.php
11. A *predicate adjective*. It completes the verb and relates to the subject, it is used with the linking verbs, such as: *appears, looks, tastes, feels, smells, sounds*; also *proves, remains, turns, grows, stays, continues*. For example:
- She looks **beautiful**.
- The rose smells **sweet**.
- He looks **bad** since his illness.

12. The adjectives *a, an*, and *the* are called **articles**. *A* and *an* are called indefinite articles because they do not point out particular persons, places, or things—*a* and *an* are modified forms of one. *The* is called the define article because it points out a particular member of a class of persons, places, or things—*the* is modified form of that. For example:
- The hunter killed a deer and **an** eagle.
- This is the **the** book we need.

### 4. Degrees of Comparison

d. **Definition of Degrees of Comparison**

One of the most basic and powerful of human cognitive processes is the ability to comprehend and express the fact that two things are similar or different. Often such similarity or difference is expressed in terms of degree, extent, or quantity.\(^{41}\) To get the understanding about the comparison, it is important to explain what comparison is. There are many definitions about the 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. Identity of features: similarity
3. The modification of an adjective or adverb to denote different levels of quality, quantity, or relation\(^{42}\)

---


From the definitions above, comparison is a process for comparing thing, person, or places through the level of quality, quantity, or relation and it is formed from adjective and adverb.

e. Kinds and The Usage of Degrees of Comparison

Adjectives have three degrees of comparison, such as: positive, comparative and superlative.\(^{43}\)

1. Positive

Positive expresses a quality without comparison; it is called positive because it does not relate to any superior or inferior qualities of other things in speech. On the other hand, we can use \textit{as...as} for comparing two persons or things that have the similarity of quality or quantity.\(^{44}\) For example:

- Joe is tall.
- The girl is \textit{as clever} as that one.

2. Comparative

Comparative expresses a higher or lower degree than the positive when two persons or things are compared. The comparative degree denotes a greater amount of a quality relative to something else. For example:

- Kay is \textit{taller} than Joan.
- Joan is \textit{less talkative} than Kay.

3. Superlative

It is the highest or lowest degree when more than two persons or things are compared. The superlative degree denotes the most, the largest, etc., by which it differs from other things.\(^{45}\) For example:

- Bob is \textit{the tallest} boy in the club.
- He is also \textit{the least talkative} member.
- He is \textit{the most intelligent} student in the class.\(^{46}\)

\(^{43}\) J. Martyn walsh & Anna Kathleen Walsh, \textit{Plain English...}, p.56

\(^{44}\) Drs. Akh. Karmidin, M. Hum, \textit{Basic Grammar...}, p. 48

\(^{45}\) \textit{http://en.wikipedia.org/wiki/Degrees_of_comparison}
f. The Form of Adjective Comparison

To make the comparison of adjective is not easy, so to make it easy ones have to know the correct form of adjective words; it depends on the length of the adjective words such as short or long and also depends on the syllable of the adjective itself. Syllable is a small part of a sentence or discourse; anything concise or short; a particle and it is a unit of spoken language.47

As stated by the writer above, the comparison that is used in this form is about the adjective comparison. Here are the patterns:

1. Positive comparison

There are two ways to make the positive comparison, such as:

- The simplest form that only use a single adjective after be or article (a, an, the)48
- Adding as before and after the adjective49

To make it clear, the table 2.1 below is presented:

<table>
<thead>
<tr>
<th>The formula</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject + be + adjective</td>
<td>a. The flowers are beautiful.</td>
</tr>
<tr>
<td>Subject + be + as + adjective + as</td>
<td>b. The girl is as clever as that one.</td>
</tr>
<tr>
<td>Subject + be + not + as + adjective + as</td>
<td>c. This television is not as expensive as that television.</td>
</tr>
</tbody>
</table>

2. Comparative form

---

47 [http://ardictionary.com/Syllable/20510](http://ardictionary.com/Syllable/20510)
The way to compare two things, persons or places is by using the comparative form of adjective as follows:\(^5\)

- Adjective + -er + than
- More + adjective + than

To make it clear, the writer gives the examples about the previous form in the table 2.2 bellow:

