

**AN ANALYSIS OF STUDENTS' MASTERY IN USING DEGREES OF
COMPARISON AT THE FIRST SEMESTER OF THE TENTH
GRADE OF SMK PGRI 4 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**



**A Thesis
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By

**MENTARI OKTALIA
NPM. 1211040133**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG**

2017

**AN ANALYSIS OF STUDENTS' MASTERY IN USING DEGREES OF
COMPARISON AT THE FIRST SEMESTER OF THE TENTH
GRADE OF SMK PGRI 4 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**

**A Thesis
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By

**MENTARI OKTALIA
NPM. 1211040133**

Study Program : English Education

Advisor : Iwan Kurniawan, M.Pd

Co- Advisor : M. Ridho Kholid, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2017**

ABSTRACT

An Analysis of Students' Mastery in Using Degrees of Comparison at the First Semester of the Tenth Grade of SMK PGRI 4 Bandar Lampung in the Academic Year of 2016/2017

by:
Mentari Oktalia

Grammar cannot be separated from words and sentences, because grammar is a rule to organize the words into a good sentence. Based on an interview with the English teacher at the tenth grade of SMK PGRI 4 Bandar Lampung, it was found the students still had difficulties in mastering grammar especially in using degrees of comparison. Therefore, the researcher was interested in knowing the students' mastery in using degrees of comparison at the first semester of the tenth grade of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017. In this thesis, the researcher classified students' mastery in using degrees of comparison.

In this research, the researcher used descriptive quantitative research. The subject of this research was 30 students of the tenth grade. This subject was taken by cluster random sampling technique. The data of this research were obtained by using test. The researcher analyzed the data by giving score of the student's test and computed the frequency of the students' score and the frequency's percentages of students' score classification, so that the students' mastery in using degrees of comparison could be known.

According to the result of the research, the mean score of the students was 58.37. The students' mastery in using degrees of comparison that got excellent level were 2 students by 6.67%, 6 students got good level by 20%, 12 students got fair level by 40%, 7 students got poor level by 23.33%, and 3 students got very poor level by 10%. In conclusion, the students' mastery in using degrees of comparison at the first semester of the tenth grade of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017 was categorized into fair level by mean score 58.37. The contribution of this research is that it can be a reference both for teachers and students to more practices about degrees of comparison to improve the students' mastery.

Keywords : Degrees of Comparison, Descriptive Quantitative Research.



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat: Jl. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721)703260

APPROVAL

Title **AN ANALYSIS OF STUDENTS' MASTERY IN USING DEGREES OF COMPARISON AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017.**

Student's name :Mentari Oktalia
Student's number : 1211040133
Study program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies,
Raden Intan Lampung

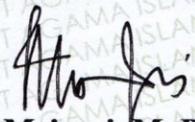
Advisor

Iwan Kurniawan, M. Pd
NIP. 197405202000031002

Co-advisor

M. Ridho Kholid, M.Pd
NIP. 198505122015031004

**The Chairperson of
English Education Study Program**


Meisuri, M. Pd
NIP. 198005152003122004



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: **AN ANALYSIS OF STUDENTS' MASTERY IN USING DEGREES OF COMPARISON AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMK PGRI 4 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**, by: **MENTARI OKTALIA NPM: 1211040133**, Study Program **English Education**, was tested and defended in the examination session held on **Thursday, January 19th 2017**.

Board of Examiners:

The Chairperson : **Bambang Irfani, M.Pd** (.....)

The Secretary : **M. Sayid Wijaya, M.Pd** (.....)

The Primary Examiner : **Dewi Kurniawati, M.Pd** (.....)

The Secondary Examiner : **Iwan Kurniawan, M.Pd** (.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**



Dr. H. Chairul Anwar, M.Pd
NIP. 19560810 198703 1 001

DECLARATION

The researcher is a student with the following identity:

Name : Mentari Oktalia

Student's Number : 1211040133

Thesis Title : An Analysis of Students' Mastery in Using Degrees of Comparison at the First Semester of the Tenth Grade of SMK PGRI 4 Bandar Lampung in the Academic Year of 2016/2017.

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, November 2016
The Researcher,

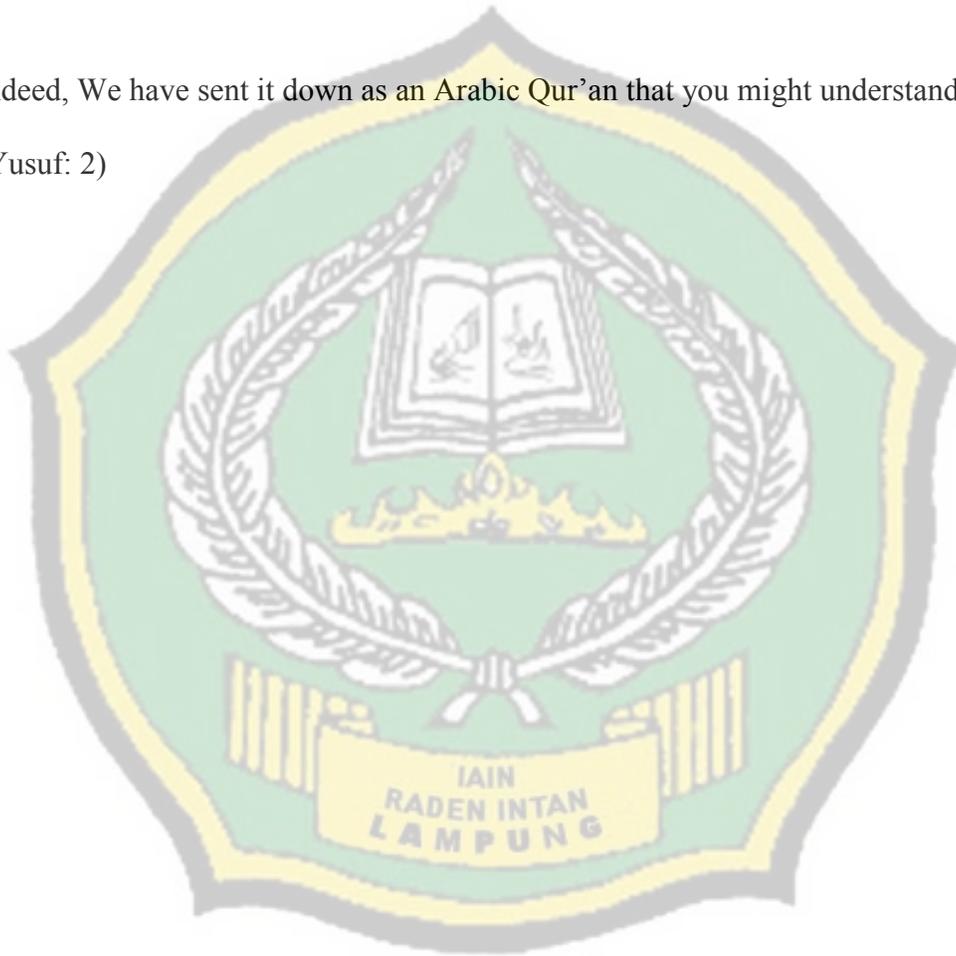
Mentari Oktalia

MOTTO

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ ﴿٢﴾

Indeed, We have sent it down as an Arabic Qur'an that you might understand.¹

(Yusuf: 2)

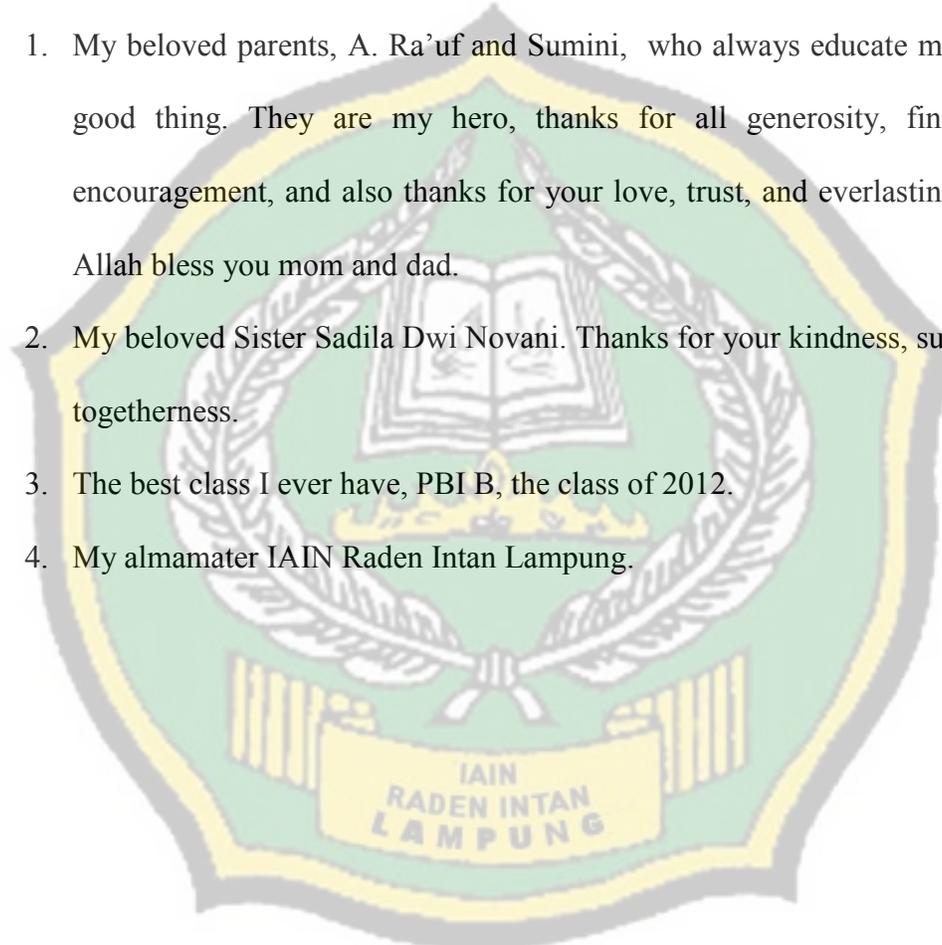


¹ Available in <http://thealquran.com/quran/Ar-Rahman/English-Abdullah-Yusuf-Ali/ayat:1-4>

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, A. Ra'uf and Sumini, who always educate me in doing good thing. They are my hero, thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.
2. My beloved Sister Sadila Dwi Novani. Thanks for your kindness, support, and togetherness.
3. The best class I ever have, PBI B, the class of 2012.
4. My almamater IAIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Mentari Oktalia. She was born in Sabah Balau on 26th October 1994. She is the first child of two children of a couple, A. Ra'uf and Sumini. She has one sister. She lives on Sabah Balau village, South Lampung regency.

The researcher began her study in Elementary School at SDN 6 Sukarame, Bandar Lampung in 2000 and graduated in 2006. She continued her study in Junior High School at SMPN 12 Bandar Lampung and graduated in 2009. After that, she continued her study at SMK PGRI 4 Bandar Lampung and graduated in 2012. After finishing her study in SMA, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies Raden Intan Lampung in 2012. At this time, she became a member of UKM Bahasa. Then, at the seventh semester, she carried on Teaching Practice Programe (PPL) at SMP N 5 Bandar Lampung and at the eighth semester, she has an experience being an English teacher.

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. May shalawat and salam always be with the Prophet Muhammad SAW who always brings us from the darkness to the lightness. Due to Him, this thesis entitled “An Analysis of Students’ Mastery in Using Degrees of Comparison at the First Semester of the Tenth Grade of SMK PGRI 4 Bandar Lampung in the Academic Year of 2016/2017” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty of IAIN Raden Intan Lampung with all staffs, who always given the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M. Pd the Chairperson of English Education Study Program of IAIN Raden Intan Lampung.

3. Iwan Kurniawan, M. Pd, the advisor for giving guidance and helping to finish this thesis.
4. M. Ridho Kholid, M. Pd, the co-advisor for his patience in improving this thesis.
5. All lecturers of the English Department of IAIN Raden Intan Lampung who has taught the researcher since the first year of her study.
6. Dra. Hj. Suryati as the headmaster of SMK PGRI 4 Bandar Lampung, Kennedy, S. Pd as the English Teacher and all teachers at SMK PGRI 4 Bandar Lampung who gave guidance and spirit in conducting this research.
7. Her parents, A. Ra'uf and Sumini. and her sister , Sadila Dwi Novani who always give their support for the researcher.
8. Her beloved friends Dewi Fitria, Dwi Atma Eti Nurwati, Mirda Septiana, and others who always give support and suggestion to the researcher in writing this research.
9. Her beloved partner Samsul Arifin who always gives support, spirit and suggestion for the researcher.
10. Her friends of English Education class of 2012, especially for all of her friends in PBI B and all of the people who helped the researcher to finish the study that cannot be mentioned one by one.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, November 2016
The researcher

Mentari Oktalia
NPM. 1211040133



TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF APPENDICES	xv
LIST OF TABLES	xvi
LIST OF FIGURE	xvii
CHAPTER I INTRODUCTION	
A. Background of The Problem.....	1
B. Identification of The Problem	6
C. The Limitation of The Problem	7
D. Formulation of the Problem.....	7
E. Objectives of the Research.....	7
F. Uses of the Research	7
G. Scope of the Research	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Teaching English as a Foreign Language	9
B. Concept of Grammar	11
C. Adjective in English.....	12
1. Definition of Adjective	12

