

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN  
LEARNING DEGREES OF COMPARISON AT  
THE SECOND SEMESTER OF THE EIGHTH  
GRADE OF MTSN 1 PESAWARAN IN  
THE ACADEMIC YEAR 2018/2019**



**A Thesis**

**Submitted to Partial Fulfillment of  
the Requirements for S-1 Degree**

**By**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG  
1440 H/2019 M**

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1440 H/2019 M**

## ABSTRACT

### AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING DEGREES OF COMPARISON AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTSN 1 PESAWARAN IN THE ACADEMIC YEAR OF 2018/2019.

By:

**WIDYA WASISCA**

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 eighth grade of MTsN 1 Pesawaran, it was found the students still had difficulties in learning degrees of comparison. Therefore, the researcher was interested in knowing the students' difficulties in learning degrees of comparison at the second semester of the eighth grade of MTsN 1 Pesawaran in the academic year of 2018/2019.

In this research, the researcher used qualitative research. The data were taken from documentation of the test, observation and interview to the students. The populations of this research were four classes which consist of 125 students. The sample of the research was the students class D of eighth grade which consist of 36 students. In this case, the researcher identified and described the students' difficulties in learning degrees of comparison and investigated the factors cause students' difficulties in learning degrees of comparison.

From the result of the research, the researcher found the students' difficulties in learning degrees of comparison as follow: (1) determined and changed the adjectives (2) lacked of vocabulary (3) confused with the form or the patterns of degrees of comparison and (4) confused with the usage of degrees of comparison. The factors cause students' difficulties in learning degrees of comparison were internal and external factors. The internal factors caused by the students' low interest and motivation in learning degrees of comparison. Furthermore, the external factors caused by the social environment which included the bad relation between the teacher and students, and the non-social environment which included the school facility, media in learning, class situation, and learning time.

**Keyword** : *Degrees of comparison, grammar, learning difficulties.*

## DECLARATION

The research is a student with the following identity:

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Year of 2018/2019

Certify that this thesis is entirely my own work. I am acutely aware of the fact that I have quoted some statements and ideas of various sources and I duly acknowledged them in this thesis.

Bandar Lampung, September 12<sup>nd</sup>, 2019

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THE SECOND SEMESTER OF THE EIGHTH  
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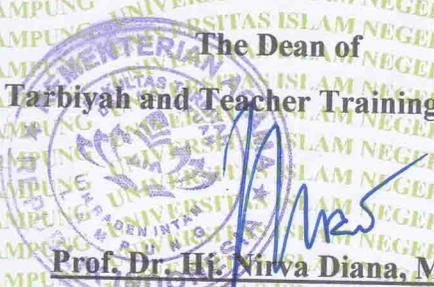
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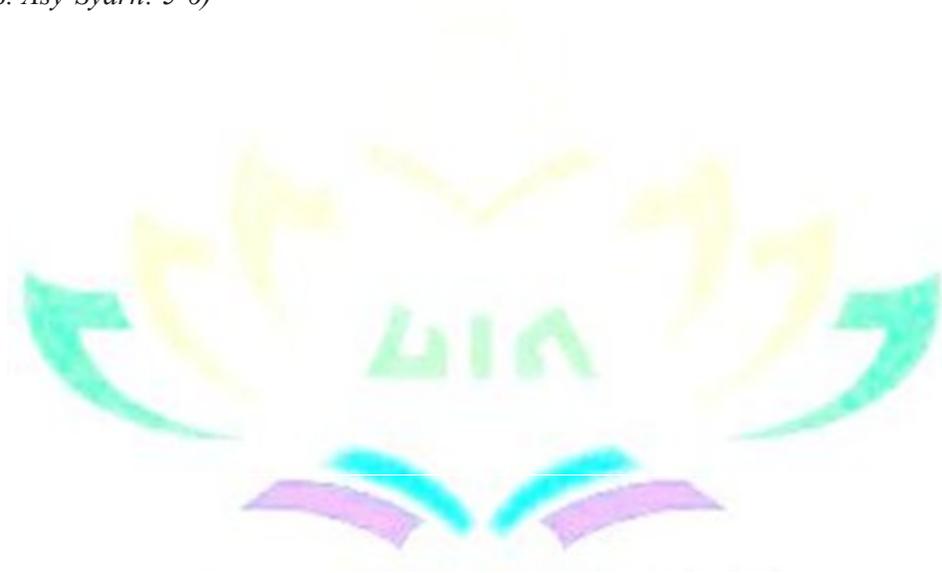


## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.

(Q.S. *Asy-Syarh*: 5-6)<sup>1</sup>



---

<sup>1</sup>Admin, The Noble Qur'an (online), available on : <https://quran.com/94> May 5<sup>th</sup>, 2019)

## DEDICATION

This thesis is dedicated to :

1. Allah SWT who always gives everything that I need and keeps everytime.
2. My parents, Mr. Nawasi and Mrs. Rokyah who always educate me in doing good thing. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying.
3. My beloved sister and brother, Nursyafira Wasi' and A. Roynas Alvaro who always support me and cheer me up until the completion of this thesis.
4. My alma mater of Islamic State University of Raden Intan Lampung.
5. My colleagues at English Education Study Program in Islamic State University of Raden Intan Lampung.

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13. All stakeholders I could not mention.

Finally, the researcher realized that this thesis is still far from perfect, so the researcher expected and constructive criticisms and suggestions. Any correction, comment, and criticism for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, September 12<sup>nd</sup>, 2019  
The researcher,

**Widya Wasisca**

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# **APPENDICES**

## CHAPTER I INTRODUCTION

### A. Background of the Study

Nowadays, English has spread rapidly and extensively across global. English has important role in communication among various parts of the world. English is used as means of international communication. In addition, Allah SWT, in holy Qur'an said about good communication in Surah An-Nisa[4] verse 63:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ ۗ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ  
قَوْلٌ بَلِيغٌ (٦٣)

“Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word.”<sup>1</sup>

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and precious talk, interoperable, and be able to inform the message well. Besides that, by domain it touched, it can be called as effective communication. When people interact with others in society at anytime and anywhere they must use a language. Without language, people will find some troubles when they do their activities and toward the others.