### Table 2.3

**Comparative Form**

**Pattern I: adjective + suffix –er + than**

---

---

\(^5\) Mark Foley & Diane Halla, *Advanced…*, p. 224
<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
<th>Comparative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Adjectives with one syllable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ending in -e</td>
<td>Add –r</td>
<td>Safe, Brave, Large, Big, Hot, Thin, Dry</td>
<td>Saving money in the bank is safer than in the home, Dimas is braver than Eni</td>
</tr>
<tr>
<td></td>
<td>Double the final consonant and add –er</td>
<td>Big, Hot, Thin, Dry</td>
<td>His bag is larger than mine, An elephant is bigger than a rat</td>
</tr>
<tr>
<td>• Ending in a single vowel + a single consonant (except w, x, or y)</td>
<td>Change y to I and add -er</td>
<td>Young, Tall, Cheap, Weak</td>
<td>The day is hotter than the night, Rina’s book is thinner than Elda’s book</td>
</tr>
<tr>
<td>• Ending in a consonant + y</td>
<td>Add -er</td>
<td>Lucky, Lazy, Busy, Cheap, Weak</td>
<td>Your hair is drier than her hair, You are younger than your father, Lisa is taller than her sister</td>
</tr>
<tr>
<td>• All others</td>
<td></td>
<td></td>
<td>An elephant is bigger than a rat, A pen is cheaper than a hand phone, My grandmother is weaker than my mother</td>
</tr>
<tr>
<td><strong>2. Adjective with two syllables ending in -y</strong></td>
<td>Change –y to –I and add -er</td>
<td>Lucky, Lazy, Busy</td>
<td>Putri is luckier than Heni, Lidya is lazier than Linda, Ryo is busier than Irma</td>
</tr>
</tbody>
</table>

---

To make the degrees of comparison in the comparative form that added by the prefix *more*, the table 2.3 below gives the rules deals with the examples:

**Table 2.4**

**Comparative Form**

**Pattern I: 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 with two or more syllables and don’t end in -y</td>
<td>Add <em>more</em> before adjective</td>
<td>patient</td>
<td>Tanty is <em>more patient</em> than Irma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expensive</td>
<td>The hamburger is <em>more expensive</em> than the hot dog</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interesting</td>
<td>English is <em>more interesting</em> than mathematics</td>
</tr>
</tbody>
</table>

*Adapted from Silvester Goridus Skur in his book Complete English Grammar for The TOEFL Test*

3. Superlative form: using *the* + adjective + *-est* and *the most* + adjective

To make it clear, the writer gives the examples about the previous form in the table 2.4 bellow:

**Table 2.5**

**Superlative Form**

**Pattern I: the + adjective + suffix -est**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
<th>Superlative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjectives with one syllable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Ending in -e</td>
<td>Add –st</td>
<td>Wise</td>
<td>My father is <em>the wisest</em> man in my house</td>
</tr>
<tr>
<td>▪ Ending in -e</td>
<td>Add –st</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>▪ Ending in -e</td>
<td>Add –st</td>
<td>Nice</td>
<td>Wina <em>the whites</em> girl in her</td>
</tr>
</tbody>
</table>

---

52 Silvester Goridus Skur, *Complete English…*, p. 320
53 Mark Foley & Diane Halla, *Advanced…*, p. 224
<table>
<thead>
<tr>
<th>Type of Word</th>
<th>Rule 1</th>
<th>Rule 2</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single vowel + single consonant (except w, x, or y)</td>
<td>Double the final consonant and add -est. Change y to l and add -est. Add -est.</td>
<td>Wet Fat Slim Dry Short High Small Clean</td>
<td>family Clarissa is the nicest girl in my class My T-shirt is the wettest of all my clothes Peter is the fattest boy I’ve ever met According to my opinion, Luna Maya is the slimmest Indonesian artist Your hair is the driest of all Of all the students in the class, Max is the shortest Mount Everest is the highest mountain in the world She is the smallest among her friends The mosque is the cleanest place of all</td>
</tr>
<tr>
<td>All others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Adjective with two syllables ending in -y