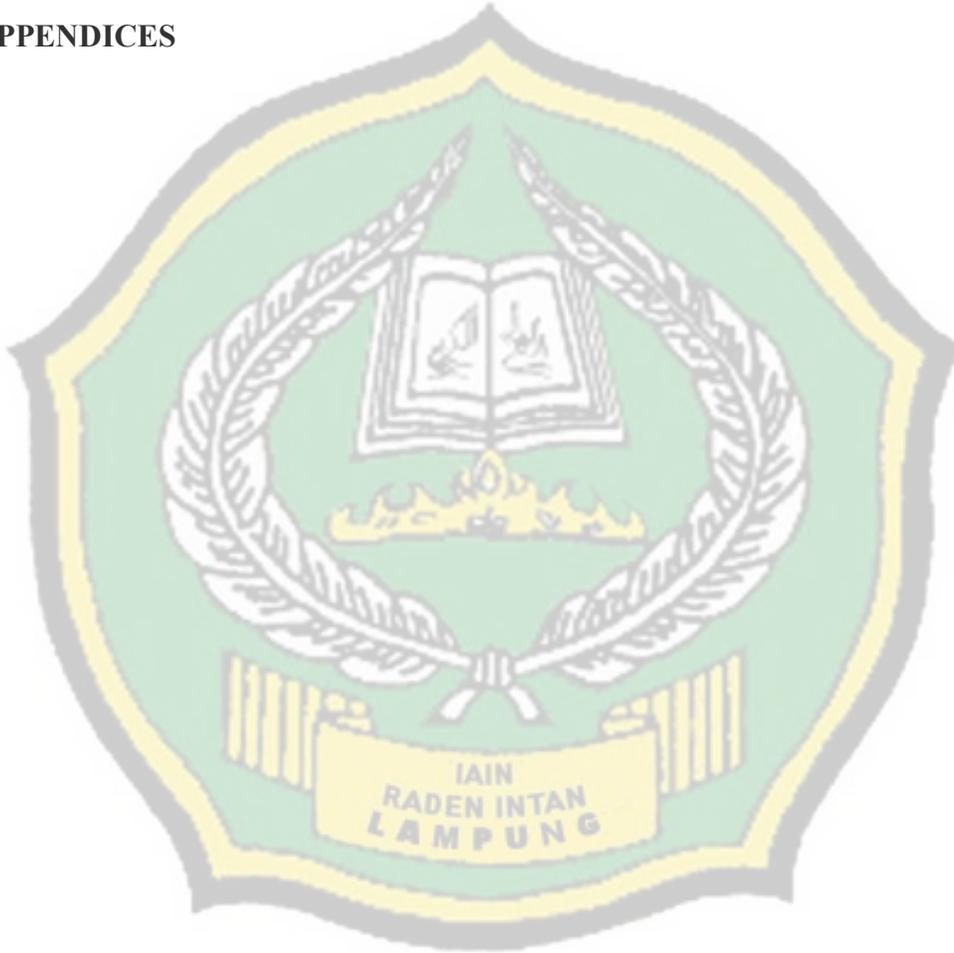
2. Types of Adjectives	14
D. Definition of Degrees of Comparison.....	18
E. Kinds and Usage of Degrees of Comparison	19
1. Positive	20
2. Comparative.....	21
3. Superlative	21
F. The Form of Adjective Comparison.....	22
 CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	30
B. Research Subject.....	31
1. Population	31
2. Sample and Sampling Technique.....	32
C. Data Collecting Technique	33
D. Research Instrument	33
E. Research Procedure	34
F. Try Out	35
G. Validity of the Test	36
H. Reliability	38
I. Data Analysis.....	39
 CHAPTER IV RESULT AND DISCUSSION	
A. General Description of SMK PGRI 4 Bandar Lampung	46
B. Research Procedure	49
C. Research Finding	51
D. Discussion	57

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 59
B. Suggestion 59

REFERENCES

APPENDICES



LIST OF APPENDICES

Appendix 1	Interview Guideline for the English Teacher	66
Appendix 2	Interview Guideline for the Students.....	68
Appendix 3	The result of Interview for the Students	69
Appendix 4	The List of Students for Validity and Reliability of Tryout Test	72
Appendix 5	Data of Sample Research	73
Appendix 6	Validation Form for Tryout Test	74
Appendix 7	Instrument for Tryout Test	75
Appendix 8	Answer Sheet for Tryout Test	80
Appendix 9	Answer Key for Tryout Test.....	81
Appendix 10	Validity for Tryout Test.....	82
Appendix 11	Reliability for Tryout Test.....	85
Appendix 12	The List of Number Code in Distributing Test	86
Appendix 13	Validation Form for Test.....	87
Appendix 14	Instrument for Test	88
Appendix 15	Answer Sheet for Test	91
Appendix 16	Answer Key for Test	92
Appendix 17	The Results of Students' Tryout Test.....	93
Appendix 18	The Results of Students' Test.....	96
Appendix 19	Syllabus of SMK PGRI 4 Bandar Lampung	97
Appendix 20	Research Activities in the Class	106

LIST OF TABLES

Table 1.1	The Student's Score of using Degrees of Comparison of SMK PGRI 4 Bandar Lampung the tenth grade in the Academic year of 2016/2017	6
Table 2.1	Positive Form in Degree of Comparison	24
Table 2.2	Comparative Form (Pattern I)	24
Table 2.3	Comparative Form (Pattern II)	26
Table 2.4	Superlative Form (Pattern I)	26
Table 2.5	Superlative Form (Pattern II)	28
Table 2.6	Irregular adjective for comparative and superlative degree	28
Table 2.7	Adjectives with two syllables both comparative and superlative that formed by adding prefix more/most and suffix -er/-est	29
Table 3.1	The population of the tenth grade students of SMK PGRI 4 Bandar Lampung	34
Table 3.2	The Item Test Classification Before Try Out Test	38
Table 3.3	The Item Test Classification After Try Out Test	38
Table 3.4	Students' score category	43
Table 3.5	The Percentage Table of Score Classification	44
Table 4.1	The List of Teachers and Staffs of SMK PGRI 4 Bandar Lampung in the Academic Year of 2016/2017	47
Table 4.2	The List of School Infrastructure	49
Table 4.3	The Result of Students' Mastery in Using Degrees of Comparison	52
Table 4.4	The Result of Students' Score	53
Table 4.5	The Percentage Result of Students' Score Classification	56

LIST OF FIGURE

Figure 4.1 The result of Students' Mastery in Using Degrees of Comparison 54

Figure 4.2 The Percentage of Students' Mastery in Using Degrees of Comparison . 57



CHAPTER I

INTRODUCTION

A. Background of the Problem

These days, science and technology grow rapidly. To deal with the development and advancement of science and technology, education must be able to adjust to the changes related to the problem and a tough challenge in improving a human resources quality. The word “education” reminds us that the focus is not only on schooling or formal education. Education also includes non-formal education that refers to any organized educational activity outside the school system, and informal education that takes place through our daily experiences and interactions with our environments.² It means that education always become an important role in human life and it can be obtained anywhere not only in schooling.

Education is a major factor in the formation of the good or bad human person. Education is about forming the whole human person to realize her or his potential and live a fulfilling life.³ In accordance with the National Education Law No.20 of 2003, education is a conscious and deliberate effort to create an ambience of learning and the learning process so that learners are actively developing the potential for him to have spiritual power of religion, self control, personality, intelligence, noble

² Charlene Tan, *Islamic Education and Indoctrination*, (New York: Routledge, 2011), p.4

³ OECD/Asian Development Bank, *Education in Indonesia: Rising to the Challenge*, (Paris: OECD Publishing), p.226

character, and also the skills needed for themselves and society.⁴ In short, education is forming the whole human person in developing their potential.

Based on the explanation above, it can be concluded that education is conceptually and practically to developing the potential of the learners. Education is a process or activity directed to changing someone's habits and attitudes.

In education, so many lessons that have been taught by a teacher at school one of them is English lesson. English has become a tool for international communication.⁵ It means English is the language of globalization, international communication, commerce and trade. English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education and economic development.⁶ It means that English is the language that has important roles and function for education and economic development.

English is an international language that has to be mastered by all people in the world because all nations use it to communicate with others. People should master English to face the global era. English is also as language of science and technology which is needed to be mastered by people to transfer knowledge, technology and culture. Most of knowledge or sources such as books are written in English. So English has important role in developing the quality of human resources.

⁴ Undang-Undang Sistem Pendidikan Nasional No. 20 thn 2003

⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, San Francisco State University, Longman, p.118

⁶ Lusi Nurhayati, Nuri Supiyati and Anita Triastuti, *TEFL Methodology (Teaching English as Foreign Language Methodology)*, (Yogyakarta: Universitas Yogyakarta, 2008), p.3

According to the explanation above, it can be inferred that learning English is important and needed by everyone both to local and international people because in fact it can help everyone in education, to interact and also cooperate successfully with other countries in the world.

English is really a foreign language for language learners in Indonesia. English has four skills; they are listening, speaking, reading, and writing. Harmer states, “the skill in English is divided into two types, receptive skills is a term used for reading and listening, while, productive skills is the term for speaking and writing.”⁷ In other words, to master English, there are four skills that should be developed. They are listening, speaking, reading and writing.

To have competence in those skills, students should have the abilities in grammar and vocabulary. As Corder in Widodo’s Journal states that grammar is taught to furnish the basis for a set of language skills: listening, speaking, reading and writing. Furthermore According to Ur in Widodo’s Journal states that grammar rules enable students to know and apply how the sentence patterns should be put together.⁸

It is clear that grammar is needed in mastering English. It makes students know how to produce good sentences and to express ideas and feelings. Without grammar, the

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Pearson Educated Limited, 2007), p.265

⁸Handoyo Puji Widodo, *Approaches and Procedures for Teaching Grammar English Teaching: Journal of Practice and Critique Volume,5, Number 1, (May 2006)*, p.122

meaning nuances can lose or cannot be submitted. It will be difficult for the students to construct a sentence and create a text. So, we should also pay attention to grammar in writing the sentence in order to carry the meaning.

Actually, there are many aspects which are discussed in English grammar; one of them is degrees of comparison of an adjective or adverb describing different level of quality, quantity, or relation. But this study is only focused on adjective. 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 learning degrees of comparison, many students still found difficulties in using degrees of comparison, especially in comparative and superlative forms. Their difficulties were sometimes still 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. It is proved by Fatmawati's thesis entitled "The Analysis on Students' Difficulties in Learning Degrees of Comparison at Second Grade Students of SMP 2 Mei Ciputat" it was found that there were 76.11% students who got the difficulty in the item of the comparative form and 65 % in the form of superlative.⁹

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 is caused by the teacher's unclear explanation when she

⁹ Lulus fatmawati, "The Analysis on Students' Difficulties in Learning Degrees of Comparison at Second Grade Students of SMP 2 Mei Ciputat," p.58

explained about how to make the comparative or superlative degree especially when the adjectives are ending in *-y* and in the irregular forms.¹⁰ It means that the students are still confused in using degrees of comparison especially in comparative and superlative form.

Moreover, in Yasa's thesis entitled "Assessing the Degree of Comparison Mastery of the Eight Grade Students of SMP Pancasila Cangu Badung in Academic Year of 2013/2014", based on the test result using degree of comparison found that there were 15% or 6 students who showed excellent, 17.50% or 7 who showed good, 40% or 16 students who showed sufficient, 17.50% or 7 students who showed insufficient, and 10% or 4 students who got poor.¹¹ It means that the ability of the eight grade of SMP Pancasila in degree of comparison mastery was sufficient.

Based on explanation above and by interviewing the English teacher in SMK PGRI 4 Bandar Lampung, Mr. Kennedy, S.Pd, he said that he has taught the students about degrees of comparison. There are three kinds of degrees of comparison are positive degree, comparative degree, and superlative degree. Positive degree is easy to understand by students, but according to Mr. Kennedy, S.Pd that most of students still had difficulties to master comparative degree and superlative degree, because the students does not understand yet about the function and form of the difference in

¹⁰ *Ibid.*,60

¹¹ I Nyoman Gede Murdana Yasa, "Assessing the Degree of Comparison Mastery of the Eight Grade Students of SMP Pancasila Cangu Badung in Academic Year of 2013/2014," p.104

using ‘er’ and ‘more’ for comparative degree and ‘est’ and ‘most’ for superlative degree.¹²

The English teacher also showed the result of the test. There were 36 students out of 60 students cannot use degrees of comparison. By looking at the fact on their test, they did many mistakes in using degrees of comparison, such as comparative and superlative. The result can be seen from the table below:

Table 1.1
The Student’s Score of Using Degrees of Comparison of SMK PGRI 4 Bandar Lampung
the Tenth Grade in the Academic year of 2016/2017

No	Score	Class		Total	Percentage
		X AK	X PM		
1	≥ 70	13	11	24	40%
2	≤ 70	17	19	36	60%
Total		30	30	60	100%

Source: The Data of Preliminary Research in SMK PGRI 4 Bandar Lampung

From the table above, we can see that there were 24 (40%) students who got a good score or over the criteria of minimum mastery (KKM) which is 70. And there were 36 (60%) students who got under the criteria of minimum mastery. It means most of the tenth grade students of SMK PGRI 4 Bandar Lampung still had difficulties in using degrees of comparison, especially to different comparative and superlative.

¹²Interview between the researcher and English teacher in SMK PGRI 4 Bandar Lampung on 26th April 2016

Based on the explanation above, the researcher was interested in analyzing the students' mastery in using degrees of comparison. Therefore, the researcher proposed a research entitle: An Analysis of Students' Mastery in using Degrees of Comparison at the First Semester of the Tenth Grade of SMK PGRI 4 Bandar Lampung in Academic Year of 2016/2017.

B. Identification of the Problem

Based on the background above, the researcher identifies the problems as follows:

1. The students' mastery in using degrees of comparison was still low.
2. The students had difficulties in using degrees of comparison.
3. The students did not understand well about the function and form degrees of comparison.

C. The limitation of the Problem

This research focused on analyzing the students' mastery in using degrees of comparison on adjective that consist of positive, comparative and superlative.

D. Formulation of the Problem

Based on the limitation above, the formulation of the problem in this research was:

How far is the students' mastery in using degrees of comparison at the first semester of the tenth grade of SMK PGRI 4 Bandar Lampung?

E. Objectives of the Research

The objective of this research was to know the students' mastery in using degrees of comparison at the first semester of the tenth grade of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017.

F. Uses of the Research

It is expected that the finding of the research can be useful:

a. Theoretically

The result of this research can give contributions for the previous theories and provide information about an analysis of students' mastery in using degrees of comparison.

b. Practically

The result of this research is to give information to the English teachers of SMK PGRI 4 Bandar Lampung about the students' mastery in using degrees of comparison.

G. Scope of the Research

The scopes of the research were:

1. Subject of the Research

The subject of this research was the students of the tenth grade at first semester of SMK PGRI 4 Bandar Lampung in the Academic Year of 2016/2017.