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<sup>1</sup> Admin, The Noble Qur'an (online), available on : <https://quran.com/4> (January 12<sup>nd</sup>, 2019).

On the other hand, English has a function as a tool to access information in the daily life and to maintain an interpersonal relationship. Moreover, English is also the key to open the doors to scientific and technical knowledge which is needed for the economics, politics, and education development of many countries in the world.<sup>2</sup> English in Indonesia is a foreign language which is taught in the formal education system. It has been introduced from primary level to college level.<sup>3</sup>

Understanding and learning English is not easy, because it is a foreign language which has different characteristics from our own language, therefore, we have to learn all aspects of language. There are two aspects that must be mastered by the students in learning English, they are: *Language skills* which are involving actual production such as speaking and writing and reception such as listening and reading. In supporting those skills the students also have to master *component skills* or language competence such as grammar, vocabulary, pronunciation, spelling, and semantic.

Grammar, as a set of rules for choosing words and putting words together to make sense, plays a significant role in language teaching. According to Wang, grammar is the most important part to be learnt in the process of

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<sup>2</sup> Shaik Riyaz Ahmad, *Importance of English Communication Skills*. International Journal of Applied Research, (India: IJAR, 2016), p.478-480, (online), available on <http://www.allresearchjournal.com/archives/2016/vol2issue3/PartH/2-3-47.pdf>, (Tuesday, Feb 12<sup>nd</sup>, 2018).

<sup>3</sup>Allan Lauder, *The Status and Function of English in Indonesia*, Makara-Sosial Humaniora, vol 12 No.1, (Depok: University of Indonesia, 2008), p. 12, (online), available on <https://www.neliti.com/id/publications/4391/the-status-and-function-of-english-in-indonesia-a-review-of-key-factors>, (Tuesday, Feb 12<sup>nd</sup>, 2018).

acquiring a language, it is also the skill that must be mastered to help someone to use the language grammatically and meaningfully. It is very important either for teacher or students to have a good understanding the part of grammar such as syntax (form), semantic (meaning), and pragmatic (use) in order they are able to communicate through language either oral or written form correctly and easily to be understood by others.<sup>4</sup>

Grammar has a lot of language elements; one of them is degrees of comparison of an adjective or adverb describing different levels of quality, quantity, or relation. But in this study, the researcher focused on adjective. Thus, it is very important for students to comprehend and express the fact that two things or people are similar or different.

But in fact, in the process of learning degrees of comparison, many students still had difficulties in learning degrees of comparison. Most of them still felt confused about the form and the usage of degrees of comparison. So, the researcher was interested to analyze many things around learning degrees of comparison. Starting from the students' difficulties in learning degrees of comparison and the factors cause students' difficulties in learning degrees of comparison.

Based on the preliminary research that the researcher did in MTsN 1 Pesawaran, the researcher found that most of the students at the eighth grade

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<sup>4</sup>Fengjuan Wang, *The Necessity of Grammar Teaching*. English language teaching, (Hubei: South-Central University, 2010), p.78 (online), available on <http://www.ccsenet.org/journal/index.php/elt/article/view/6241>, (Tuesday, Feb 12<sup>nd</sup>, 2018).

of MTsN 1 Pesawaran had difficulties in learning degrees of comparison. This was supported by the result of the questionnaire to the students and the interview to the English teacher. From the students' point of view, the researcher found that most of the students had difficulties in learning degrees of comparison. A respondent said that he felt difficult in learning degrees of comparison because he did not interested in learning English. According to him, English was difficult subject and it was so difficult to understand the material especially degrees of comparison that has some types and formula. Another respondent faced difficulty in learning degrees of comparison because he is confused to put suffix *-er* for comparative and *-st/-est* for superlative. It made him feel difficult in distinguishing the usage of comparative and superlative degree in the sentence. From the explanation above, the researcher concluded that most of the students said that degrees of comparison is difficult because it has different form and usage in each degree.

Based on the result of the interview with the English teacher, Mrs. Puji Nurhayati said that in the process of learning degrees of comparison many students at eighth grade of MTsN 1 Pesawaran still found difficulties. In English grammar, there are three kinds of degrees of comparison are positive degree, comparative degree, and superlative degree. According to the English teacher, positive degree was easy to understand by the students, but she said that most of students still had difficulties in using or understanding of comparative or superlative forms even though distinguishing the form and the

usage of each function. Thus, it affected to their score.<sup>5</sup> The students' score of degrees of comparison was low. Based on data from the English teacher, the researcher found that from 125 eighth grade students, there were only 55 students who got score equal or more than 75 as the Criteria of Minimum Mastery of English subject and there were 70 students got score under the Criteria of Minimum Mastery of English subject. Thus, it can be concluded that the eighth grade students of MTsN 1 Pesawaran still had low capabilities in learning degrees of comparison. Referring to the description above, the researcher investigated the students' difficulties in learning degrees of comparison.

To prove originally of this research, the researcher presented some previous researches that deal especially with degrees of comparison. The first previous research is done by Yasa's thesis entitled "Assessing the Degree of Comparison Mastery of the Eighth Grade Students of SMP Pancasila Canggung Badung in Academic Year of 2013/2014". The result of the data analysis showed the assessing of degree of comparison by the eighth grade student of SMP Pancasila Canggung in Academic Year of 2013/2014 could be remarked as sufficient. It was proved by 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.

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<sup>5</sup>Puji Nurhayati, English Teacher of MTsN 1 Pesawaran, *Interview*, Pesawaran, February, 8<sup>th</sup> 2018, Unpublished.