<table>
<thead>
<tr>
<th>Type of Word</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Change –y to –I and add –est.</td>
<td>Funny Fat Slim Dry Short High Small Clean</td>
</tr>
</tbody>
</table>

*Adapted from Mark Foley and Diane Halla in their book*
To make the superlative form that added by the prefix *most*, the table 2.5 below gives the rules and the examples:

**Table 2.6**

**Superlative Form**

**Pattern II: the most + adjective**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rule</th>
<th>Adjective Word</th>
<th>Comparative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective with two or more syllables and don’t end in -y</td>
<td>Add the <em>most</em> before adjective</td>
<td>Generous, Diligent, Difficult</td>
<td>John is <em>the most generous</em> of all the people I know, Ikhwa is <em>the most diligent</em> girl in her family, Mathmatic is <em>the most difficult</em> lesson I had learnt</td>
</tr>
</tbody>
</table>

*a. On the other hand, less and least are used in front of longer adjectives (with two or more syllables) to show comparison of comparative and superlative. Less is the antonym of more and least is the antonym*
of most. For the examples, the writer writes in the table 2.6 bellow:

**Table 2.7**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing</td>
<td>Less appealing</td>
<td>Least appealing</td>
</tr>
<tr>
<td>Practical</td>
<td>Less practical</td>
<td>Least practical</td>
</tr>
<tr>
<td>Expensive</td>
<td>Less expensive</td>
<td>Least expensive</td>
</tr>
</tbody>
</table>

b. There are irregular adjectives for comparative and superlative degree.

The lists of the irregular adjectives for comparative and superlative degree showed in the table 2.7 bellow:

**Table 2.8**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Better</td>
<td>Best</td>
</tr>
<tr>
<td>Bad</td>
<td>Worse</td>
<td>Worst</td>
</tr>
<tr>
<td>Little</td>
<td>Less</td>
<td>Least</td>
</tr>
<tr>
<td>Many</td>
<td>More</td>
<td>Most</td>
</tr>
<tr>
<td>Much</td>
<td>More</td>
<td>most</td>
</tr>
<tr>
<td>Far</td>
<td>Farther / further</td>
<td>Farthest / furthest</td>
</tr>
<tr>
<td>Old</td>
<td>Elder</td>
<td>Eldest (for persons)</td>
</tr>
<tr>
<td>Old</td>
<td>Older</td>
<td></td>
</tr>
</tbody>
</table>

---

54 [http://www.esldesk.com/grammar/adjectives](http://www.esldesk.com/grammar/adjectives)
56 Silvester Goridus Skur, *Complete English*..., p. 325
c. It is with a few two syllable adjectives, both kinds of comparative with suffix –er or prefix more and superlative with suffix –est or prefix most.\textsuperscript{57}

From the statement above, Table 2.8 shows the list of the adjectives with two syllables both comparative and superlative that formed by adding prefix more/most and suffix –er/-est.

\begin{table}[h]
\centering
\caption{Adjectives with two syllables both comparative and superlative that formed by adding prefix more/most and suffix –er/-est}
\begin{tabular}{|l|l|l|l|}
\hline
Positive & Comparative & Superlative \\
\hline
Common & Commoner & More common & Commonest & Most common \\
Clever & Cleverer & More clever & Cleverest & Most clever \\
Gentle & Gentler & More gentle & Gentlest & Most gentle \\
Hollow & Hollower & More hollow & Hollowest & Most hollow \\
Bitter & Bitterer & More bitter & Bitterest & Most bitter\textsuperscript{58} \\
Tender & Tenderer & More tender & Tenderest & Most tender \\
Narrow & Narrower & More narrow & Narrowest & Most narrow \\
Shallow & Shallower & More shallow & Shallowest & Most shallow \\
Simple & Simpler & More simple & Simplest & Most simple \\
Quiet & Quieter & More quiet & Quietest & Most quiet\textsuperscript{59} \\
\hline
\end{tabular}
\end{table}

\textsuperscript{57} Michael Swan, \textit{Practical English…}, p. 144
CHAPTER III
RESEARCH METHODOLOGY

This chapter deals with research methodology consisting of research design, place and time of study, research method, population and sample, the instrument of research, the technique of data collecting, and the technique of data analysis.