2. Object of the Research

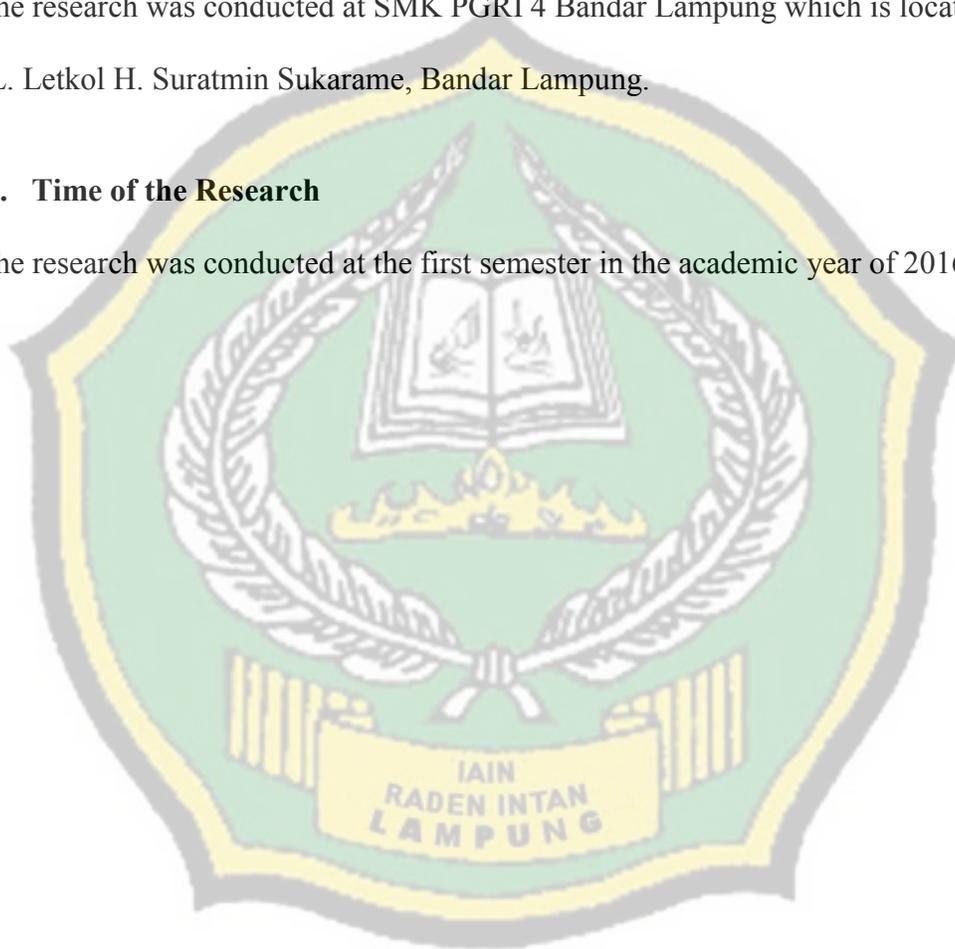
The object of this research was the students' mastery in using degrees of comparison.

3. Place of the Research

The research was conducted at SMK PGRI 4 Bandar Lampung which is located on JL. Letkol H. Suratmin Sukarame, Bandar Lampung.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2016 / 2017.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Teaching is about making a change, increase some knowledge and change someone's behavior. As said by Harmer, teaching means to give (someone) knowledge or to instructs or to train (someone), it means that to show somebody how to do something or to changes somebody's ideas.¹³ Furthermore, Brown states that Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in studying something, providing with knowledge, causing to know or understand.¹⁴ Therefore, teaching is a process of someone' activity to change someone else' behavior and it should be done by teacher based on the experience, knowledge and material preparation that the aim of teaching can be reached.

Setiyadi states, "The way to teach English as a second language is not necessarily different from the way to teach English as a foreign language."¹⁵ In fact, teaching English in the countries where English is only a foreign language may differs to teach English in the countries where English is a second language and it also differs to teach English in the countries where English is a native language.

¹³ Jeremy Harmer, *How to Teach English*, (London : Longman, 2002), p.56

¹⁴ H.Douglas Brown, *Principles of Language Learning and Teaching*, Prentice Hall Regents, New Jersey, 1994, p.7

¹⁵ Ag. Bambang Setiyadi, *Teaching Eglish as a Foreign Language*, (Yogyakarta: graham Ilmu, 2006), p.21

Most of people in United Kingdom, English is the native language. Therefore, they speak English for daily communication. While in Malaysia, English is their second language because they are not only speak their native language, but also English. Indonesian people only learn English in the class or their school. Therefore, there are only some people who speak English. In Indonesia, English is taught as the first foreign language. As a foreign language, English is not used for daily communication.

Teaching English as a foreign language is different from teaching English as second language. In teaching English as foreign language the students have a little opportunity in using English for daily communication, while in teaching English as second language the students can use English for communication freely. Broughton states, “ in a second language situation, English of the mass media: newspaper, radio, and television are largely English media.¹⁶ It means that students can express their ideas, thoughts, feelings, opinion in English not only in the classroom but also in daily life.

According to Richard and Rodger, the goal of foreign language study is to learn a language in order to read the literature or in order to take the benefit from the oriental discipline and intellectual developments that result from language study.¹⁷ It means

¹⁶ Geoffrey Broughton, *Teaching English as a Foreign Language*, (New York: University of London Institute of education, 2003), p.6

¹⁷ Richard J and Rodgers T, *Approach and Methods in Language Teaching*, (London: Cambridge University Pres, 1986), p. 3

that by learning English as foreign language the learners can get knowledge and can transfer technology by reading sources which written in English.

From the explanation above, we know that the objective of teaching and learning English as a foreign language is to facilitate the students in order to have skills and ability. So, to achieve the purpose above it is really depend on the developing their students in learning English besides they should their knowledge by themselves of find the knowledge.

B. Concept of Grammar

According to Thornburry, grammar is a description of the rules that governs how a language sentences are formed.¹⁸ In addition, Harmer states that grammar is the way words are formed—and can change their form in other to express different meaning is also at the heart of grammatical knowledge.¹⁹ It means that not only to arrange the words in grammatically correct, grammar is also used to get the understanding of the meaning of the sentences.

Brown defines grammar is the system of rules governing the conventional arrangement and relationship of words in sentence.²⁰ Grammar as the system of rules will be formed and put together to make sentence. By the rule of this system, it will

¹⁸ Scott Thornburry, *How to Teach Grammar*, (Edinburgh Gate: Pearson Education Limited, 1999), p.1

¹⁹ Jeremy harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2007), p.32.

²⁰ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New Jersey: Longman, 2001), p.362

help readers, listeners, and viewers to catch the meaning of the sentences in utterance that the writer or speaker produced.

Based on the definitions of grammar above, the researcher concludes that grammar is the component of language to help the user produce the word and to make meaningful sentence or information. Grammar refers to the rules about how to speak and write in language. Every language that people produce has grammar. It means that every language has different grammar. English grammar is different from Indonesian grammar. So, if the students study English, they also have to study English grammar because grammar cannot be separated from words and sentence. It is a rule of organize the word into understand sentence.

C. Adjective in English

1. Definition of Adjective

Adjective is a part of grammar, it includes in the part of speech which function to know the condition of a language. Frank states that “the adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well”.²¹

For example: That’s an interesting idea.

My mother is beautiful.

²¹ Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey: Prentice Hall, Inc, 1972), p.109

According to Howard, adjective describe nouns and pronouns. They give you more information about people, places, and things.²² Parrot states that adjective is often called “describing words” because they provide information about the qualities of something described in a noun, a noun phrase, or clause.²³

For Examples:

A noun : An old film

A noun phrase : An interesting experience for everyone

Clause : The house that I want to buy is quite expensive.

From the definitions above, the researcher infers that adjective is a word used to describe or give more information about a noun or pronoun. In other words, adjective is a describing word in a noun, a noun phrase, or clause.

2. Types of Adjectives

According to Frank, types of adjective consist of determiners and descriptive adjective.²⁴

a. Determiners

Determiners consist of a small group of structure words without characteristic form.

- 1) Articles –**the, a, and an**. 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

²² Howard Sargeant, *Basic English Grammar for English Language Learners*, (United States: Saddleback Educational Publishing, 2007), p.32

²³ Martin Parrott, *Grammar for English Language Teachers*, (UK: Cambridge University Press, 2000), first ed, p.18

²⁴ Marcella Frank. Op. Cit. p.109

one. *The* is called the definite 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 book we need.

- 2) Demonstrative adjectives –**this**, plural **these**
that, plural **those**

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.

- 3) Possessive adjectives is the adjective used to show the possession, for example:

This is my pen.

Her father has gone.

They ride their horses

- 4) Numeral adjectives, it is an adjective which shows some exact number. It has two kinds:

a) 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.

b) 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.

5) Adjectives of indefinite quantity, it is an adjective which shows number of some kinds without saying precisely what the number is, such as: all, many, some, few, much, any, enough, etc.

For Example:

Not all men are happy.

Many people are poor.

Some books are good.

Few visitors come here.

You have much money.

I don't eat any cake.

She had enough clothes and sufficient food.

6) Relative and interrogative adjectives –whose, what, which

a) 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), such as what and whose, for example:

The woman whose car I want to buy is my old friend.

It matters not what rank he has.

b) Interrogative adjective is used to ask a question. For example:

Which language has Jones studied?

What time is it now?

b. Descriptive adjective

Descriptive adjectives usually indicate an inherent quality (**beautiful, intelligent**), or a physical state such as age, size, color. Inflectional and derivational endings can be added only to this type of adjective.

Some descriptive adjectives take the form of:

- 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, French, and Shakespearian.

For example:

Indonesian language.

English lesson.

The Atlantic Coast.

A French dish.

A Shakespearian play.

2) Participial adjectives 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, such as: amazing, interesting, charming, frightening, confusing, tiring, annoying, exciting, astonished, horrifying, disturbing, embarrassing, surprising, amusing, disappointing, concerning, disgusting, convincing, etc.

For example:

The gleaming stars are beautiful.

That is a disappointing experience.

Working hard every day is tiring.

Andi told me that he had an interesting book.

She is a charming girl in her class.

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), such as: bored, tired, amused, fallen, broken, disgusted, worried, relaxed, satisfied, spoiled, exhausted, discouraged, challenged, pleased, fascinated, shocked, interested, etc.

For example:

The boy is discouraged.

My brother has a spoiled child.

A broken limb of the tree has fallen.

Do you feel worried about them?

After working out, I am so exhausted.

John was disgusted by the news report.

3) Adjective compounds are one that consists of two or more words joined together, either by the hyphen or solidly. Compound used as adjectives lend themselves to compact and integrated expression of information.

a. with participles –a good- looking girl, a heart-breaking story. In addition, for past participle –a turned-up nose, ready-made clothes, new-born kittens, etc.

b. with –*ed* added to nouns functioning as the second element of a compound.

The first element is usually a short adjective –absent-minded, ill-tempered, far-sighted, etc.

Such compounds are especially common with nouns that denote parts of the body- left-handed, kind-hearted, blue-eyed, barefooted (or barefoot). There are the types of adjectives in English.

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.

There are called degrees of comparison that consists of positive degree, comparative degree and superlative degree.

D. Definition of Degrees of Comparison

To get the general understanding about degrees of comparison, it is better to describe what comparison is. 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. Often such similarity or difference is expressed in terms of degree, extent, or quantity.²⁵ Therefore, comparison is the most important English construction which is used to express similarities or differences of degree or extent.

The degrees of comparison are known as the positive, the comparative, and the superlative. (Actually, only the comparative and superlative show degrees.) We use the comparative for comparing two things and the superlative for comparing three or more things.²⁶ Furthermore, According to Martin Parrot, comparatives are adjectives and adverbs that end in –er. (e.g. bigger, richer, faster) and superlatives are adjectives and adverbs that end in –est. (e.g. biggest, richest, fastest).²⁷ It means that degrees of comparison are used for comparing two or more things, person or place to denote different level of them.

Based on the definitions stated above, the researcher infers that comparison is a process of comparing people, things, or places through the level of quality or quantity. It is formed from adjective and adverb. But this research is only focused on

²⁵ Marianne Celce-Murcia and Dianne Larsen-Freeman, *The Grammar Book: An ESL / EFL Teacher's Course*, (USA: Heinle & Heinle Publishers, Inc, 1999), p.717

²⁶ <http://grammar.ccc.commnet.edu/grammar/adjectives.htm>

²⁷ Martin Parrot, *Op. Cit.*, p.79

comparison of adjectives. Therefore, comparison of adjective is the modification of an adjective to denote different level of quality or quantity.

E. Kinds and Usage of Degrees of Comparison

Adjective have three degrees of comparison, such as: positive, comparative and superlative. Each kind has different form and usage. The explanation of those three kinds of degrees of comparison will clearly discussed as follows:

1) Positive

Positive degree is the most basic form of the adjective, positive because it does not relate to any superior or inferior qualities of other things. Positive refers to the quality of one person or thing. It is simply the adjective form. Marcella says that positive degree is two units are compared to an equal degree.²⁸ In addition, Krohn state that the positive form As as is used with adjectives.²⁹ On the other hand, we can use as + adjective + as for comparing two persons or things that have the similarity of quality or quantity.

For example:

Meisya is *as thin as* Lisa.

My mother is *as old as* my father.

²⁸ Marcella Frank, *Op. Cit.*, p. 118

²⁹ Robert Krohn, *English Sentence Structure*, (United States: The University of Michigan Press, 1971), p. 159

2) Comparative.

The comparative degree denotes a greater amount of a quality relative to something else. Zandvoort and Van Ek state that the comparative is when two person or things (or two groups of persons or things) are compared or constricted as bearers of a certain quality.³⁰ Murphy says that the comparative form is *-er* or *more* that is used adjective and adverb.³¹ Comparative degree is used to compare two person, places or things.

For example:

Neo is *taller than* Tirta.

This novel is *more interesting* than that one.

3) Superlative

Superlative degree is used to stress the highest degree of quality for more than two objects compared. It is the highest or lowest degree of quality when more than two persons or things are compared. The superlative is used to compare somebody or something with the whole group that she or he or it belongs to.³² Murphy says that the superlative use **the** with *-est* or *-most* to form the superlative of adjective and adverbs.³³

For example:

Bob is *the tallest* boy in the club.

³⁰ W. Zandvoort and J.A. Van Ek, *A Handbook of English Grammar*, (London: Longman Group Limited, 1980), 7th edition, p.188

³¹ Raymond Murphy, *English Grammar in use*, (Jakarta: Erlangga, 2001), p. 208

³² Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 1975), p.115

³³ Raymond Murphy, *English Grammar in Use: a self-study reference and practice book for intermediate students*, (Cambridge: Cambridge University Press, 1987), 6th ed, p.208

These bags are *the most expensive* of all.

Based on the explanation above, there are three kinds degrees of comparison namely positive degree, comparative degree, and superlative degree and every kinds of it has a different function. Positive degree is when two person, things or place are compared to an equal degree. While, comparative degree is used to denotes a greater amount of a quality to something else and superlative degree is used to stress the highest degree of quality for more than two objects compared.

F. Form of Adjective Comparison

We have to know the correct form for specific adjective word, to make the comparison of adjective. Moreover, form the degrees of comparison of adjective, we need to know the inflection or addition ways of adjective. Whether it is added by *-er* or *-est* at the end of adjective, or preceded more- or most-before it. It depends on the length of the adjective word and on the syllable.