In his research, Yasa also found that the teaching of degrees of comparison to the eleventh grade students of SMP Pancasila Canggü Badung in Academic Year of 2013/2014 were still regarded as unsuccessful. There were some factors which might cause the eleventh grade students of SMP Pancasila Canggü Badung still faced problem in learning and acquiring degree of comparison: insufficient knowledge of the roles of the language learned, insufficient time allocated for learning and practicing and their low learning motivation implicated the students' problem in acquiring degree of comparison.<sup>6</sup>

Furthermore, Shusantiein her research "An analysis on the student's mastery of degrees of comparison" which was conducted at the eighth grade students of SMPN 3 Tangerang Selatan, found that the students' mastery of degrees of comparison is fewer than 50%. Based on the test result using degree of comparison found that there were only 16,66% students who had mastered in making and forming comparative degree. 33,77% students who had mastered in making and forming superlative degree. She also showed that there are 5 reasons that students of SMPN 3 Tangerang Selatan found difficulties in mastering degrees of comparison: they were confused to put suffix *-er* for comparative and *-st/-est* for superlative, they forgot to add the article *the* in the superlative form. They forgot to add *than* after adjective for comparative

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<sup>6</sup>I Nyoman Gede Murdana Yasa, "Assessing the Degree of Comparison Mastery of the Eight Grade Students of SMP Pancasila Canggü Badung in Academic Year of 2013/2014", *skripsi* at Mahasaraswati Denpasar University, Denpasar:2014, unpublished, available on [http://unmas-library.ac.id/wp-content/uploads/2014/11/SKRIPSI-I-NYOMAN-GEDE-MURDANA-YASA\\_10.3781.pdf](http://unmas-library.ac.id/wp-content/uploads/2014/11/SKRIPSI-I-NYOMAN-GEDE-MURDANA-YASA_10.3781.pdf), (Tuesday, Feb 12<sup>nd</sup>, 2018).

form, they didn't know how to change the word that is ended in -y to -I and add -er/-est, and many students were confused to differentiate the usage of comparative or superlative degree. Those reasons were because there was inflection or addition ways of adjective in English adjective; it differs with adjective in bahasa Indonesia which does not have inflection of adjective. Therefore it can be concluded that the second grade students of SMPN 3 Tangerang Selatan had low mastery in degrees of comparison.<sup>7</sup>

Overall, this research was different from those research above. The previous studies focused on assessing students and analyze the students' mastery of degrees of comparison. But in this case, the researcher focused to analyze the student's difficulties in learning degrees of comparison. Thus, the researcher conducted a research entitled "An Analysis of Students' Difficulties in Learning Degrees of Comparison at the Second Semester of the Eighth grade of MTsN 1 Pesawaran in the Academic Year of 2018/2019".

## **B. Limitation of the Problem**

Based on the background of the study above, the researcher limited the problem on the students' difficulties in learning degrees of comparison and the factors cause the students' difficulties in learning degrees of comparison at the eighth grade of MTsN 1 Pesawaran in the Academic Year of 2018/2019.

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<sup>7</sup>Methania Aris Shusantie, "An analysis on the student's mastery of degrees of comparison", *skripsi* at Syarif Hidayatullah, Jakarta: 2011, unpublished, available on <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/5084/1/102019METHANIA%20ARIS%20SHUSANTIE-FITK.PDF>, (Tuesday, Feb 12<sup>nd</sup>, 2018).

### **C. Formulation of the Problem**

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

1. What were the difficulties faced by the students in learning degrees of comparison?
2. What factors that caused students' difficulties in learning degrees of comparison?

### **E. Objective of the Research**

The objective of this research was that the researcher would like to find out the difficulties faced by the students and identified the factors that cause students' difficulties in learning degrees of comparison at eighth grade of MTsN 1 Pesawaran.

### **F. Uses of the Research**

The result of this research is expected to provide useful information on students' difficulties which ask the teachers to solve the students' difficulties and also the teacher can make it as feedback for further remedial teaching. Furthermore, for the students who still find problem and difficulties in learning degrees of comparison, they can overcome their difficulties in learning degrees of comparison in their learning activity.

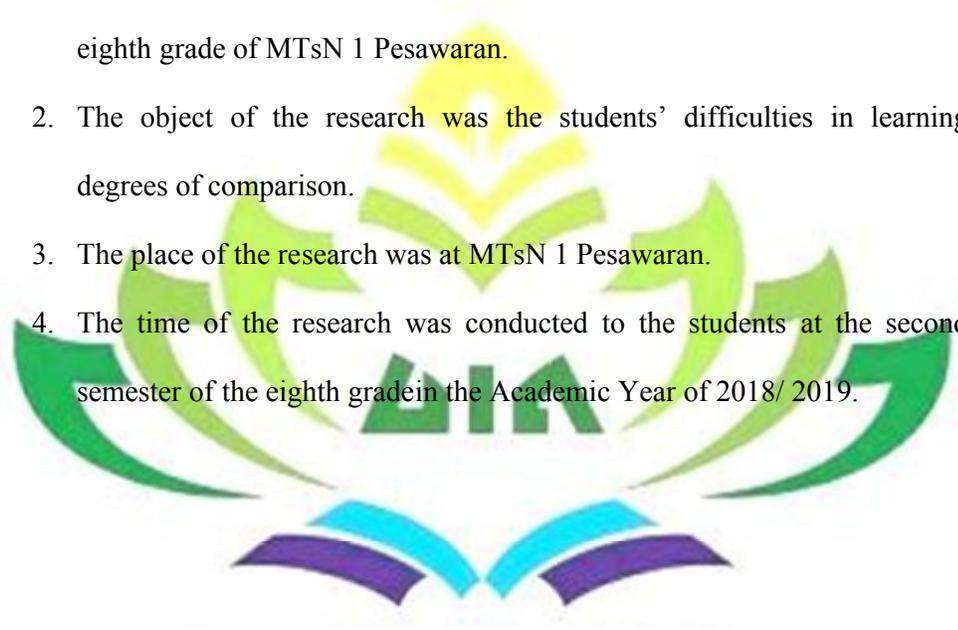
By analyzing the students' difficulties in learning degrees of comparison, the researcher wished the result of the research would be advantageous for the

readers and also for the researcher to enrich and improve her knowledge and skill as a candidate of English teacher.

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

Based on the uses of the research above, the scopes of the research asfollow:

1. The subjects of the research was the students at the second semester of the eighth grade of MTsN 1 Pesawaran.
2. The object of the research was the students' difficulties in learning degrees of comparison.
3. The place of the research was at MTsN 1 Pesawaran.
4. The time of the research was conducted to the students at the second semester of the eighth grade in the Academic Year of 2018/ 2019.



## CHAPTER II THEORETICAL FRAMEWORK

### A. Grammar

Every language has its own grammar. It is crucial because it is needed to help in understanding the language. Grammar makes possible the production and comprehension of a potentially unlimited number of utterance, because no language can exist without grammar and none can use a language fluently without knowledge of it. Therefore, grammar plays very important role as a bridge between speaker and listener in people communication in both speaking or writing.