H. Research Design

The research design of this study is quantitative research about analyzing the students’ difficulties in learning degrees of comparison at second grade students of SMP Dua Mei Ciputat and also observing about the teaching-learning process in the classroom. It is called a quantitative research because the writer used some numerical data which is analyzed statistically.

This study is aimed at observing and analyzing about (1) the teaching-learning process in the classroom that conducted by the English teacher, (2) the students’ difficulties in learning degrees of comparison.

I. Place and Time of Study

The writer held the research at Eight Grade Students of SMP Dua Mei, which is located on Jl. H. Abdul Ghani No. 135 Cempaka Putih, Ciputat Timur, Tangerang Selatan. The writer did the research on January 4th, 2010.

J. Research Method

In collecting data, the writer did field research, supported by library and internet studies. Through the library, the writer finds out the materials that are related to the topic.

58 The syllabus Team of KMI, *English Grammar 1…*, p. 43
On Internet, the writer browses some articles that are related with the topic discussed and mentioned as references.

At the last of the field research, the writer conducted an experiment at VIII grade of SMP Dua Mei by giving the test to the students.

K. Population and Sample

The object of the research is the Eight Grade Students of SMP Dua Mei Ciputat. There are 78 students for second grade of SMP Dua Mei Ciputat which are divided into two classes called 8.1 and 8.2. There are 39 students for 8.1 class and also 39 students for 8.2 class.

The writer took 8.1 class which consists of 39 students, but she only took 36 students from 39 students because the rest of them were absent.

E. The Instrument of Research

To get the data in this research, the writer uses two instruments that consist of observation and English test to complete the data that are needed for this study. The observation is used to observe the teaching learning process that is conducted by the English teacher in the classroom.

The test is used to know what are the difficulties faced by the students in learning degrees of comparison. In this research, the writer gave the test about comparative and superlative degree of adjective. The test consists of 30 items. 10 items consist of comparative degree and 10 items consist of superlative degree, the forms of the test are in the form of multiple choices. And the rest of 10 items are from the usage of comparative and superlative degrees which consist of 5 items for usage of comparative and 5 items for usage of superlative degree, those items are filling the blanks and completing the sentence.

F. The Techniques of Data Collecting

In completing the data, the writer used some techniques of data collecting such as:
a. **English test score**

In this technique, the writer gave the test about the degrees of comparison that is aimed to know the students’ achievement after learning it and also to know their difficulties in making or combining the sentences about degrees of comparison.

b. **Observation**

In this technique, the researcher did not participate in the teaching-learning activity. She came into the classroom as merely an observer and focused her attention on the teacher’s activities and explanation that was done in the classroom.

G. **The Techniques of Data Analysis**

The techniques of data analysis consist of data from observation and English test were analyzed in some ways as presented bellow:

1. **Data from Observation**

   The data from the observation is to analyze the teaching-learning process that was conducted by the English teacher in the classroom.

2. **Data from Test**

   In analyzing the data from the test, the writer used the descriptive technique. The descriptive technique is analysis which is aimed to describe and analyze the difficulties that is faced by the students of SMP Dua Mei Ciputat; it is described in the table of percentage which is using the formula as follows:

   \[
   P = \frac{F}{N} \times 100\%
   \]
After getting the frequency and percentage of difficulty, the writer analyzed the average score by using formula:

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

Note:

- \( P \) = Percentage
- \( F \) = Frequency of false answer
- \( N \) = Number of sample
- 60 = Number of item test

---

60 Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2007), p. 43
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents and discusses the findings of the research based on the data obtained during the research. It involves of data description, data analysis, and data interpretation.

D. Data Description

The writer gave two types of test to the students to take the score about making the comparison, the tests are including:

a. Form

This test is to test the students’ ability how to make the comparative and superlative degree dealing with the pattern.

b. Usage

This test is to test the students’ ability whether they are able to distinguish the usage of comparative and superlative degree or not.