As the researcher stated before, that the comparison is used in this form is about adjective comparison. So in making the pattern of comparison, the researcher focuses on the adjective form.

Here are the patterns:

1. Positive degree.

The way to declare that an object or a person in a state with the others by using the positive form of adjective as follows:

Adding *as* before and after the adjective.

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

Table 2.1
Positive Form

The Formula	Example
Subject + be + as + adjective + as	Riko is <i>as clever as</i> Pandu.
Subject + be + not + as + adjective + as	This television is <i>not as expensive as</i> that television.

2. Comparative degree

The way to compare two things, persons or places is by using the comparative form of adjective as follows:

- a. Adjective + *-er* + *than*
- b. More + adjective + *than*³⁴

To make it clear, see the table 2.2 below:

Table 2.2
Comparative Form

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

Adjective	Rule	Adjective word	Comparative Form (example)
1) Adjectives with one syllable		Safe	Saving money in the bank is
a) Ending in <i>-e</i>	Add <i>-r</i>		safer than in the home.

³⁴ Mark Foley & Diane Halla, *Advanced Learners' Grammar: Self-Study Reference and Practice Book with Answers*, (London: Longman, 1988), p.224

			Dimas is braver than Eni.
		Brave	His bag is larger than mine.
		Large	
			An elephant is bigger than a rat.
b) Ending in a single vowel + a consonant (except w, x, and y)	Double the final consonant and add –er	Big Hot Thin	Today is hotter than yesterday. Rinna’s book is thinner than erda’s book.
c) Ending in a consonant + y	Change y to I and add –er	Dry	Your hair is drier than her hair.
d) All others	Add –er	Young Tall Cheap	You are younger than your father. Lisa is taller than her sister. A pen is cheaper than a handphone.
2) Adjective with two syllable ending in –y	Change –y to –I and add –er	Lucky Lazy busy	Putri is luckier Heni. Lidya is Lazier than Linda. Ryo is busier than Irma.

To make the degree 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 2.3

Comparative Form
Pattern II: More + Adjective + than

Adjective	Rule	Adjective Word	Comparative Form
Adjective with two or more syllables and don't end in -y	Add more before adjective	Patient	Tanty is more patient than Irma.
		Expensive	The hamburger is more expensive than the hot dog.
		Interesting	English is more interesting than mathematics.

3) Superlative degree

- The pattern using:
- The + adjective + suffix -est
 - The most + adjective³⁵

To make it clear, the researcher gives the examples about the previous form in the table 2.4 below:

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

Adjective	Rule	Adjective word	Superlative Form (example)
-----------	------	----------------	----------------------------

1. Adjectives with one syllable

a) Ending in -e	Add -st	Wise	My father is the wisest man in my house.
		Nice	Clarissa is the nicest girl in

³⁵ Mark Foley & Diane Halla, *Loc. Cit.*

my class.

b) Ending in a single vowel + a consonant (except w, x, and y)	Double the final consonant and add –est	Wet Fat Slim	My T-shirt is the wettest of all my clothes. Peter is the fattest boy I've ever met. Luna Maya is the slimmest Indonesian artist.
c) Ending in a consonant + y	Change y to I and add –est	Dry	Your hair is the driest of all.
d) All others	Add –est	Short High Clean	Max is the shortest boy in the class. Mount Everest is the highest mountain in the world. The mosque is the cleanest place of all.
2. Adjective with two syllable ending in –y	Change –y to –I and add –est	Funny Pretty	Olga syahputra is the funniest actor I've ever seen. Her cat is the prettiest of the three.

Adapted from Mark Foley and Dianne Hall in their book Advanced Learners' Grammar

To make the superlative form that added by the prefix most, the table 2.6 below gives the rules and the examples:

Table 2.5
Superlative Form
Pattern II: The most + Adjective

Adjective	Rule	Adjective Word	Comparative Form
Adjective with two or more syllables and don't end in -y	Add the most before adjective	Generous	John is the most generous of all the people I know.
		Diligent	Ikhwa is the most diligent girl in her family.
		Difficult	Mathematic is the most difficult lesson I had learnt.

- a. There are a few are compared irregularly.³⁶ The lists of the irregular adjectives for comparative and superlative degree showed in the table 2.6 bellow:

Table 2.6
Irregular adjective for comparative and superlative degree

Positive	Comparative	Superlative
----------	-------------	-------------

Good	Better	Best
Bad	Worse	Worst
Far	Farther / further	Farthest / furthest
Little	Less	Least
Many	More	Most
Much	More	most
Old	Elder / Older	Eldest / Oldest

³⁶ Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey: Prentice Hall, Inc, 1972), p.120

c. The rules for adjectives of *two syllables* are more complicated. Some adjectives form the comparative and superlative with **-er, -est**, some with **more, most**, others in either of these ways.³⁷

From the statement above, Table 2.7 shows the list of the adjectives with two syllables both comparative and superlative that formed by adding prefix more/most and suffix -er/-est.

Table 2.7
Adjectives with two syllables both comparative and superlative that formed by adding prefix more/most and suffix -er/-est

Two-syllable adjectives with -er, -est	Two-syllable adjectives with more, most	Two-syllable adjectives with -er, -est or more, most (The -er, -est forms are less formal)
1. Adjectives ending in -ple, -ble , occasionally -tle, -dle	1. Most adjectives ending in derivational suffixes: -ous, -ish, -ful, -ing, -ed , etc.	1. Adjectives ending in:
Simpler	More famous	-er cleverer
Nobler	More useful	Tenderer
Humbler	More childish	Bitterer
Subtler	More interesting	-ow narrower
Idler	More tired	Shallower
		Mellower
		-some handsomer
		Wholesome
		lonesomer

³⁷ *Ibid*, p. 119

2. Many adjectives ending in **-ct, -nt, -st**

More exact
More recent
More honest
More urgent

2. Others
Stressed on first syllable:

Pleasenter,
crueler, quieter,
stupider,
commoner

Stressed on second syllable:

Politer,
profounder,
remoter,
obscurer,
sincerer, severer,
securer

From the explanation above, it can be concluded that every kinds of degrees of comparison has different form according its degrees. In positive degree, the form of adjective is adding as before and after the adjective. Besides that, we can use negative form in positive degree and it only adding not before as after be. Then, there are two forms in comparative degree namely adjective + -er + than for adjective with one syllable and two syllable ending in -y and more + adjective + than for two or more syllables and don't end in -y. Last, the forms in superlative degree are the + adjective + suffix -est for adjective with one syllable and two syllable ending in -y and the most + adjective + for two or more syllables and don't end in -y. In addition, there are irregular adjective and adjective with two syllables both comparative and superlative that formed by adding prefix more/most and suffix -er/est.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive quantitative research. In this study, the researcher described the students' mastery in using degrees of comparison based on the students' test results. As Glass and Hopkins state that descriptive research can be either quantitative or qualitative. It can involve collection of quantitative information that can be tabulated along a continuum in numerical form such as score on a test or the number of times a person chooses to use a certain feature of a multimedia program.³⁸ It is supported by Dornyei who states quantitative data can be obtained in a number of ways. Furthermore he says that the most common instrument used for this purpose is the test, which has several types for example, language tests or psychological tests such as aptitude tests or personality batteries.³⁹ It means that the researcher took data accurately at the phenomena of the moment and then used number as the data to analyze what going to be known.

In this study, descriptive research was use to describe the students' mastery of the tenth grade at SMK PGRI 4 Bandar Lampung in using degrees of comparison. The researcher used quantitative data to know the students' mastery. According to Lodico

³⁸ Gene V. Glass and Kenneth D. Hopkins, *The Handbook of Research for Educational Communications and Technology*, available in <http://www.aect.org/edtech/ed1/41/41-01.html>, Accessed on (May 22nd 2016)

³⁹ Zoltan Dornyei, *Research Methods in Applied Linguistic: Quantitative, Qualitative, and Mixed Methodologies*, (Oxford: Oxford University, 1998), p.95

et.al who state that all quantitative research approaches summarize results numerically. However, the approaches differ in their goals and procedures used to collect data.⁴⁰

Based on the explanation above, it can be concluded that descriptive research can be in qualitative and quantitative research. The quantitative research is one kind of research that often use test to collect data. In this research, the researcher used descriptive quantitative research to get the data of students' mastery in using degrees of comparison from the students' test results.

B. Research Subject

1. Population

According to Sugiyono, population is a generalization region consisting of objects or subjects that have certain qualities and characteristics are determined by the researcher to be studied and then make conclusion.⁴¹ In this case, the population is the total number of students in the research. The population of this research was the tenth grade students of SMK PGRI 4 Bandar Lampung in 2015/2016 Academic Year. The population of this research consists of 60 students including of two classes, with the detail as in the following table:

⁴⁰ Marguerite G. Lodico, Dien T. Spaulding and Katherine H. Voegtelle, *Methods in Educational Research: From Theory to Practice*, (New York:1987), p.12

⁴¹ Sugiyono, *Metode Penelitian Pendidikan Kulaitatif, Kuantitatif, dan R&D*, (Alfabeta: Bandung), 2011, p. 117

Table 3.1
The population of the Tenth Grade Students of
SMK PGRI 4 Bandar Lampung⁴²

No	Classes	Students
1	X AK	30
2	X PM	30
Total		60

Source: Document of SMK PGRI 4 Bandar Lampung

2. Sample and Sampling Technique

A sample is a small proportion of population selected for observation and analysis.⁴³ It means that sample is part of individual members which is chosen to represent of the whole population. In this research, the researcher used cluster random sampling technique. The researcher used this probability sampling to give the same opportunity to the population to be a member of sample because the researcher wanted to know the students' mastery in using degrees of comparison.

The researcher chose one class by using lotteries. The researcher wrote the name of the classes at the tenth grade of first semester in a small piece of paper, and then those pieces of paper were rolled and put in the box. The box was shaken and the researcher took one piece of paper to be sample of the research.

After doing sampling technique, X AK class was out as sample of this research which consisted of 30 students. Then, X PM class as a class out of the sample which

⁴² Kennedy, *Interview for Preliminary Research*

⁴³ John W. Best and James V. Kahn, *Research in Education*, (7th ed) (New Delhi: Prentice-Hall, 1995), p. 13.

consisted of 30 students that was used to try out the try out test. (See appendix 4 on page 69 and appendix 5 on page 70)

C. Data Collecting Technique

According to Sugiyono, “Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.⁴⁴ In gathering the data, the researcher used test.

Arikunto states that test is used to know and measure the objects’ ability in a study.⁴⁵ So this research is to know the students’ mastery in using degrees of comparison. The researcher used multiple choice test to collect the data. Multiple choice test is conducted to get the data of students’ mastery in using degrees of comparison because based on the syllabus of *KTSP 2006*, the material has been taught at the tenth grade of first semester of vocational high school.

D. Research Instrument

Instrument is a tool or facility that is used by researcher to collect the data in order to get better results. There are two kinds of instruments: test and non-test instrument.⁴⁶ In this research, the instrument that used by the researcher was test. The researcher used multiple choice to know the student’ mastery in using degrees of comparison.

⁴⁴ Sugiyono, *Op.Cit.* p. 224

⁴⁵ Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta: Rineka Cipta, 2010), p. 193

⁴⁶ *Ibid*, p. 100

The researcher gave multiple choice test. The purpose of this kind of test was to measure the students' mastery in using degrees of comparison.

E. Research Procedure

The researcher used the procedures of research as follow:

1. Determining the subject of the research

In this research, the subject of the research was the students of the tenth grade of SMK PGRI 4 Bandar Lampung. The subject of the research was 30 students took out from 60 students as the population.

2. Determining the instrument of the research

The researcher determined the instrument that would be given to the students. The researcher used multiple choice test as its instrument which consisted of 30 items.

3. Administering test

The students were asked to do a test about degrees of comparison. It was multiple choice test. The researcher distributed the test and answer sheet to every students. Then, the students were required to finish the test in 60 minutes.

4. Collecting the students' work

The researcher collected the students' work after conducting the test.

5. Analyzing the data.

There were some steps to analyze the data after giving the test. There were:

- a) Checking the students' answer sheet
- b) Correcting the students' answer sheet one by one
- c) Giving the students' score by using 1 for true answer and 0 for false answer and 100 score was the highest score
- d) Determining level of each students by using level of mastery
- e) Classifying the students' level of mastery to know the frequency's percentages of students' classification by using figure
- f) Calculating the total average score of the students to conclude the category of students' mastery

F. Try Out

Try out was conducted to identify how accurate and effective the tests before they are used to collect the data of the research and to identify whether the test can be administered or not. The test instrument of the students' mastery in using degrees of comparison was tried out to the students out of the sample of the research.

In this research, after doing the try out, the researcher used validity and reliability to get the valid instrument. The researcher measured the validity and reliability by trying out the instrument to the students that had been chosen as the sample. The test specification can be seen in the table below:

Table 3.2
The Item Test Classification Before Try Out Test

No	Aspects	Distribution		Total
		Odd	Even	
	Degrees of Comparison			
1	Positive Degree			
	a. Positive comparison	1,3,5,7,9		10
	b. Negative comparison		2,4,6,8,10	
2	Comparative Degree			
	a. Use adjective + suffix-er+ than	11,13,15,17	12,14,16	20
	b. Use more +adjective + than	19,21,23	18,20,22,24	
	c. Irregular adjective	25,27,29	26,28,30	
3	Superlative Degree			
	a. Use the + adjective + suffix-est	31,33,35,37	32,34,36	20
	b. Use the most + adjective	39,41,43	38,40,42,44	
	c. Irregular adjective	45,47,49	46,48,50	
	Total	25	25	50

After trying out the test, there were found 30 items which were valid. The following table of it can be seen on the table below:

Table 3.3
The Item Test Classification after Try Out Test

No	Aspects	Distribution		Total
		Odd	Even	
	Degrees of Comparison			
1	Positive Degree			
	c. Positive comparison	1,3,5,7,9		7
	d. Negative comparison		2,10	
2	Comparative Degree			
	d. Use adjective + suffix-er+ than	13,15	12,14	13
	e. Use more +adjective + than	19,21	18,22,24	
	f. Irregular adjective	29	26,28,30	
3	Superlative Degree			
	d. Use the + adjective + suffix-est	35,37	34,36	10
	e. Use the most + adjective	39	40,42,44	
	f. Irregular adjective	49	46	
	Total	14	16	30

Furthermore, to make the distribution of the test easy, the researcher arrange the number of the test in orderly, starting from 1 up to 30. (See appendix 6 on page 71)

G. Validity of the Test

A good test is the test that has validity. The test can be said valid if the instrument item can be used to measure should be measured.⁴⁷ Furthermore, according to Gronlun quoted by Brown, validity is that the extent to which inferences made from assessment results should be appropriate, meaningful, and useful in terms of the purpose of the assessment.⁴⁸ It means that a test is valid when it measures effectively what it is supposed to measure whether it can be achievement, aptitude or proficiency in the language, for instance, to measure grammar mastery, one might give students grammar test. To measure whether the test has good validity or not, the researcher used content validity, construct validity and internal validity.

a. Content Validity

To get content validity, the test was suited with the material taught to the students. In other words, the researcher made the test based on the materials in the syllabus used in SMK PGRI 4 Bandar Lampung.