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. According to Thornburry, grammar is a description of the rules that governs how a language sentences are formed.<sup>1</sup> In addition, Harmer stated that grammar is the way words are formed and can change their form into other to express different meaning is also at the heart of grammatical knowledge.<sup>2</sup> 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. Gerot and Wignell stated that grammar is a theory of a language, of how language is put

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<sup>1</sup>Scott Thornburry, *How to Teach Grammar*, (Oxford: Pearson Education, 2002), p.1.

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2007), p.32.

together and how it works.<sup>3</sup> Thus, grammar is the study of the classes words, their inflections and their functions and relations in the sentence of a language.

Based on the definitions of grammar above, it can be concluded 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. Thus, 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.

According to Gerot and Wignell, there are three grammars which have had a major influence on schools in the western world in this century. There areas follow:

1. Traditional Grammar: traditional grammar focuses on rules for producing correct sentences.
2. Fomal Grammar: it is concerned to describe the structure of in dividual sentences.

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<sup>3</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory Workbook*. Cammeray, (Sydney: Antipodean Educational Enterprises, 1995), p.3.

3. Functional Grammar: functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus contexts and their contexts.<sup>4</sup>

In addition, the following are the other types of grammar that was found by the writer from internet source, there are eight types of grammar:

1. Comparative Grammar: the analysis and comparison of the grammatical structure of related languages.
2. Generative Grammar: the rules determining the structure and interpretation of sentence that speakers accept as belonging to the language.
3. Mental Grammar: the generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand.
4. Pedagogical Grammar: grammatical analysis and instruction design for second language students.
5. Performance Grammar: a description of the syntax of English as it is actually used by speakers in dialogues.
6. Reference Grammar: a description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses and sentences.
7. Theoretical Grammar: the study of the essential components of any human language.
8. Traditional Grammar: the collection of prescriptive rules and concepts about the structure of the language.

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<sup>4</sup>Linda Gerot and Peter Wignell, *Op.Cit.*,p.5

9. Transformational Grammar: a theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures.
10. Universal Grammar: the system of categories, operations and principles shared by all human languages and considered to be innate.<sup>5</sup>

Based on various types above, it can be concluded that all types of grammar have their own point of view. However, they were concerned with their own aims and functions. Specifically we have to look at differences in mode between grammar in speech, especially conversation, and in writing.

## **B. Degrees of Comparison of Adjectives**

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

### **1. Adjectives**

Adjectives are words used to explain or modify a person, place or thing.<sup>6</sup> 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

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<sup>5</sup>Richard Nordquist, *English Grammar*, (online), available on <https://www.thoughtco.com/what-is-grammar-1690909>, (Monday, Oct 15<sup>th</sup>, 2018).

<sup>6</sup>Slamet Riyanto, Emilia, Leila. *A Handbook of English Grammar: An Effective Way to Master English*, (Yogyakarta: Pustakapelajar, 2013), p.44.

the noun it modifies, but it fills other positions as well. The adjectives express physical and other qualities (large, quiet, friendly) and the writer's opinion or attitude (excellent, beautiful).<sup>7</sup> Adjectives can also express other meanings such as origin (an American writer), place (an, inland waterway), frequency (a weekly newspaper), degree (a complete failure), necessity (an essential safeguard) and degrees of certainty (the probable result).

From the definitions above, it can be concluded that adjective is a word used to describe or modifies noun and pronoun to give more information in a sentence. It normally indicates quality, size, shape, duration, feelings, contents, ad more about a noun or pronoun.

There are three positions where an adjective can be placed. These positions of adjectives are called attributive adjective, *and* and *but* with attributive adjective, and predicative adjective.

#### a. Attributive adjectives

1). When two or more adjectives come before a noun, there is usually a fairly fixed order. The order depends mainly on the meaning. Look at these groups of adjectives and other modifiers.

- a) Opinion: wonderful, nice, excellent, lovely, terrible, awful, etc;
- b) Size: large, small, long, short, tall, etc;
- c) Quality: clear, busy, famous, important, quiet, etc;
- d) Age: old, new;
- e) Shape: round, square, fat, thin, wide, narrow, etc;

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<sup>7</sup>Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey: Prentice-Hall, 1972), p.109.

- f) Colour: red, white, blue, green, etc;
- g) Participle forms: covered, furnished, broken, running, missing, etc;
- h) Origin: British, Italian, American, etc;
- i) Material: brick, paper, plastic, wooden, etc;
- j) Type: human, chemical, domestic, electronic, money (problems), etc;
- k) Purpose: alarm (clock), tennis (court), walking (boots), etc.

Words from these groups usually come in this order:

*Opinion+size+quality+age+shape+colour+participleforms+origin  
+ material+ type+ purpose*

- a) an *old card* board box (age+material)
- b) a *German industrial* company (origin+type)
- c) two *small round green* discs (size+shape+colour)
- d) a *large in formative street* plan (size+quality+type)
- e) a *hard wooden* seat (quality+material)
- f) a *new improved* formula (age+participle form)
- g) *increasing financial* difficulties (participle form+type)
- h) two *excellent public tennis* courts (opinion+type+purpose)

2).In general, the adjective closest to the noun has the closest link in meaning with the noun and expresses what is most permanent about it. For example, in the phrase *two excellent public tennis courts*, the word *tennis* is closely linked to *courts*, whereas *excellent* is not linked so closely. The fact that the courts are for tennis is permanent, but their excellence is a matter of opinion.

3).When two adjectives have similar meanings, the shorter one often comes first.

- a). *A bright, cheerful smile*
- b). *a soft, comfortable chair*

Sometimes two different orders are both possible. Example:

*A peaceful, happy place/a happy, peaceful place*

b. *And* and *but* with attributive adjectives

1). We can sometimes put *and* between two adjectives. Example:

a). *A soft, comfortable chair* b). *soft and comfortable chair*

But we do not normally use *and* between adjectives with different kinds of meanings. Example:

- *Beautiful golden sands* (opinion, colour)

2). We use *and* when the adjectives refer to different parts of something.

Example:

- *A black and white sweater* (partly black and partly white)

We use *but* when the adjectives refer to two qualities in contrast.