Table 4.1
Tested Area of Form and Usage

<table>
<thead>
<tr>
<th>No</th>
<th>Tested Area</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></td>
<td>• Comparative form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Add –r: adjective with one syllable ending in -e</td>
<td>1, 8</td>
</tr>
<tr>
<td></td>
<td>b. Syllable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Add prefix more: adjective with 3 syllable</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Add suffix -er: adjective with 1 syllable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Add than after the adjective</td>
<td>6</td>
</tr>
</tbody>
</table>

Continue to the next page
d. Double the final consonant and add –er: adjective with 1 syllable ends in 1 vowel and 1 consonant (except w, x, or y)  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3, 9</td>
</tr>
</tbody>
</table>

e. Change –y to –I and add –er: adjective with 2 syllables and ends in –y  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4, 10</td>
</tr>
</tbody>
</table>
f. Add be  

g. Irregular adjective  

(11 – 20)  

11, 19  

- **Superlative form**  

  a. Add –st: adjective with 1 syllable and ends in –e  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

b. Syllable  

- Add prefix most: adjective with 3 syllable  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

- Add suffix -est: adjective with 1 syllable  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13, 14, 15</td>
</tr>
</tbody>
</table>

c. Add the before adjective  

d. Double the final consonant and add –est: adjective with 1 syllable ends in 1 vowel and 1 consonant (except w, x, or y)  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14, 17</td>
</tr>
</tbody>
</table>

e. Change –y to –I and add –est: adjective with 2 syllables and ends in –y  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15, 20</td>
</tr>
</tbody>
</table>
f. Add be  

g. Irregular adjective  

(21 – 30)  

21, 23, 25, 29, 30  

- Comparative usage  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22, 24, 26, 27, 28</td>
</tr>
</tbody>
</table>

- Superlative usage
<table>
<thead>
<tr>
<th>No</th>
<th>Student</th>
<th>Score A</th>
<th>Score B</th>
<th>Score C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Student 4</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Student 5</td>
<td>5</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Student 6</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Student 7</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>Student 8</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>Student 9</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Student 10</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Student 11</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Student 12</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>Student 13</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td>Student 14</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>15.</td>
<td>Student 15</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>16.</td>
<td>Student 16</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>17.</td>
<td>Student 17</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>18.</td>
<td>Student 18</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>19.</td>
<td>Student 19</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>20.</td>
<td>Student 20</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21.</td>
<td>Student 21</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>22.</td>
<td>Student 22</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>23.</td>
<td>Student 23</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>24.</td>
<td>Student 24</td>
<td>8</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>25.</td>
<td>Student 25</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>26.</td>
<td>Student 26</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>27.</td>
<td>Student 27</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
28. Student 28 5  7  1
29. Student 29 1  3  3
30. Student 30 2  3  2
31. Student 31 2  3  1
32. Student 32 3  2  1
33. Student 33 2  4  1
34. Student 34 2  5  1
35. Student 35 4  1  0
36. Student 36 1

<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>26</td>
<td>72.22%</td>
</tr>
<tr>
<td>2.</td>
<td>Comparative</td>
<td>2</td>
<td>11</td>
<td>30.55%</td>
</tr>
</tbody>
</table>

Note:

: The score of comparative form Score A
: The score of superlative form Score B
: The usage score of degrees of comparison (comparative and superlative) Score C

B. Data Analysis

The data analysis of the difficulty frequency of form and usage of degrees of comparison are listed in the table bellow:

c. The form of degrees of comparison
To find out of the whole average is by using the formula as follows:

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

\[
= \frac{274}{36 \times 10} \times 100\%
\]

\[
= \frac{27400}{360}
\]

\[
= 76.11\%
\]

The table shows that is 76.11% students who got the difficulty in the form of comparative degree. The specific difficulty will be showed in the table bellow.