⁴⁷ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2012), p. 80

⁴⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, Inc., 2004), p. 22

b. Construct Validity

Construct validity focuses on the kind of the test that is used to measure what need to be measured. The items of the test should show whether the students have mastered about degrees of comparison. To make sure the construct validity of the test, in this research, the test was appropriated with the classification of degrees of comparison.

c. Internal Validity

Internal validity refers to the relationship between scores obtained using the instrument and scores obtained using one or more other instruments or measures.⁴⁹

To know the validity of the test, the researcher used point biserial correlation. The formula is as follows:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Notes:

r_{pbi} = coefficient of point biserial correlation

M_p = the average score of all subject with true answer

M_t = the total average score

SD_t = the total score of standard deviation

p = proportion of the students who get true answer

⁴⁹ Jack R. Freankel, Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: Mc. Graw-Hill Book Co, 2008), p.328

q = proportion of the students who get wrong answer⁵⁰

In using this formula the researcher did until 3 steps. The aim was to find the valid of the test items that can be used to collect the data of the research. In the first step of try out test, there were 14 items included invalid. They were number 4, 11, 16, 20, 23, 25, 31, 32, 33, 38, 43, 47, 48, and 50. After dropping those invalid items, the researcher did the second step of try out calculation. In this step 6 items were found invalid. They were 6, 8, 17, 27, 41, and 45 the items number. Then, the researcher did the third step and found no items which included invalid. (See appendix 10)

From the result of try out test, it was found 20 items invalid, they were number 4, 6, 8, 11, 16, 17, 20, 23, 25, 27, 31, 32, 33, 38, 41, 43, 45, 47, 48, and 50 and the total valid of try out test were 30 valid items.

H. Reliability

Reliability is the consistency or stability of the values, test scores, or weight measurement.⁵¹ It means that reliability is the consistency of scores which is resulted from administration of particular examination.

To know the reliability of students' mastery in using degrees of comparison test, the researcher used statistical formula by using K-R. 20 formula as follows:

⁵⁰ Anas Sudjono, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada, 1996), p.185

⁵¹ James Schreiber and Kimberly Asner-self, *Op.Cit.* p. 110

$$r_{11} = \left(\frac{n}{(n-1)} \right) \left(\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right)$$

Notes:

r_{11} : coefficient of reliability test

n : sum of the item of the test

1 : amount of constant

S_t^2 : total variant

p_i : Testee proportion that had true answer of item test

q_i : Testee proportion that had false answer of item test, or $q_i = 1 - p_i$.

$\sum p_i q_i$: amount of multiplication result between p_i and q_i .⁵²

A test can be called reliable if the reliability of the test is more than 0.70. It means that the instrument in this research can be called reliable if $r_{11} > 0.70$.⁵³ Moreover, according to Sugiono, the criteria of reliability test are:

0.800-1.000 = very high reliability
 0.600-0.799 = high reliability
 0.400-0.599 = medium reliability
 0.200-0.399 = low reliability
 0.000-0.199 = very low reliability.⁵⁴

The result of reliability of the data was 0.92. It can be concluded that the data was reliable and came to very high reliability criteria. (See appendix 13 on page 85)

⁵² Anas Sudijono, *Op.Cit.* pp. 252-253

⁵³ *Ibid.* p.257

⁵⁴ Sugiyono, *Op.Cit.* p.184

I. Data Analysis

After the data was collected, the researcher analyzed them. Bodgan in Sugiyono defines that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them to enable you to put present what you have discovered to others.⁵⁵ The data analysis in this research was data from the test of students' mastery at tenth grade of SMK PGRI 4 Bandar Lampung in using degrees of comparison.

To analyze the data, the steps are as follows:

1. Checking the student's answer sheet.
2. Correcting the students answer sheet one by one.
3. Giving the students' score. Scoring system of the test was given score one to each correct answers and zero to the wrong answer.⁵⁶ Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.
4. Determining the category of students' mastery. The researcher classified the students' score one by one by using student's score category as follows:⁵⁷

⁵⁵ Sugiyono, *Op. Cit.* p.88

⁵⁶ Anas Sudijono, *Loc. Cit*

⁵⁷ *Ibid.*, p.3

Table 3. 4
Student's Score Category

No	Score Interval	Level of Mastery
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	46-55	Poor
5	0-45	Very poor

5. Classifying the students' level mastery. After the students' score was classified, the researcher put it into the percentage of classification before making a chart for knowing the students' classification mastery easily. The researcher used formula of percentage:⁵⁸

$$P = \frac{f}{N} \times 100\%$$

Notes:

P : percentage number

f : frequency

N : number of cases (number of frequency or individual)

Table 3. 5
The Percentage Table of Score Classification

Level of Mastery	Frequency (f)	Percentage (P)
Excellent		
Good		
Fair		
Poor		
Very poor		

⁵⁸ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

6. Finding out the total average score of the students. The researcher calculated the total average score of students in using degrees of comparison. Here is the formula:⁵⁹

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

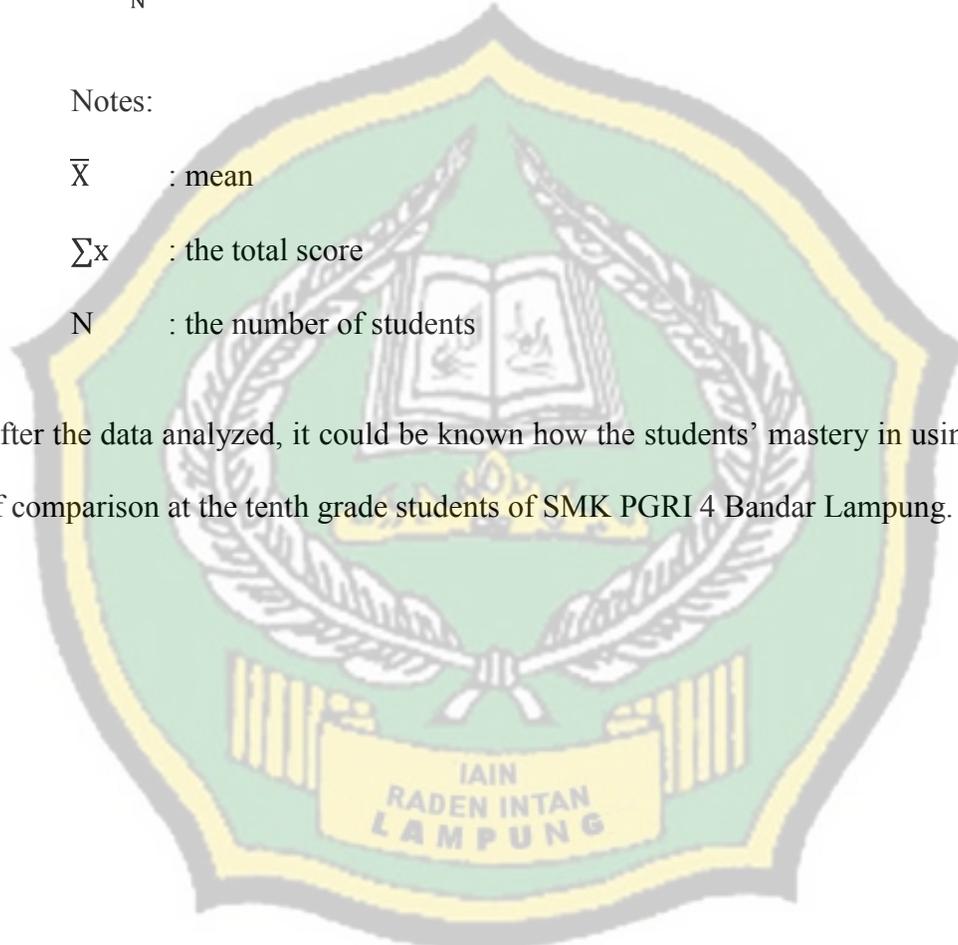
Notes:

\bar{X} : mean

$\sum x$: the total score

N : the number of students

After the data analyzed, it could be known how the students' mastery in using degree of comparison at the tenth grade students of SMK PGRI 4 Bandar Lampung.



⁵⁹ *Ibid*, p.8

CHAPTER IV RESULT AND DISCUSSION

A. General Description of SMK PGRI 4 Bandar Lampung

SMK PGRI 4 Bandar Lampung is functional shift from Sekolah Pendidikan Guru (SPG) PGRI 2 Tanjung Karang that was established in 1981 with the first leader as headmaster of the school is Drs.Hi. Sugiarto.

In 1993, SMEA (Sekolah Menengah Ekonomi Akuntansi) PGRI 3 Bandar Lampung registered by The Minister of Culture and Education as the approval of the establishment of private schools as functional shift of SPG PGRI 2 Tanjung Karang and prevails since July 1990. Then in 2000, SMEA PGRI 3 Bandar Lampung change the name become Sekolah Menengah Kejuruan (SMK) PGRI 4 Bandar Lampung until now. It is located at Jl. Letkol H. Endro Suratmin No. 33 Way Dadi Sukarame Bandar Lampung.

The beginning of the establishment of this school has only one department or skill program namely accounting, and in 2006 SMK PGRI 4 Bandar Lampung has two skill program namely accounting and sales. The activities of teaching learning process were done in the afternoon. The classes begin at 12.30 P.M in the morning and finish at 17.15 P.M. Since its establishment, SMK PGRI 4 has been led by seven principals. The names of principals that ever led SMK PGRI 4 are listed below:

The first period	: Drs. Hi. Sugiarto	SPG PGRI 2
The second period	: Drs. Hi. Abunawas a. Usin	SPG PGRI 2
The third period	: Drs. Hi. Sartono	SPG PGRI 2
The fourth period	: Drs. Hi. Nurs arief mulyana	SMEA PGRI 3
The fifth period	: Drs. Abadi marzuki	SMK PGRI 4
The sixth period	: Dra. Hj. Rahela a. Subing	SMK PGRI 4
The seventh period	: Dra. Hj. Suryati	SMK PGRI 4 (up to the present)

Further information, the following tables are the data of condition of the techers, staffs and facilities of SMK PGRI 4 Bandar Lampung 2016/2017.⁶⁰

Table 4.1
The List of Teachers and Staffs of SMK PGRI 4 Bandar Lampung in the Academic Year of 2016/2017

No	Name	Position
1	Dra. Hj. Suryati	Headmaster
2	Dra. Sofiyah	Vice of Headmaster
3	Dra. Hj. Rahela A. Subing	Teacher
4	Drs. Abadi Marzuki	Teacher
5	Dra. Hj. Rosnahayati	Teacher
6	Drs. Ahmad Fauzan	Teacher
7	Drs. Hi. Abunawas A. Usin	Teacher
8	Riyanto, S.Pd.	Teacher
9	Yustahudin. S.Ag.	Teacher
10	Drs. Daulat Hutahean	Teacher
11	Drs. Darpin	Teacher
12	Lita Lisyetti, S.E.	Teacher
13	Titi Suharyanti, S.E.	Teacher
14	Erna Yuwita, S.E	Teacher

⁶⁰ Suryati, *Document of the Statistic Data of SMK PGRI 4 Bandar Lampung*, (Bandar Lampung: Unpublished, 2016)

15	Dra. Hj. Nurbaity	Teacher
16	Dra. Hj. Natalina Syakir, M.MPd	Teacher
17	Kennedy, S.Pd.	Teacher
18	A. Thamrin Nasier, S.Pd.	Teacher
19	Dra. Dwi Sukengsri	Teacher
20	Euis Nurhayati, S.E., M.MPd.	Teacher
21	Ngatimin, S.E.	Teacher
22	Santy Purwandari, S.Sos.	Teacher
23	Irma Nilawati, S.Pd	Teacher
24	Tiarma BR. Manik, S.Pd	Teacher
25	Desi Septriyanti, S.Pd.	Teacher
26	Suradijo, S.Pd.	Teacher
27	Sukamto, S.Pd.	Teacher
28	Ernayati, S.Ag.	Teacher
29	Reni Agustina, S.P.	Teacher
30	Ratih Tresna Dewi, S.Pd.I.	Teacher
31	Didik Ludiagung, S.Si.	Teacher
32	Drs. Soegiarto	Teacher
33	Sudjanu Purwanto, S.Pd.	Teacher
34	Irwansyah Putra	Head of Administration
35	Hayani Uzair	Staff Administration
36	Margi Rahayu, S.E	Staff Administration
37	Cici Ariyanti Siregar	Staff Administration

Based on the data above, it can be seen that SMK PGRI 4 Bandar Lampung, not only teachers but also the other staffs who have participated in supporting the education activities in SMK PGRI 4 Bandar Lampung.

There were some rooms at the school, namely headmaster school room, teacher's room and administration room. This school also had library, school medical room and worship room. Here was the list of school infrastructure:⁶¹

Table 4.2
The List of School Infrastructure

No	Infrastructure	Total
1	Classrooms	7
2	Library	1
3	School Medical Room	1
4	Worship Room	1
5	Headmaster's Office	1
6	Teacher's Room	1
7	School Cooperative	1
8	Computer Lab	1
9	Administration's Room	1

Source: the Statistic Data of SMK PGRI 4 Bandar Lampung in 2016/2017

The activity of teaching learning process are started from 12.30 P.M in the afternoon and finished at 17.15 P.M all days, except on Friday which started from 13.00 P.M. Before starting to learn in the afternoon, the students have to recite *Al-fatihah* and pray together. After finishing their studies, they can develop their potency in some extracurricular such as sport, scout, and others.

B. Research Procedure

In analysis of students' mastery in using degrees of comparison the researcher used test as instrument. The test was used to describe the students' mastery. The researcher

⁶¹ *Ibid.*

found some results of the students' mastery in using degrees of comparison in SMK PGRI 4 Bandar Lampung.

The degree of comparison has ever learned in school, therefore the researcher only reviewed a little about degree of comparison. In the test, the researcher gave the test to the students to get the data about the ability in using degree of comparison. After the test was collected, the researcher corrected, gave score, analyzed, and classified the level of students' ability by using student's score category and found the students' ability and difficulties in using degree of comparison based on of each items test.