Example:

- *A cheap but effective solution*

c. Predicative adjectives

1). the order of predicative adjectives is less fixed than the order before a noun. Except sometimes in a literary style, we use *and* before the last adjective. Example:

- *The chair was soft and comfortable.*

Adjectives expressing an opinion often come last. Example:

*The city is old and beautiful.*

2). We can use *but* when two qualities are in contrast. Example:

- *The solution is cheap but effective.*<sup>8</sup>

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<sup>8</sup>John Eastwood, *An Oxford Guide to English Grammar*, (New York: Oxford University Press, 1994), p. 256

According to Frank, there are some types of adjective:

### 1. Determiners

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

- a. Articles : *a, an, and the*;
- b. Demonstrative adjectives : *this, plural these; that, plural those*;
- c. Possessive adjectives :
  - pronoun : *my, your, their, one's etc*;
  - noun – *Steven's, the boy's, etc*;
- d. Numeral Adjectives :
  - cardinal (five, thirty-four-two hundred, etc);
  - ordinal (fifth, twenty-sixth, three hundredth, etc;
- e. Adjectives of indefinite quantity : *all, some, more, few, etc*;
- f. Relative and interrogative adjectives : *what, which, which*.

### 2. Descriptive Adjectives

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 :

- a. Proper adjectives: a Catholic church, a French dish, a Shakespearean play
- b. Participial adjectives:
  - 1). Present participle: an interesting movie, a disappointing experience,

a charming boy, an annoying friend.

- 2). Past participle: an embarrassed moment, a tired employee, an exhausted day, a developed country.

### c. Adjective compounds

#### 1). With participles

- a). Present participle: a good-looking girl, a heart-breaking story, a Spanish-speaking student, a long-suffering widow.
- b). Past participle : a turned-up nose, a broken-down house, new-born kittens, ready-made clothes.

- 2). 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, tear-stained, far-sighted.<sup>9</sup>

## 2. Degrees of Comparison

### a. Definition of Degrees of Comparison

One of the most basic and powerful of human cognitive processes is the ability to comprehend and express the fact that two things are similar or different. Often such similarity or difference is expressed in terms of degree, extent, or quantity.<sup>10</sup> To get the understanding about degrees of comparison, it is important to explain what degrees of comparison is.

<sup>9</sup>Marcella Frank, *Op. Cit.*, p.109.

<sup>10</sup>Marianne Celce-Murcia & Dianne Larsen-Freeman, *The Grammar book: An ESL/EFL teacher's course*, 2<sup>nd</sup> ed,(New York: Heinle&Heinle Publishers, Inc, 1999), p. 717.

There are many definitions about degrees of comparison according to some experts.

According to Parrot in *Grammar for English Language Teachers*, comparatives are adjectives and adverbs that end in –er and superlatives are adjectives and adverbs that end in –est.<sup>11</sup> For example:

- a. Comparative: I'm *older* than you imagine.
- b. Superlative: Which city is the *coldest* in the United State?

Pullum and Huddleston said in their book that comparison is a feature in the morphology or syntax of some language, whereby adjectives and adverbs are inflected or modified to indicate the relative degree of the property defined by the adjective or adverb. The comparative expresses a comparison between two (or more) entities or groups of entities in quality, quantity, or degree; the superlative is the form of an adverb or adjective that is the greatest degree of a given descriptor. The grammatical category associated with comparison of adjectives and adverbs is degree of comparison.<sup>12</sup>

The category of comparison is based on gradable, or qualitative adjectives. The category of comparison is constituted by the opposition of three forms of the adjective: the positive, the comparative, and the superlative. According to Smirnitsky, the degrees of comparison

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<sup>11</sup>Martin Parrot, *Grammar for English Language Teachers*, (New York: Cambridge University Press, 2000), p.53.

<sup>12</sup>Rodney and Pullum, *The Cambridge Grammar of the English Language*, available on [https://en.wikipedia.org/wiki/Comparison\\_\(grammar\)](https://en.wikipedia.org/wiki/Comparison_(grammar)), (Tue, February 13<sup>th</sup> 2018)

included the positive degree and the relative degree which is subdivided into the comparative and the superlative degree.<sup>13</sup>

Based on the definitions above, it can be concluded that degrees of comparison is a process to comparing things, persons, or places through level quality, quantity or degree and it is formed from adjective and adverb which is inflected by *-er* or *-est* for one or some of two syllables, and added by *more* or *most* for three or some of two syllables. There are three kinds of degrees of comparison in English :*positive*, *comparative* and *superlative*. Each kind has different form and usage.

#### b. Kinds and the Usage of Degrees of Comparison

There are three kinds of Degrees of Comparison in English. They are: *Positive degree*, *Comparative degree*, and *Superlative degree* which is used for comparing two or more people or things through the level of quality, quantity or relation<sup>14</sup>

##### 1. Positive degree.

The positive degree of an adjective makes no comparison, it is only talk about one person or thing. For example:

- a. This room is small.
- b. The girl is beautiful.
- c. He is a handsome boy.

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<sup>13</sup>Laimutis Valeika and Janina Buitkienė, *An Introductory Course in Theoretical English Grammar*, (Lithuania: Vilnius Pedagogical University, 2003), p.118.

<sup>14</sup>Ravi Thangavel, English for Students, (online), available on <http://www.english-for-students.com/Degrees-of-Comparison.html> (Wednesday, February 14th 2018)

d. This car is expensive.

Each sentence mentioned above talks about only one noun.

According to Hewings, we use as + adjective/adverb + as to say that something or someone is like something or someone else, or that one situation is like another, and the negative forms of sentence can use either not as or not so.<sup>15</sup> For Examples:

a. I came round *as quickly as* I could.

b. The gap between the sides is *not as/so wide as* it was.

## 2. Comparative Degree

The comparative form of degree is used to compare the quality or quantity of two persons or things on condition that one exceeds another.

The uses of comparative forms of adjectives are:

a. To compare two things with than.

Example: People are *bigger* than snakes.

b. To compare two things without than.

Example: Which are bigger, people or snakes? People are *bigger*.

c. To compare two things with than, repeating be, or the auxiliary from the verb.

Example: I'm *taller* than you are. You look *shorter* than I do.