<table>
<thead>
<tr>
<th>No</th>
<th>Comparative Types</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Comparative</td>
<td>3</td>
<td>27</td>
<td>77.14%</td>
</tr>
<tr>
<td>4</td>
<td>Comparative</td>
<td>4</td>
<td>33</td>
<td>91.66%</td>
</tr>
<tr>
<td>5</td>
<td>Comparative</td>
<td>5</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>Comparative</td>
<td>6</td>
<td>22</td>
<td>61.11%</td>
</tr>
<tr>
<td>7</td>
<td>Comparative</td>
<td>7</td>
<td>31</td>
<td>86.11%</td>
</tr>
<tr>
<td>8</td>
<td>Comparative</td>
<td>8</td>
<td>33</td>
<td>91.66%</td>
</tr>
<tr>
<td>9</td>
<td>Comparative</td>
<td>9</td>
<td>24</td>
<td>66.66%</td>
</tr>
<tr>
<td>10</td>
<td>Comparative</td>
<td>10</td>
<td>31</td>
<td>86.11%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>274</td>
<td>763.22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>----------</td>
</tr>
<tr>
<td>1.</td>
<td>Add –r</td>
<td>1</td>
<td>26</td>
<td>72.22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>33</td>
<td>91.66%</td>
</tr>
<tr>
<td>2.</td>
<td>Double consonant</td>
<td>3</td>
<td>27</td>
<td>77.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>24</td>
<td>66.66%</td>
</tr>
<tr>
<td>3.</td>
<td>Add than</td>
<td>5</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>26</td>
<td>72.22%</td>
</tr>
<tr>
<td>4.</td>
<td>Change –y to –l and add –er</td>
<td>4</td>
<td>33</td>
<td>91.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>31</td>
<td>86.11%</td>
</tr>
<tr>
<td>5.</td>
<td>Syllable</td>
<td>2</td>
<td>11</td>
<td>30.55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>22</td>
<td>61.11%</td>
</tr>
<tr>
<td>6.</td>
<td>Irregular comparative</td>
<td>5</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Add be</td>
<td>3</td>
<td>27</td>
<td>77.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>24</td>
<td>66.66%</td>
</tr>
</tbody>
</table>

From the data above, it can be explained that in the comparative type of adding –r there are 26 (72.22%) students who had the difficulty for item number 1 and 33 (91.66%) students who had the difficulty for item number 8. In the comparative type of double consonant there are 27 (77.14%) students who had the difficulty for item number 3 and 24 (66.66%) students who had the difficulty for item number 9. In the comparative type of adding than there are 36 (100%) students who had the difficulty for item number 5 and 26 (72.22%) students who had the difficulty for item number 1. In the comparative type of change –y to –l and add –er there were 33 (91.66%) students who had the difficulty for item number 4 and 31 (86.11%) students who had the difficulty for item number 10. In the comparative type of syllable there are 11 (30.55%) students who had the difficulty for item number 2 and 22 (61.11%) students who had the difficulty for item number 6. In the comparative type of irregular there are 36 (100%) students who had the difficulty for item number 5 and 31 (86.11%) students who had the difficulty for item number 7. In the comparative type of adding be there are 27
(77.14%) students who had the difficulty for item number 3 and 24 (66.66%) students who had the difficulty for item number 9.

Table 4.5
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>15</td>
<td>41.66%</td>
</tr>
<tr>
<td>2.</td>
<td>Superlative</td>
<td>12</td>
<td>28</td>
<td>77.77%</td>
</tr>
<tr>
<td>3.</td>
<td>Superlative</td>
<td>13</td>
<td>22</td>
<td>61.11%</td>
</tr>
<tr>
<td>4.</td>
<td>Superlative</td>
<td>14</td>
<td>29</td>
<td>80.55%</td>
</tr>
<tr>
<td>5.</td>
<td>Superlative</td>
<td>15</td>
<td>22</td>
<td>61.11%</td>
</tr>
<tr>
<td>6.</td>
<td>Superlative</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Superlative</td>
<td>17</td>
<td>16</td>
<td>44.44%</td>
</tr>
<tr>
<td>8.</td>
<td>Superlative</td>
<td>18</td>
<td>27</td>
<td>75%</td>
</tr>
<tr>
<td>9.</td>
<td>Superlative</td>
<td>19</td>
<td>23</td>
<td>63.88%</td>
</tr>
<tr>
<td>10</td>
<td>Superlative</td>
<td>20</td>
<td>32</td>
<td>88.88%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>234</td>
<td>649.95%</td>
</tr>
</tbody>
</table>

To find out of the whole average is by using the formula as follows:

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

\[ \frac{234}{36 \times 10} \times 100\% = \frac{23400}{360} = 65\% \]
The table shows that 65% students who got the difficulty in the form of superlative degree. The specific difficulty will be showed in the table below.