The research was conducted at SMK PGRI 4 Bandar Lampung at the tenth grade on 7th November 2016. In this research, the researcher included the date or planed scedule of work as follows:

1. On 15th April 2016, the researcher asked permission to the headmaster of SMK PGRI 4 Bandar Lampung that the researcher did the research at this school.
2. On 3th October 2016, the researcher conducted consultation to the English teacher and took the sample that would be used at SMK PGRI 4 Bandar Lampung.
3. On 10th Octobert 2016 did try out to know whether the instrument valid or not.
4. On 8th November 2016, the researcher gave the test of degrees of comparison in multiple choice test form.

5. On 9th November 2016, the researcher asked the additional information or data of the school such as profile of the school.

B. Research Finding

The researcher conducted the research on 8th November 2016 at 14.05 p.m up to 15.00 p.m. At the time the researcher introduced herself and delivered her aim to the students. Then, she gave the test of students ability in using degrees of comparison to them. After the researcher collected the data and then analyzed the result of the students' test.

It was mentioned that the research findings were analyzed based on the students' mastery in using degrees of comparison. It was done to give the relevant answer to research questions posed in statement of the problems: How far is the students' mastery in using degrees of comparison at the first semester of the tenth grade of SMK PGRI 4 Bandar Lampung?

In computing the data, the researcher corrected the students' answer sheet. The researcher gave one score for correct answer and zero score for wrong answer. The test was multiple choice test that was used to measure students' mastery in using degrees of comparison. After the data were collected, the researcher analyzed them.

The steps were as follows:

1. Determining the level of student's mastery in using degrees of comparison.

Scoring system of the test was given score one to each correct answers and

zero to the wrong answer.⁶² Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.⁶³

Based on the result of counting the test, the students' score can be seen on the table below:

Table 4.3
The Result of Students' Mastery in Using Degrees of Comparison

No	Code of students	Σ right answer	Σ items	Level of mastery	Quality
1	AJ	20	30	67	Good
2	BE	18	30	60	Fair
3	BA	17	30	57	Fair
4	DT	13	30	43	Poor
5	DH	17	30	57	Fair
6	DL	21	30	70	Good
7	DS	18	30	60	Fair
8	DA	14	30	47	Poor
9	EPF	14	30	47	Poor
10	ER	19	30	63	Fair
11	HR	17	30	57	Fair
12	HA	17	30	57	Fair
13	HRP	11	30	37	Very poor
14	H	10	30	33	Very poor
15	IMN	19	30	63	Fair
16	JS	24	30	80	Excellent
17	MA	23	30	77	Good
18	M	21	30	70	Good
19	N	18	30	60	Fair
20	RAU	16	30	53	Poor
21	RM	11	30	37	Very poor
22	RA	22	30	73	Good
23	RD	14	30	47	Poor
24	R	18	30	60	Fair
25	SPF	16	30	53	Poor

⁶² Anas Sudijono, *Pengantar Evaluasi Pendidikan* (1st ed) (Jakarta: Raja Grafindo Persada, 1996), p.185

⁶³ *Ibid.* p.35

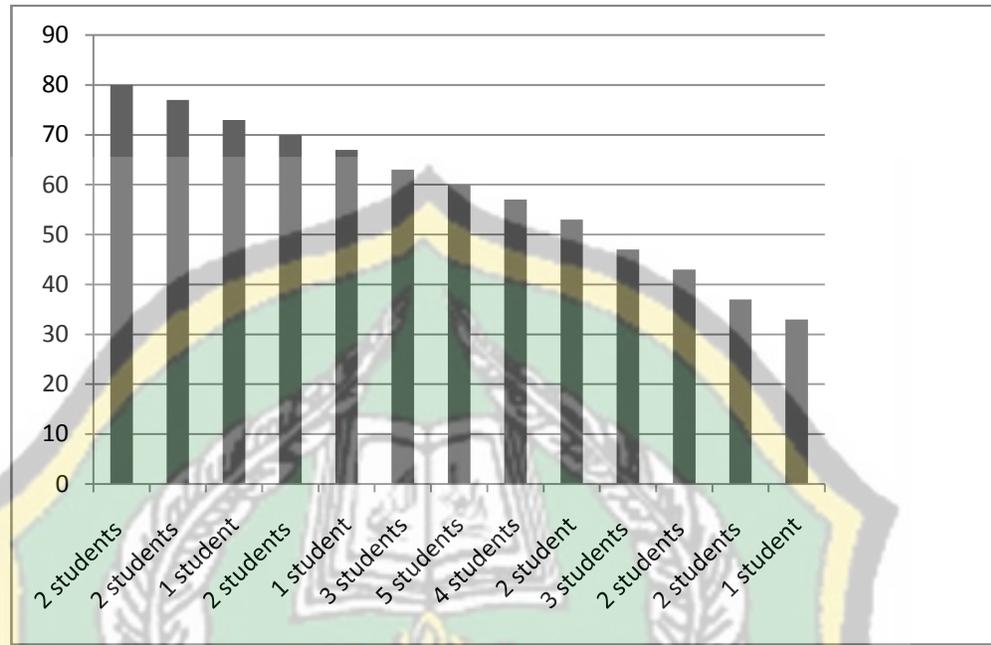
26	SR	19	30	63	Fair
27	S	24	30	80	Excellent
28	SS	13	30	43	Poor
29	TEN	18	30	60	Fair
30	TM	23	30	77	Good
The total score/ $\sum x$				1751	
Mean score/ \bar{X}				58.37	

From the table, it can be seen that there were two students got 80, two students got 77, one student got 73, two students got 70, one student got 67, three students got 63, five students got 60, four students got 57, two student got 53, three students 47, two student got 43, two student got 37, and one student got 33. These explanations can be seen in the following tabel and figure:

Table 4. 4
The Result of Students' Score

No	Students' score	Total of students
1	80	2
2	77	2
3	73	1
4	70	2
5	67	1
6	63	3
7	60	5
8	57	4
9	53	2
10	47	3
11	43	2
12	37	2
13	33	1
Total of student		30

Figure 4. 1
The result of Students Mastery in Using Degrees of Comparison



2. Finding out the percentage of classification

After the students' score was classified, the researcher found the percentage of classification. The formula of percentage was:⁶⁴

$$P = \frac{f}{N} \times 100\%$$

Notes:

P : percentage number

f : frequency

N : number of cases (number of frequency or individual)

⁶⁴ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

From table 4.1 on previous page about students' scores, the frequency of each student's classification was calculated as follows:

Excellent : 2

Good : 6

Fair : 12

Poor : 7

Very poor : 3

The percentage of students' mastery in using degrees of comparison:

a. The percentage of the students' mastery in degrees of comparison that having excellent level. There were 2 students in this level. The percentage was as follows:

$$P = \frac{2}{30} \times 100\% = 6.67\%$$

b. The percentage of the students' mastery in degrees of comparison that having good level. There were 6 students in this level. The percentage was as follows:

$$P = \frac{6}{30} \times 100\% = 20\%$$

c. The percentage of the students' mastery in degrees of comparison that having fair level. There were 12 students in this level. The percentage was as follows:

$$P = \frac{12}{30} \times 100\% = 40\%$$

- d. The percentage of the students' mastery in degrees of comparison that having poor level. There were 7 students in this level. The percentage was as follows:

$$P = \frac{7}{30} \times 100\% = 23.33\%$$

- e. The percentage of the students' mastery in degrees of comparison that having very poor level. There were 3 students in this level. The percentage was as follows:

$$P = \frac{3}{30} \times 100\% = 10\%$$

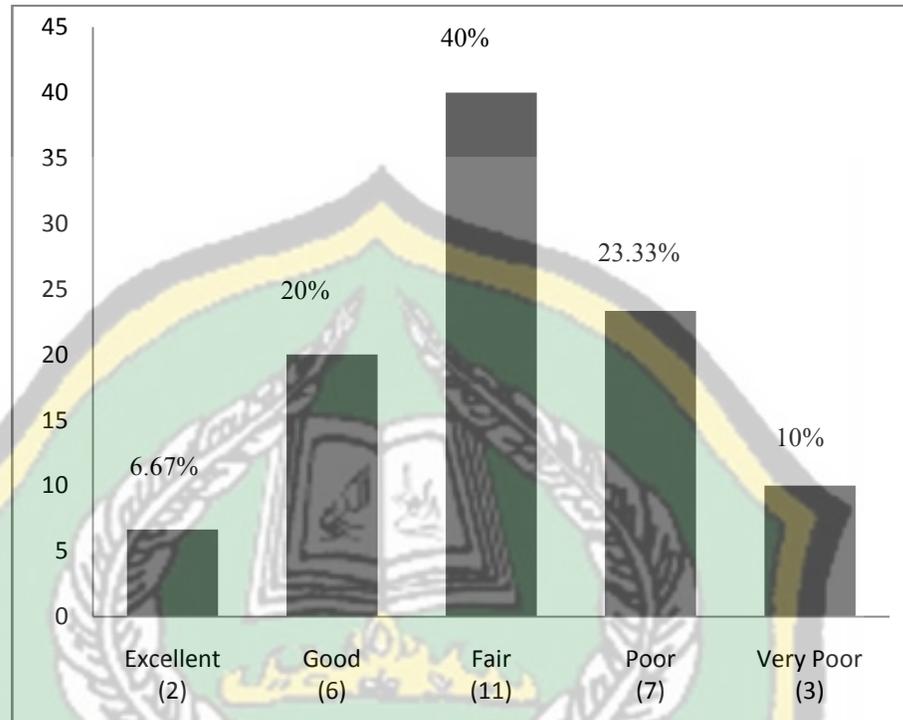
Those calculation can be seen in the following table:

Table 4.5
The Percentage Result of Students' Score Classification

Level of Mastery	Frequency (f)	Percentage (P)
Excellent	2	6.67%
Good	6	20%
Fair	12	40%
Poor	7	23.33%
Very Poor	3	10%
Total	30	100%

The distribution of the percentage of the students' classification level of mastery can be seen in the following table:

Figure 4. 2
The Percentage of Students' Mastery in Using Degrees of Comparison



Based on the result, it can be concluded that the students' mastery in using degrees of comparison at the first semester of the tenth grade students of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017 belongs to fair.

C. Discussion

This section discussed about the result of the test in using degrees of comparison. The researcher used multiple choice test as an instrument. The test consisted of 30 items which was divided into three aspects of degrees of comparison. They were positive

degree, comparative degree and superlative degree. This test had four options of answer. They were A, B, C, and D and should be finished in 60 minutes.

Moreover, Scoring system of the test was given score one to each correct answers and zero to the wrong answer.⁶⁵ Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.⁶⁶

Through the data, the researcher obtained that 2 students or 6.67% were included in the highest score or having excellent level. 6 students or 20% students were included in good level. Then, 12 students or 40% were included in fair level, 7 students or 23.33% students were included in poor level and 3 students or 10% students were included in very poor level. It meant that the students' mastery was belong to fair by result percentage which was 58.03. (See table 4.3 on page 52 up to 53)

Based on the result of this research, it can be concluded that the students' mastery in using degrees of comparison at the tenth grade students of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017 mostly belongs to fair category and it is the same with the finding of Yasa at SMP Pancasila Canggus Badung where majority students had sufficient ability. This research finding has supported the previous research.

⁶⁵ Anas Sudijono, *Loc.Cit.*

⁶⁶ *Ibid.* p. 35.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The result of the data analysis of students' mastery in using degrees of comparison of the tenth grade students of SMK PGRI 4 Bandar Lampung was: the students' mastery in degrees of comparison that had fair level were 12 students or 40 %, the students' mastery in degrees of comparison that had poor level were 7 students or 23.33 %, the students' mastery in degrees of comparison that had good level were 6 students or 20 %, the students' mastery in degrees of comparison that had very poor level were 3 students or 10 %, and the students' mastery in degrees of comparison that had excellent level were 2 students or 6.67 %.

Based on the result of the data above, it was found that the students' mastery in using degrees of comparison of the tenth grade students of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017 had fair level by mean score 58.37.

B. Suggestion

Considering the result of the research, the researcher would like to deliver some suggestions as follows:

1. For the teacher

- a. The teacher should be creative in teaching degrees of comparison, for example use games or pictures that makes all of the students can participate in learning activity.
- b. The teacher should give motivation and stimulate to the students to increase the students' mastery in using degrees of comparison.

2. For the students

- a. The students should have high motivation, pretension, and curiosity to learn something in learning English, especially about degrees of comparison.
- b. The students should be active in the class, such as in asking and answering, discussion, and so on especially about degrees of comparison material.

3. For the other researcher

This research was about an analysis of students' mastery in using degrees of comparison of the tenth grade students at the first semester of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017. The researcher hopes that this research can be used as a reference for a research about degrees of comparison with different objectives, sample, and methodology.

4. For the readers

After reading this thesis, the readers are hoped to get information, knowledge, and advantages especially about the use of kinds of degrees of comparison.



REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian*. Yogyakarta: Rineka Cipta
- . 2012. *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara.
- Best, John W. and James V. Kahn. 1995. *Research in Education*. New Delhi: Prentice-Hall.
- Broughton, Geoffrey. 2003. *Teaching English as a Foreign Language*. New York: University of London Institute of education.
- Brown, Douglas. 1994. *Principle of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- . 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Fransisco State Umiversity : Longman.
- . 2004. *Language Assessment Principles and Classroom Practices*. New York: Pearson Education.
- Dornyei, Zoltan. 1998. *Research Methods in Applied Linguistic: Quantitative, Qualitative, and Mixed Methodology*. Oxford: Oxford University.
- Fatmawati, Lulus. 2010. *On her research The Analysis on Students' Difficulties in Learning Degrees of Comparison at Second Grade Students of SMP 2 Mei Ciputat*.
- Foley, Mark and Dianne Halla. 1988. *Advanced Learners' Grammar: Self –Study Reference and Practice Book with Answers*. London: Longman
- Frank, Marcella, 1972. *Modern English: A Practical Reference Guide*. New Jersey: Prentice Hall, Inc.
- Freankel , Jack R and Norman E. Wallen. 2008. *How to Design and Evaluate Research in Education*. New York: Mc. Graw-Hill Book Co.