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<sup>15</sup>Marting Hewings, *Advanced Grammar In Use*, (London: Cambridge University Press, 2005), 2<sup>nd</sup> Ed, p.146.

### 3. Superlative degree

Superlative degree is used to stress the highest degree of quality or quantity of group of persons or things on condition that one excluded from the group.

The use of superlative forms of adjectives are:

a. To compare one thing with a lot of other things of the same kind

Put the superlative adjective between the and(noun). For the example:

1). Most experts say that the Anaconda is the *biggest* snake in the world.

2). The *largest* one ever captured was about 9 metres in length.

b. With ever and present perfect to talk about experiences. For example:

1). This is the *easiest* language I've ever learned.

2). Have you ever seen a *bigger* snake (than this one)?

### c. The Form of Degrees of Comparison

To form the degrees of comparison, we need to know the inflection or addition ways of adjective. Whether it is added by *-er* or *-est* at the end of the adjective, or preceded by *more-* or *most-* before it. It depends on the length of adjective word and also its last syllable. Besides, there are two forms of degrees of comparison, they are the regular and the

irregular form of comparison, such as the word *bad* (positive degree), *worse* (comparative degree), and *worst* (superlative degree).<sup>16</sup>

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

### 1. Positive

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

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

To make it clear, the table below is presented:

**Table 2.1**  
**Positive Form**

Formula	Example
a. Subject + be + adjective	a. This is an expensive car.
b. Subject + be + as + adjective+ as	b. My car is as comfortable as yours.
c. Subject + be + not + as +adjective + as	c. This phone is not as expensive as that one.

### 2. Comparative form

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

1. Adjective + -er + than
2. More + adjective + than

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

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<sup>16</sup>John Eastwood, *Op.Cit.*, p. 279.

**Table 2.2**  
**Comparative Form**  
**Pattern I: adjective + suffix -er + than**

Adjective	Rule	Adjective Word	Comparative Form
1. Adjectives with one syllable <ul style="list-style-type: none"> <li>• Ending in -e</li> <li>• Ending in a single vowel + a single consonant</li> <li>• (except w, x, or y) Ending in a consonant + y</li> <li>• All others</li> </ul>	Add -r Double the final consonant and add -er Change y to i and add -er Add -er	Safe Brave Large Big Hot Thin Dry Young Tall Cheap Weak	Saving money in the bank is safer than in the home Dimas is braver than Eni His bag is larger than mine An elephant is bigger than a rat The day is hotter than the night Rina's book is thinner than Elda's book Your hair is drier than her hair You are younger than your father Lisa is taller than her sister A pen is cheaper than a hand phone My grandmother is weaker than my mother
2. Adjective with two syllables ending in -y	Change -y to -i and add -er	Lucky Lazy Busy	Santi is luckier than Linda Gina is lazier than claudia Heri is busier than Roy

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

**Table 2.3**  
**Comparative Form**  
**Pattern I: 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 Expensive Interesting	Ani is more patient than Sarah Pizza is more expensive than the hamburger English is more interesting than mathematics

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

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

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

Adjective	Rule	Adjective Word	Superlative Form
1. Adjectives with one syllable <ul style="list-style-type: none"> <li>• Ending in -e</li> <li>• Ending in a single vowel + a single consonant</li> <li>• (except w, x, or y)</li> <li>Ending in a consonant + y</li> <li>• All others</li> </ul>	Add -st	Wise	My father is the wisest man in my house
		White	Wanda the whites girl in her family
		Nice	Rindya is the nicest girl in my class
	Double the final consonant and add -est Change y to I and add -est Add -est	Wet	My trouser is the wettest of all my clothes
		Fat	Hadi is the fattest boy I've ever met
		Slim	According to my opinion, Luna Maya is the slimmest Indonesian artist
		Dry	Your hair is the driest of all
		Short	Of all the students in the class, Frans is the shortest
		High	Mount Everest is the highest mountain in the world
		Small	She is the smallest among her friends
Clean	The mosque is the cleanest place of all		
2. Adjective with two syllables ending in -y	Change -y to -I and add -est	Funny Pretty Easy	Olga syahputra is the funniest actor I've ever seen Her cat is the prettiest of the three According to Rara, mathematic is the easiest lesson of al lessons

To make the superlative form that added by the prefix most, the table 2.5 below gives the rules and the examples:

**Table 2.5**  
**Superlative Form**  
**Pattern II: the most + adjective**

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

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

**Table 2.6**  
**Less and Least**

Positive	Comparative	Superlative
Appealing	Less appealing	Least appealing
Practical	Less practical	Least practical
Expensive	Less expensive	Least expensive

- b. There are irregular adjectives for comparative and superlative degree. The lists of the irregular adjectives for comparative and superlative degree showed in the table 2.7 below:

**Table 2.7**  
**Irregular adjective for comparative and superlative degree**

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Many	More	Most
Much	More	most
Far	Farther / further	Farthest / furthest
Old	Elder	Eldest (for persons)
Old	Older	Oldest (thing/person)

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

**Table 2.8**  
**Adjectives with two syllables both comparative and superlative that formed by adding prefix more/most and suffix –er/-est**

Positive	Comparative		Superlative	
Common	Commoner	More common	Commonest	Most common
Clever	Cleverer	More clever	Cleverest	Most clever
Gentle	Gentler	More gentle	Gentlest	Most gentle
Hollow	Hollower	More hollow	Hollowest	Most hollow
Bitter	Bitterer	More bitter	Bitterest	Most bitter
Tender	Tenderer	More tender	Tenderest	Most tender
Narrow	Narrower	More narrow	Narrowest	Most narrow
Shallow	Shallower	More shallow	Shallowest	Most shallow
Simple	Simpler	More simple	Simplest	Most simple
Quiet	Quieter	More quiet	Quietest	Most quiet

## C. The Students' Difficulties in Learning Degrees of Comparison

### 1. Learning Difficulty

Learning is the process of change in mental and physical behavior induced in living organism.<sup>17</sup> There are some theorems talk about learning suggestion and reward for perform it aright, one of them is Allah recommended in Surah Al-Mujadalah [58] verse 11:

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ ءَلَكُمْ  
وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ ءَلَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ  
وَءَلَّذِينَ يَتَّبِعُونَ مَا تَحْمَلُونَ خَيْرٌ (١١)

*“O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise”, then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.”*

This verse told about the importance of learning. Seeking knowledge is an obligatory for every man, because the Almighty Allah SWT. will raise the degree of those who have knowledge and continue to study for as long as he lives. Furthermore, the high degree will be obtained by those who have knowledge both in the world and in the hereafter.