Table 4.6
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>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Add –st</td>
<td>11</td>
<td>15</td>
<td>41.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>23</td>
<td>63.88%</td>
</tr>
<tr>
<td>2.</td>
<td>Double consonant</td>
<td>12</td>
<td>28</td>
<td>77.77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>20</td>
<td>55.55%</td>
</tr>
<tr>
<td>3.</td>
<td>Add article the</td>
<td>13</td>
<td>14</td>
<td>80.55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>22</td>
<td>61.11%</td>
</tr>
<tr>
<td>4.</td>
<td>Change –y to –l and add –est</td>
<td>14</td>
<td>29</td>
<td>80.55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>16</td>
<td>44.44%</td>
</tr>
<tr>
<td>5.</td>
<td>Syllable</td>
<td>13</td>
<td>22</td>
<td>61.11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>27</td>
<td>75%</td>
</tr>
<tr>
<td>6.</td>
<td>Irregular superlative</td>
<td>15</td>
<td>22</td>
<td>61.11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>32</td>
<td>88.88%</td>
</tr>
<tr>
<td>7.</td>
<td>Add be</td>
<td>15</td>
<td>22</td>
<td>61.11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>20</td>
<td>55.55%</td>
</tr>
</tbody>
</table>

From the table above, it can be explained that in the superlative type of adding –st there are 15 (41.66%) students who had the difficulty for item number 11 and 23 (63.88%) students who had the difficulty for item number 19. In the superlative type of double consonant there are 28 (77.77%) students who had the difficulty for item number 12 and 20 (55.55%) students who had the difficulty for item number 16. In the superlative type of adding the there are 22 (61.11%) students who had the difficulty for item number 13, 29 (80.55%) students who
had the difficulty for item number 14 and 22 (61.11%) students who had the difficulty for item number 15. In the superlative type of change –y to –I and add –est there are 29 (80.55%) students who had the difficulty for item number 14 and 16 (44.44%) students who had the difficulty for item number 17. In the superlative type of syllable there are 22 (61.11%) students who had the difficulty for item number 13 and 27 (75%) students who had the difficulty for item number 18. In the superlative type of irregular there are 22 (61.11%) students who had the difficulty for item number 15 and 32 (88.88%) students who had the difficulty for item number 20. In the superlative type of adding be there are 22 (61.11%) students who had the difficulty for item number 15 and 20 (55.55%) students who had the difficulty for item number 16.

d. Distinguishing the usage of degrees of comparison

Table 4.7

General Frequency of Difficulty in 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>Comparative</td>
<td>21</td>
<td>32</td>
<td>88.88%</td>
</tr>
<tr>
<td>2.</td>
<td>Superlative</td>
<td>22</td>
<td>28</td>
<td>77.77%</td>
</tr>
<tr>
<td>3.</td>
<td>Comparative</td>
<td>23</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>Superlative</td>
<td>24</td>
<td>30</td>
<td>83.33%</td>
</tr>
<tr>
<td>5.</td>
<td>Comparative</td>
<td>25</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>6.</td>
<td>Superlative</td>
<td>26</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>7.</td>
<td>Superlative</td>
<td>27</td>
<td>14</td>
<td>38.88%</td>
</tr>
<tr>
<td>8.</td>
<td>Superlative</td>
<td>28</td>
<td>32</td>
<td>88.88%</td>
</tr>
<tr>
<td>9.</td>
<td>Comparative</td>
<td>29</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>10.</td>
<td>Comparative</td>
<td>30</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>316</td>
<td>877.74%</td>
</tr>
</tbody>
</table>

To find out of the whole average is by using the formula as follows:
The table shows that 87.77% students got the difficulty in distinguishing the usage between comparative and superlative degree. The specific difficulty will be showed in the table bellow.