- Glass, Gene V. and Kenneth D. Hopkins. *The Handbook of Research for Educational Communications and Technology*, available in <http://www.aect.org/edtech/ed1/41/41-01.html>, Accessed on (May 22nd 2016).
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Malaysia: Pearson Educated Limited.
- . 2002. *How to Teach English*. London: Longman
- <http://grammar.ccc.commnet.edu/grammar/adjectives.html>
- Krohn, Robert. 1971. *English Sentence Structure*. United States: The University of Michigan Press
- Lodico, Marguerite G, Dien T. Spaulding and Katherine H. Voegetle. 1987. *Methods in Educational Research: From Theory to Practice*. New York.
- Murcia, M. Celce and Dianne. 1999. *The Grammar Book: An ESL/EFL Teacher's Course*. USA: Heinle & Heinle Publishers.
- Murphy Raymond. 1987. *English Grammar In Use: A Self-Study Reference and Practice Book For Intermediate Students*. Cambridge: Cambridge University Press.
- . 2001. *English Grammar in Use*. Jakarta: Erlangga.
- Nurhayati, Lusi, Nuri Supiyati and Anita Triastuti. 2008. *TEFL Methodology (Teaching English as Foreign Language Methodology)*. Yogyakarta: Universitas Yogyakarta.
- OECD/Asian Development Bank. 2015. *Education in Indonesia: Rising to the Challenge*. Paris: OECD Publishing.
- Parrott, Martin. 2000. *Grammar for English Language Teachers*. UK: Cambridge University Press.
- Richards, J and Rodgers T. 1986. *Approach and Methods in Language Teaching*. London: Cambridge University Press.
- Sargeant, Howard. 2007. *Basic English Grammar for English Language Learners*, United States: Saddleback Educational Publishing.

- Sauki, Indra Putra. 2016. *On his research An Error Analysis in Using Degree of Comparison at the First Semester of the Ninth Grade Students of SMP N 1 Kota Agung in Academic Year of 2015/2016.*
- Setyadi, Ag. Bambang. 2006. *Teaching English as a Foreign Language.* Yogyakarta: Graha Ilmu.
- Schreiber, James and Kimberly Asner-self. 2011. *Educational Research.* Hoboken, NJ: John Wiley & Sons, Inc.
- Sudijono, Anas. 2008. *Pengantar Statistik Pendidikan.* Jakarta: PT. Raja Grafindo Persada.
- . 1996. *Pengantar Evaluasi Pendidikan.* Jakarta: Raja Grafindo Persada
- Sugiyono. 2010. *Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta.
- Swan, Michael. 1980. *Practical English Usage.* Oxford: Oxford University Press.
- Tan, Charlene. 2011. *Islamic Education and Indoctrination.* New York: Routledge.
- Thornburry, Scott. 1999. *How to Teach Grammar.* Edinburgh Gate: Pearson Education Limited.
- Undang-Undang Sistem Pendidikan Nasional No. 20 thn 2003
- Widodo, Handoyo Puji. 2006. *Approaches and Procedures for Teaching Grammar English Teaching: Journal of Practice and Critique Volume,5, Number 1*
- Yasa, I Nyoman Gede Murdana. 2014. *On his research Assessing the Degree of Comparison Mastery of the Eight Grade Students of SMP Pancasila Canggung Badung in Academic Year of 2013/2014.*
- Zanvoort, W and J. A. Van Ek. 1980. *A Handbook of English Grammar.* London : Longman Group Limited.



APPENDICES

Appendix 1

Interview Guideline for the Teacher

Guru (G) : Kennedy, S. Pd
Pewawancara (P) : Mentari Oktalia
Hari/tanggal : Senin, 3 Oktober 2016
Waktu : 13.35 WIB
Tempat : SMK PGRI 4 Bandar Lampung

P : Dapatkah Anda menceritakan pengalaman Anda dalam mengajar bahasa Inggris khususnya grammar!

G : Untuk SMK yang saya ajar, tata bahasa Inggrisnya masih sangat kurang karena murid- murid masih kurang mengenal dan kurang menerima pelajaran bahasa Inggris. Hal ini karena mereka menganggap bahwa bahasa Inggris merupakan salah satu mata pelajaran yang sulit dan kurangnya antusias mereka terhadap pelajaran bahasa Inggris.

P : Ada berapa kelas di kelas sepuluh?

G : Hanya ada dua kelas. Kelas X Akuntansi (AK) dan kelas X Pemasaran (PM).

P : Bagaimana minat siswa dalam mempelajari grammar?

G : Sangat kurang. Para siswa masih kebingungan dan sering lupa rumus-rumus yang ada di grammar.

P : Apakah ada perbedaan mendasar dari dua kelas tersebut baik dari segi jumlah maupun kemampuan siswanya di dalam pembelajaran bahasa Inggris?

G : Tidak ada perbedaan yang mencolok di antara keduanya. Dari segi jumlah siswa sama, kelas X AK terdiri dari 30 siswa dan kelas X PM 30 siswa. Dari segi kemampuanpun cenderung sama, misalnya jika rata-rata nilai yang didapatkan kelas X AK adalah 60, maka kelas X PM mendapatkan nilai tidak terlalu jauh dari kelas X AK, yaitu 63.

P : Adakah teknik atau metode khusus yang anda gunakan dalam mengajarkan grammar dan apa saja teknik atau metode tersebut?

G : Tidak ada.

P : Pernahkah Anada mengajar tentang *degrees of comparison*?

G : Pernah.

P : Bagaimana minat siswa dalam mengikuti pelajaran bahasa Inggris khususnya dalam belajar *degrees of comparison*?

G : Dalam hal ini minat siswa bermacam-macam, ada sebagian siswa yang menyenangi ada juga yang tidak.

P : Bagaimana kemampuan murid-murid di dalam latihan membuat kalimat menggunakan *degrees of comparison*?

G : Masih kurang. Banyak aspek yang mereka belum mampu, lupa ataupun keliru, misalnya harus menggunakan comparative atau superlative atau nambah -er or est and more or most pada adjective.

Appendix 2

Interview Guideline for the Students

Pewawancara : Mentari Oktalia
Siswa (kelas X AK) : Dian Sari
Habi Rahmadi
Mutiyana
Rumiati
Rosma
Hidayana
Hari/tanggal : Senin, 3 Oktober 2016
Waktu : 13.50 WIB
Tempat : SMK PGRI 4 Bandar Lampung

1. Apakah kalian senang belajar bahasa Inggris?
2. Apakah kalian tahu satu bahasan di dalam pembelajaran grammar yaitu mengenai degrees of comparison?
3. Apakah kalian pernah mempelajari macam-macam degrees of comparison?
4. Apa saja macam-macam degrees of comparison yang sudah kalian pelajari?
5. Apakah kalian mampu membuat kalimat menggunakan degrees of comparison ?
6. Apakah kalian mampu menggunakan degrees of comparison dengan baik pada sebuah kalimat yang sudah dipelajari?

Appendix 3

The Result of Interview for the Preliminary Research

Pewawancara : Apakah kalian senang belajar bahasa Inggris?

Siswa : Dian Sari : Saya suka belajar bahasa Inggris tapi bahasa Inggris itu sulit.

Habi Rahmadi : Saya suka belajar bahasa Inggris.

Mutiyana : Saya tidak terlalu suka belajar bahasa Inggris karena sulit.

Rumiati : Saya suka belajar bahasa Inggris.

Rosma : saya kadang kadang suka kalo lagi mudah pelajarannya.

Hidayana : tidak suka, karna sulit sekali.

Pewawancara : Apakah kalian tahu satu bahasan di dalam pembelajaran grammar yaitu

mengenai degrees of comparison?

Siswa : Dian Sari : Saya tahu.

Habi Rahmadi : Saya tahu

Mutiyana: Saya tahu.

Rumiati : Saya tahu.

Rosma : Saya tidak ingat.

Hidayana : Saya tahu.

Pewawancara : Apakah kalian pernah mempelajari macam-macam degrees of comparison?

Siswa : Dian Sari : Ya pernah.

Habi Rahmadi : Ya Pernah

Mutiyana : Ya Pernah.

Rumiati : Ya Pernah.

Rosma : Ya Pernah.

Hidayana : Ya Pernah.

Pewawancara : Apa saja macam-macam degrees of comparison yang sudah kalian pelajari?

Siswa : Dian Sari : Positive, Comparative, Superlative.

Habi Rahmadi : Superlative, Positive, positive

Mutiyana : Positive, Comparative, Superlative.

Rumiati : Positive, Comparative, Superlative.

Rosma : Positive, Comparative, Superlative

Hidayana : positive, Comparative, Superlative

Pewawancara : Apakah kalian mampu membuat kalimat menggunakan degrees of comparison ?

Siswa : Dian Sari : belum mampu karena masih bingung bagaimana menyusun kata-katanya meskipun suda ada rumusnya.

Habi Rahmadi : saya masih bingung dan kosa kata bahasa inggris yang saya miliki sedikit sehingga saya sering kesulitan untuk membuat kalimat.

Mutiyana : saya tidak bisa. Saya masih kesulitan membedakan mana kata sifat atau bukan karena kosakata bahasa inggris saya masih sedikit.

Rumiati : saya sedikit bisa walau terkadang masih sering saat menggunakan kata yang irregular pada comparative and superlative.

Rosma : tidak. Saya masih bingung menggunakan comparative and superlative.

Hidayana : saya belum bisa dan kosa kata bahasa inggris saya sedikit sehingga saya masih kesulitan membuat kalimat.

Pewawancara : Apakah kalian mampu menggunakan degrees of comparison dengan baik pada sebuah kalimat yang sudah dipelajari?

Siswa : Dian Sari : saya tidak yakin.

Habi Rahmadi : saya pikir, Saya belum mampu menggunakannya dengan baik.

Mutiwana : Saya tidak yakin.

Rumiati : saya pikir saya sedikit mampu walaupun terkadang masih merasa bingung.

Rosma : Saya masih belum mampu.

Hidayana : Saya belum mampu.



Appendix 7

Instrument for Tryout Test

Date : On Monday, 10th October 2016

Time : 65 minutes

Choose the best option to complete each of the following sentences!

1. Mr. Roy is as as Mr. Martin.
 - a. Taller
 - b. Tall
 - c. Tallest
 - d. More tall
2. I'm not as as she is.
 - a. More successful
 - b. Successfuller
 - c. success
 - d. successful
3. My book is expensive as yours.
 - a. as
 - b. more
 - c. most
 - d. the most
4. His money is not as your money.
 - a. As many
 - b. Many
 - c. As much
 - d. Much
5. The English book is as as Mathematics book.
 - a. Thick
 - b. Thicker
 - c. Thickest
 - d. The thickest
6. The task is not as you imagine.
 - a. Difficult
 - b. Difficulter
 - c. difficult as
 - d. more difficult
7. Yesterday, the weather is as today.
 - a. Hot as
 - b. As hot
 - c. Hotter
 - d. Hottest
8. His results are not his colleague's.
 - a. As better as
 - b. As gooder as
 - c. As good as
 - d. As good
9. A Lion is as as a tiger.
 - a. The dangerous
 - b. More dangerous
 - c. Most dangerous
 - d. Dangerous
10. Your father is not my father.
 - a. As wise as
 - c. Wiser

- b. As Wises as d. Wises
11. My house is than his house.
 a. Big c. Biggest
 b. Bigger d. The biggest
12. That floor is than our floor .
 a. Dry c. As dry as
 b. Driest d. Drier
13. It was than I was expecting.
 a. Cheaper c. More cheap
 b. Cheapest d. Most cheaper
14. Seafood in my restaurant is than yours.
 a. Tasty c. More tasty
 b. Tastier d. Most tasty
15. Ronald is than me.
 a. Shorter c. Shortest
 b. Short d. As short as
16. The weather in Florida isthe weather in my native country..
 a. Hotter c. hotter than
 b. Hottest d. more hotter
17. Saving money in the bank is than in the home..
 a. Safe c. As safe as
 b. Safer d. More safer
18. Joe is than John.
 a. Energetic c. Most energetic
 b. Energeticer d. More energetic
19. Magazine is more newspaper.
 a. Interesting than c. Most interesting
 b. Interesting as d. Interesting
20. Some people are than others.
 a. Reliable c. More reliable
 b. Reliabler d. Most reliable
21. Krystal is than her sister.
 a. The beautiful c. Most beautiful
 b. More beautiful d. Beautifuler
22. There were people at the game than expected.
 a. Many c. Most
 b. Much d. More

23. I saw on the TV, Rina is than Rani.
- a. More famous
 - b. Most famous
 - c. The most famous
 - d. Famous
24. Shopia is more than her sister in their house.
- a. Diligent
 - b. Diligenter
 - c. Diligenest
 - d. Diligent as
25. I hope tomorrow will be than today.
- a. Good
 - b. Best
 - c. Better
 - d. The best
26. My house is than Doni's house.
- a. Far
 - b. Farther
 - c. farthest
 - d. farer
27. He is than my son.
- a. Old
 - b. oldest
 - c. the elder
 - d. elder
28. The man treated his stepchildren than animals.
- a. Worse
 - b. Worst
 - c. Bad
 - d. Best
29. It is to give than to receive.
- a. Good
 - b. Best
 - c. The better
 - d. Better
30. She has than I do.
- a. Much money
 - b. Many money
 - c. More money
 - d. Most money
31. My sister is student in her class.
- a. Smartest
 - b. The smartest
 - c. More smart
 - d. Most smart
32. My brother is in our family.
- a. Fattest
 - b. The fat
 - c. The fattest
 - d. Fatter
33. Which of the three supermarkets do you think has..... range of products ?.
- a. Wide
 - b. Wider
 - c. The widest
 - d. The most wide
34. Rika's hair is the In the home.
- a. Driest
 - b. Drier
 - c. The dry
 - d. The more dry

35. Mara is women in the world, cause she has marrying the prince.
- a. Happy
 - b. Happier
 - c. The happy
 - d. The happiest
36. This is the kitchen I've even seen.
- a. Most dirtiest
 - b. More dirty
 - c. Dirty
 - d. Dirtiest
37. It is art collection in Europe.
- a. Finer
 - b. Finest
 - c. The finer
 - d. The finest
38. Michael has the clothes.
- a. Most colourful
 - b. Colourful
 - c. More colourful
 - d. colourfullest
39. It was Expensive restaurant I've ever seen.
- a. The more
 - b. The most
 - c. Most
 - d. More
40. The thing in your life is happiness.
- a. Important
 - b. More important
 - c. Most important
 - d. The important
41. Mr. Ron is teacher in our school.
- a. The more patient
 - b. The most patient
 - c. The patient
 - d. The patienter
42. It was the test I have ever done.
- a. Most difficult
 - b. More difficult
 - c. Difficultest
 - d. The difficult
43. That is sofa in our house.
- a. The more comfort
 - b. The comfortablest
 - c. The more comfortable
 - d. The most comfortable
44. My mother is Women in the world.
- a. The most beautiful
 - b. Most beautiful
 - c. More beautiful
 - d. The more beautiful
45. My father is Man in my family.
- a. The old
 - b. Old
 - c. Most oldest
 - d. The oldest
46. Roy is the Student in the school.
- a. Good
 - b. Better
 - c. Best
 - d. Bestest