According to Schunk, learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. people learn

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<sup>17</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Jakarta: Graha Ilmu, 2006), p.58.

cognitive, linguistic, motor, and social skills.<sup>18</sup> Brown defined learning as below:

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.<sup>19</sup>

According to Simons, Learning is seen to be an activity taken place in a social context and thereby learning can be defined as a social process in which people interact with each other. Learning is embedded in a social relationship between different actors, for example between a child and a parent or a teacher, between children within a small group or within a whole class, or between learners within a working place.<sup>20</sup> According to Jones and Barlett, there are six laws of learning:

1. The law of readiness: a person can learn only physically and mentally he or she is ready to respond to instruction.
2. The law of exercise: learning is an active process that exercises both the mind and the body. Through this process, the learner develops an adequate response to instruction and is able to master the learning through repetition.

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<sup>18</sup>Dale H. Schunk, *Learning theories: An Educational Perspective*, (Boston: Pearson Education, Inc., 2012), p. 2.

<sup>19</sup>H. Douglas Brown, *Principle Of Language Learning And Teaching-4<sup>th</sup> Ed*, (New York: Longman, Inc., 2000), p.7.

<sup>20</sup>R. J. Simons *et al.* (eds.). *New Learning*, (Dordrecht: Kluwer Academic Publishers. 2000). p.191.

3. The law of effect: learning is most effective when it is accompanied by or result in a feeling of satisfaction, pleasantness, or reward (internal or external) for the student.
4. The law of association: in the learning process, the learner compares the new knowledge with his or her existing knowledge base.
5. The law of recency: practice makes perfect, and more recent the practice, the more effective the performance of the new skill or behavior. Running drills on new skills will reinforce and perfect training in fire fighters.
6. The law of intensity: real-life experiences are more likely to produce permanent behavioral changes, making this type of learning very effective. The more intense the material taught, the more likely it will be retained.<sup>21</sup>

Learning activity is not always going properly for students, sometimes it does well and sometimes it does not do well. Once, they understand the material they learn easily and other time they are hard to understand it. Learning difficulty happened when students cannot study as usual. It is a lack that cannot be seen physically. Learning difficulty is not always caused by low intelligence factor but it is also caused by another factor outside intelligence. Therefore, high intelligence is not always guarantee successful learning. In other word, it can be concluded that learning difficulty is a

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<sup>21</sup>D.W Jones and A. Bartlett, *The Learning Process* (Burlington: Jones and Bartlett Inc., 2015), p. 58.

condition of learning process that is signed by certain obstacle in learning achievement.

In fact, in teaching and learning activity it I often found some students who face difficulty in their learning. In this case, it can be seen from their learning achievement or score. Commonly they will get low score when they face difficulty in learning. As in English subject, some students will face the difficulty in learning it because Indonesian language has not grammatical form like English.

## 2. The Factors cause students' difficulty in Learning

According to Ahmadi and Supriyono, there are two factor that cause the student's difficulties in learning; they are internal factors and external factors. The internal factor is divided into aspects; they are physiological and psychological aspect<sup>22</sup>.

### a. Physiological Aspect

This aspect is about the conditions of the students' body from every part of the body. For instance, when the students got headache, they could not study well. The condition of the body can influence students' intensity and spirits in studying. So, if their bodies are healthy, they can study well, can receive the information about what they are learning and can get a good achievement. However, if they are not, it will influence too. The students become lazy and no spirit to study.

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<sup>22</sup>Abu Ahmadi and Widodo Supriyono, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2004), p.77.

## b. Psychological Aspect

This factor emphasize on the inside conditions of the students. It consists of the students' intelligence, talent, interest, motivation, mental health and special types of learner.

### 1. Intelligence

The level of intelligence which the students have, give the influence in their learning. If the students have to resolve problems which are over than their competences of their potentials, they will face the difficulties, especially in their learning. The higher IQ that students have, the higher achievement they will get.

### 2. Talent

Talent is the basic potential or basic competence which is gotten from born. Everyone has different talent. Someone will be easy learning something that is not suitable with their talent will get bored, give up and unhappy.

### 3. Interest

Interest is a tendency and high spirit or desire to something. The students' interest can be seen by the way students follow the learning process, complete or incomplete their note and pay attention to the italic word in those learning. Without interesting to the learning process, they will get learning difficulties. Thus, for those who have high interest in learning process, they will study hard to get what they

want happily. Nevertheless, for those who have less interest in learning process, they will study just as long as they want.

#### 4. Motivation

Motivation is an inner factor that functions for making, basing and pointing to the learning. Students' motivation can determine good or bad in their learning achievement. The higher motivation they have, the higher learning success they will get.

Furthermore, there are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is a motivation that comes from the inside students that can force them to study. Extrinsic motivation is motivation that comes from outside students that give energy to study. It means the extrinsic motivation is the reverse of intrinsic motivation.

#### 5. Mental Health

In learning process, there is not only about intelligence but also about their mental health and their emotion. The right emotion and the mental health will make the good result in learning process. In addition, if the students get successful in their learning, they will have self-esteem. The appearance of someone's self-esteem is the factor of mental health.

#### 6. Special types of learner

As we know, there are three types of learning styles, those are : visual, motorist, visual motorist. If the learning process is suitable with their learning style, they will study happily.

Besides the internal factor, there is external factor that causes learning difficulties. In the case, the students did not concentrate to the material given because their friends disturbed them, or there is the parent did not support them to study. It is meant, the difficulties were caused by the external factors. The external factors include social environment and non-social environment.<sup>23</sup>

a. Social Environment

The social environment here is the human environment outside students who have contact directly with them such as family, in their school, neighbors and mass media.

Family is the first center of education. But it can be the cause of learning difficulties if the family give less attention to their children. Social environment in school such as teachers, staff administration and classmates can influence the students. The teacher can be a cause for learning difficulties when:

- 1). Unqualified teacher.
- 2). Bad relationship between the teacher and the students.
- 3) The high learning standard from the teacher.
- 4). Has no skill in diagnosing the students learning difficulties, and
- 5) The unsuitable method

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<sup>23</sup>*Ibid.* p.79.