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

\[
= \frac{316}{36 \times 10} \times 100\%
\]

\[
= \frac{31600}{360}
\]

\[
= 87.77\%
\]

Table 4.8
Specific Frequency of Difficulty in the Usage of Degrees of Comparison
<table>
<thead>
<tr>
<th>No</th>
<th>Types</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>1</td>
<td>Comparative</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Superlative</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Syllable</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Double consonant</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Change –y to –l and add –er</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Change –y to –l and add –est</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Add than</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Add more</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Add most</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Add article the</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Frequency of difficulty</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>88.88%</td>
</tr>
</tbody>
</table>

From the table above, there are 32 (88.88%) students who made error for the item number 21, 28 (77.77%) students who made error for the item number 22, 36 (100%) students who made error for the item number 23, 30 (83.33%) students who made error for item number 24, 36 (100%) students who made error for the item number 25, 36 (100%) students who made error for the item number 26, 14 (38.88%) students who made error for the item number 27, 32 (88.88%) students who made error for the item number 28, 36 (100%) students who made error for the item number 29, and 36 (100%) students who made error for the item number 30.
Table 4.9
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>76.11%</td>
</tr>
</tbody>
</table>
2. The form of superlative degree 65%
3. The usage of degrees of comparison (comparative and superlative) 87.77%

From the table above, the writer makes the diagram of the percentage bellow:

**Diagram 4.1**

Type and Percentage of Difficulty in Learning Degrees of Comparison

![Diagram showing comparative, superlative, and usage percentages](image)

From the diagram above, it shows there are 76.11% students who had the difficulty in the item of the comparative form, 65% in the form of superlative, and 87.77% students in the item of usage of degrees of comparison.

**C. Data Interpretation**

After analyzing the data, the writer interprets the data as follows:
1. In learning degrees of comparison of adjective, the students have more difficulties in distinguishing the usage than forming the form of comparative and superlative degree.

2. Students have many difficulties in doing the test in the form of the usage of both comparative and superlative degree. They confused which word that must be added by the prefix *more* for comparative and *most* for superlative and also the suffix *–er* for comparative and *–est* for superlative, they do not know how to change the word that is ended in *–y* and in a single vowel and consonant (except w, x, y), and they also forgot to add *be, than* for comparative and the word *the* for superlative.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion from the researcher based on the research result at SMP Dua Mei Ciputat.

C. Conclusion

Based on the data that have been collected, it can be drawn that the second grade students of SMP Dua Mei Ciputat have the difficulties in learning degrees of comparison. The difficulties are involving:

a. Form

In general, the second grade students of SMP Dua Mei Ciputat have the difficulty in making and forming the comparative form. The percentage of the difficulty is showed in the diagram there are 76.11% students who have the difficulty in making comparative and 65% students who have difficulty in making superlative forms.

b. Usage

In general, the second grade students of SMP Dua Mei Ciputat have many difficulties in distinguishing the usage of comparative and superlative degree. The percentage of difficulty is 87.77% students.

All of the students’ difficulties are caused by their lack understanding about how to make the form and to distinguish the usage of degrees of comparison both comparative and superlative and also it caused by the teacher’s unclear explanation when she explained about how to make the comparative or superlative degree especially when the adjectives are ending in –y and in the irregular forms.

From the percentage above, the writer concludes that the second grade students of SMP Dua Mei Ciputat are not very good in distinguishing the usage of comparative and superlative than making or forming the comparative and superlative forms.

D. Suggestion

There are some suggestions that can be given to teachers when teaching their students especially in teaching degrees of comparison in order to make their
students do not have the difficulty anymore. First, they should be well prepared, it means that before entering the classroom they should prepare the material that are going to be taught to the students and it is also necessary for them to find another sources to make their teaching better. Second, they should give detail and clear explanation to their students about how to make the form of comparative and superlative degree, such as: the function of be, than, and the, adding adjective only with –r (for comparative) and –st (for superlative), forming the adjective that ends in –y, forming the adjectives that have double consonant, how to use comparative with the prefix –er (for comparative), and -est (for superlative) and also suffix more (for comparative) and most (for superlative). Third, they should give the real and interesting example by comparing between the two students or things in order to make the students understand with the materials or to give the motivation in order to make them pay their attention to the teacher’s explanation. Fourth, they need to improve their method of teaching. The last, they should order the students to practice for making the comparative and superlative degree either oral or written in order to make them get into the habit of making the sentences of comparative and superlative degree.