Appendix 8

Answer Sheet for Tryout Test

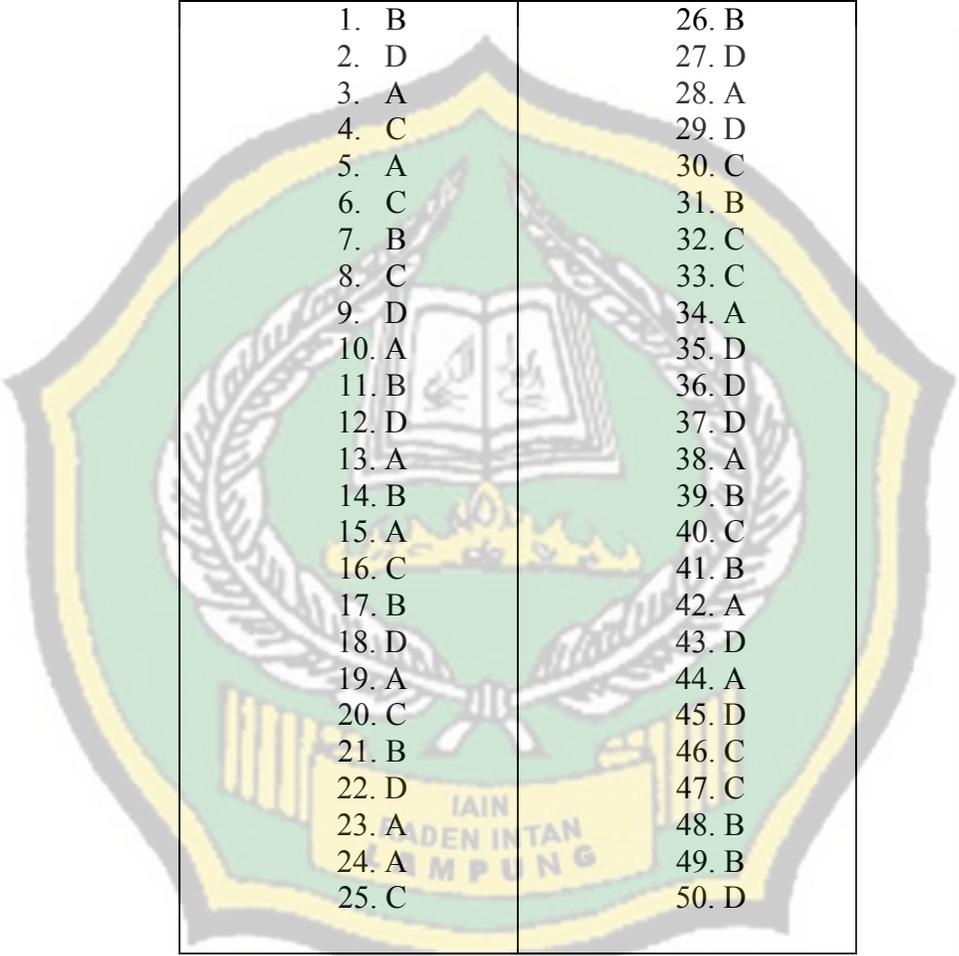
Name :

Class :

1.	A	B	C	D	26.	A	B	C	D
2.	A	B	C	D	27.	A	B	C	D
3.	A	B	C	D	28.	A	B	C	D
4.	A	B	C	D	29.	A	B	C	D
5.	A	B	C	D	30.	A	B	C	D
6.	A	B	C	D	31.	A	B	C	D
7.	A	B	C	D	32.	A	B	C	D
8.	A	B	C	D	33.	A	B	C	D
9.	A	B	C	D	34.	A	B	C	D
10.	A	B	C	D	35.	A	B	C	D
11.	A	B	C	D	36.	A	B	C	D
12.	A	B	C	D	37.	A	B	C	D
13.	A	B	C	D	38.	A	B	C	D
14.	A	B	C	D	39.	A	B	C	D
15.	A	B	C	D	40.	A	B	C	D
16.	A	B	C	D	41.	A	B	C	D
17.	A	B	C	D	42.	A	B	C	D
18.	A	B	C	D	43.	A	B	C	D
19.	A	B	C	D	44.	A	B	C	D
20.	A	B	C	D	45.	A	B	C	D
21.	A	B	C	D	46.	A	B	C	D
22.	A	B	C	D	47.	A	B	C	D
23.	A	B	C	D	48.	A	B	C	D
24.	A	B	C	D	49.	A	B	C	D
25.	A	B	C	D	50.	A	B	C	D

Appendix 9

Answer Key for Tryout Test

The logo of IAIN Denintan Ampung is a shield-shaped emblem. It features a central open book with Arabic calligraphy, flanked by two wings. Below the book is a yellow banner with the text "IAIN DENINTAN AMPUNG". The shield is surrounded by a yellow border and a green background.

1. B	26. B
2. D	27. D
3. A	28. A
4. C	29. D
5. A	30. C
6. C	31. B
7. B	32. C
8. C	33. C
9. D	34. A
10. A	35. D
11. B	36. D
12. D	37. D
13. A	38. A
14. B	39. B
15. A	40. C
16. C	41. B
17. B	42. A
18. D	43. D
19. A	44. A
20. C	45. D
21. B	46. C
22. D	47. C
23. A	48. B
24. A	49. B
25. C	50. D

Appendix 12

The List of Number Code in Distributing Test

No	Number of Test Orderly	Code of Number Distribution Test	Aspects of Material
1	1	1	Positive Degree a. Positive comparison b. Negative comparison
2	2	2	
3	3	3	
4	4	5	
5	5	7	
6	6	9	
7	7	10	
8	8	12	Comparative Degree a. Use adjective + suffix-er+ than b. Use more +adjective + than c. Irregular adjective
9	9	13	
10	10	14	
11	11	15	
12	12	18	
13	13	19	
14	14	21	
15	15	22	
16	16	24	
17	17	26	
18	18	28	
19	19	29	
20	20	30	
21	21	34	Superlative Degree a. Use the + adjective + suffix-est b. Use the most + adjective c. Irregular adjective
22	22	35	
23	23	36	
24	24	37	
25	25	39	
26	26	40	
27	27	42	
28	28	44	
29	29	46	
30	30	49	

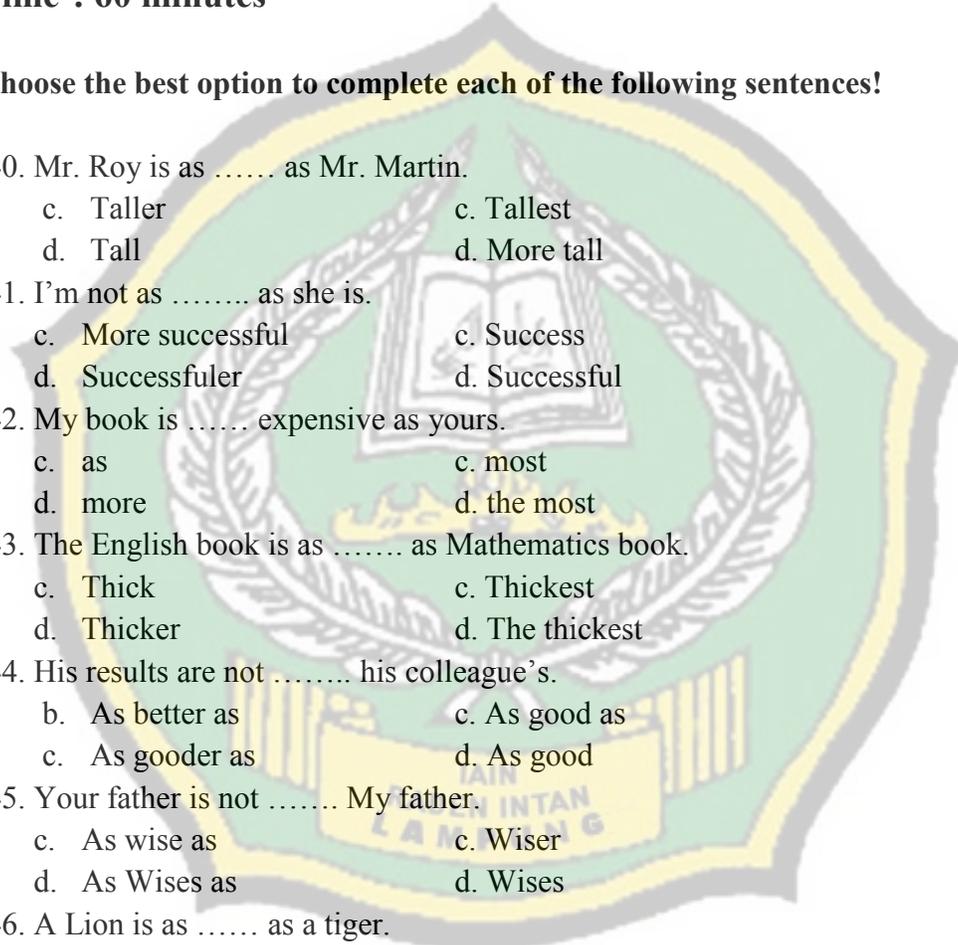
Appendix 14

Instrument for Test

Date : On Tuesday, 8th November 2016

Time : 60 minutes

Choose the best option to complete each of the following sentences!

- 
40. Mr. Roy is as as Mr. Martin.
c. Taller
d. Tall
c. Tallest
d. More tall
41. I'm not as as she is.
c. More successful
d. Successfuler
c. Success
d. Successful
42. My book is expensive as yours.
c. as
d. more
c. most
d. the most
43. The English book is as as Mathematics book.
c. Thick
d. Thicker
c. Thickest
d. The thickest
44. His results are not his colleague's.
b. As better as
c. As gooder as
c. As good as
d. As good
45. Your father is not My father.
c. As wise as
d. As Wises as
c. Wiser
d. Wises
46. A Lion is as as a tiger.
c. The dangerous
d. More dangerous
c. Most dangerous
d. Dangerous
47. That floor is than our floor .
c. Dry
d. Driest
c. As dry as
d. Drier
48. It was than I was expecting.
c. Cheaper
d. Cheapest
c. More cheaper
d. Most cheaper

- c. Happy
d. Happier
- c. The happy
d. The happiest
62. This is the kitchen I've even seen.
c. Most dirtiest
d. More dirty
- c. Dirty
d. Dirtiest
63. It is art collection in Europe.
c. Finer
d. Finest
- c. The finer
d. The finest
64. It was expensive restaurant I've ever seen.
c. The more
d. The most
- c. Most
d. more
26. The thing in your life is happiness.
c. Important
d. More important
- c. Most important
d. The important
27. It was the test I have ever done.
c. Most difficult
d. More difficult
- c. Difficultest
d. The difficult
28. My mother is women in the world.
c. The most beautiful
d. Most beautiful
- c. More beautiful
d. The more beautiful
29. Roy is the student in the school.
c. Good
d. Better
- c. Best
d. Bestest
30. She was innocent, gentle, and delightful person I had ever known.
c. The more
d. The most
- c. More
d. Most

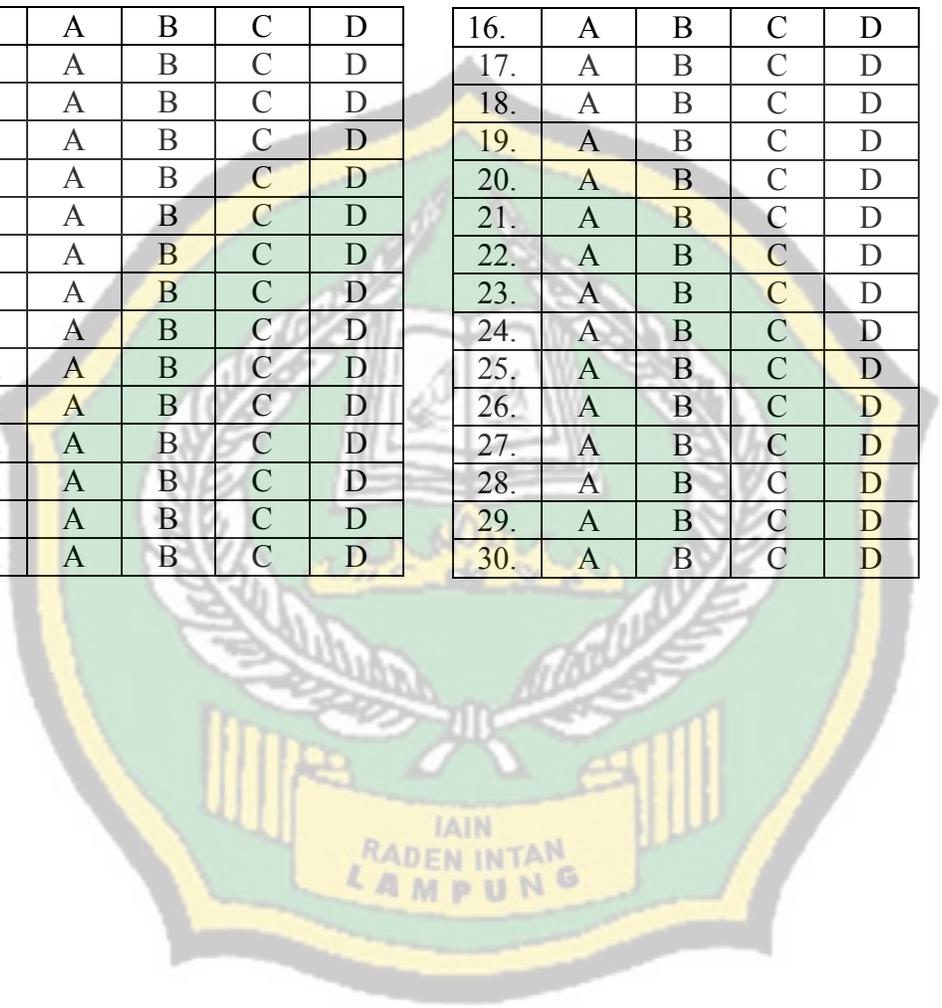
Appendix 15

Answer Sheet for Test

Name :

Class :

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



Appendix 20

ACTIVITIES IN THE CLASS

Introduction of the researcher



Reviewing the materials



Distributing test



Doing a test