### b. Non-social Environment

The factors which include the nonsocial environment are the location of student's house, the school's building, learning instruments, curriculum, and school timing. All these factors are thought could be the influence for the students' achievement.

## 2. Students' difficulties in learning degrees of comparison

One of the most basic and powerful of human cognitive processes is the ability to comprehend and express the fact that two things are similar or different. Depending on the types of comparison used in the native language of the students, different types of problem will occur, especially at the initial stage of learning. Then the students become more advanced, developmental occur that have nothing at all to do with first language interference.<sup>24</sup>

Here are some of the common errors:

1. Omission of the comparative inflection-and perhaps also the copula:
  - Angga (is) *tall* than Tasya.
2. Substitution of some other function for than (a) or inappropriate use of than (b):
  - a. Angga is *tall* (er) from Rina.
  - b. Rina is as *tall*thanAngga.
3. Use of more where -er is required or vice versa:
  - a. Angga is *tall* more/more *tall* than Tasya.
  - b. Yudi is *handsomeer* than Roy.
4. Use of regular pattern where an irregular form is required
  - His handwriting is *badder* than mine.
5. Double making of comparative
  - a. Dani runs more *faster* than Rina.

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<sup>24</sup>Marianne Celce-Murcia & Dianne Larsen-Freeman, *Op.Cit.*, p. 718.

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

While the first three errors maybe explained in terms of negative transfer, in that they reflect the learner's native language, the last two are developmental errors that young English-speaking children also produce during first language acquisition.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

The research design of this study is qualitative research. According to Creswell, qualitative research is a type of educational research in which the researcher relies on the views of participants, ask abroad, general questions, collects data, consisting largely of words (or text) from participants describes and analyzes for themes and conducts the inquiry in a subjective, based manner. <sup>1</sup>In addition, MacMillan and Schumacher state that qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts, and perceptions. <sup>2</sup>

Based on the description above, the researcher concluded that qualitative research is a form of inquiry to get information in way to analyze people's individual or phenomena in their natural settings. Thus, in this research, the researcher used qualitative research to evaluate the real condition of the object of the research to obtain any information about the difficulties faced by the students and the factors cause students' difficulties in learning degrees of comparison.

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<sup>1</sup>John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.16.

<sup>2</sup>James H. Macmillan and Sally Schumacher, *Research in Education: A Conceptual Introduction*, (New York: Longman, 2001), p.395.

## B. The Subject of the Research

The researcher selected the people or participants who know the phenomenon of the problem. According to Setiyadi, all of the people which can be the target of the research are called population.<sup>3</sup> In addition, McMillan and Schumacher state that the sample can be selected from a large number group of the persons, identified as the population, or it can simply refer to the group of subjects from data are collected.<sup>4</sup> In this research, the researcher used purposive sampling technique to choose the participants. According to Creswell, purposive sampling is selected individuals and sites for study because they can purposefully inform and understanding of the research problem and control phenomenon in the study.<sup>5</sup> In this case, the sample of this research choosen from the students who got low score, it was possible to the researcher to find a spesific difficulties in learning degrees of comparison. The researcher chose the students of the eighth grade of MTsN 1 Pesawaran as the participant of this research. There were four classes which consist of 125 students. The table of class distribution of eighth grade students is displayed below:

**Table 3.1**  
**The Students' Average Score of Degrees of Comparison at the Second Semester of the Eighth Grade of MTsN 1 Pesawaran in the Academic Year of 2018/2019**

No	Class	Total	Average Score
1	VIII A	24	79.5%
2	VIII B	27	74.8%
3	VIII C	38	76.1%
4	VIII D	36	73.6%
<b>Total</b>		125	76%

<sup>3</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p.38.

<sup>4</sup>James H. McMillan and Sally Schumacher, *Op. Cit.*, p.169.

<sup>5</sup>John W. Creswell, *Qualitative Inquiry Research Design Choosing among Five Approaches*, (London: SAGE Publications, 2007), p.125.

From the table, it can be seen that the students at eighth grade had various score. The class that had the lowest score was VIII D. So, the researcher chose class VIII D as a sample of this research because class VIII D had the lowest score. It was possible to found difficulties in learning degrees of comparison. Thus, it appropriates with purposive sampling technique that had been explained.

### C. The Techniques of Data Collecting

The technique of collecting data is one important aspects of research. There are some technique of collecting data. In qualitative research, the data collection generally includes observations, interviews, and document analyses. The researcher will typically include more than one data collection technique to validate findings.<sup>6</sup> Therefore, in completing the data the researcher used documentation of the test, observation and interview.

#### 1. Documentation of Test

Documents are other types of data collection tools in qualitative research. Documentations are printed or written records have existed before the start of the study, such as a personal diary, or that were created after the study began such as student essays.<sup>7</sup> Furthermore, in this research, the researcher used the students' task in preliminary research and documented the result of the task as a document. The task was multiple choices which consist of ten questions about degrees of comparison.

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<sup>6</sup>Marguerite Lodico, *et.al.*, *Op.Cit.*,p. 266.

<sup>7</sup>*Ibid.*, p. 130

Meanwhile, the researcher used the students' test result as the document. The researcher chose the eighth grade of the second semester students of MTsN 1 Pesawaran in the academic year of 2018/2019.

## 2. Observation

Observation is a major data collection tool in a qualitative research. According to Heigham and Coker, observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting.<sup>8</sup> It means that observation gains from natural setting which allow the researcher to draw conclusions happenings meaning and viewpoint of the respondent, the incident, event, and the process that is observed. In this research, the researchers do not teach the student directly, but just observed students' activity in the class. The researcher collected the data by using observational checklist when observing participants in a natural settings. The researcher observed the learning process in the class to know students' difficulties and the factors cause students' difficulties in learning degrees of comparison.

## 3. Interview

According to Arikunto, Interview is a dialog done by an interviewer and interviewee to gain or collect information.<sup>9</sup> Furthermore, Kvale says that an interview is a conversation, whose purpose is to gather descriptions of

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<sup>8</sup>Juanita Heigham and Robert A. Coker, *Qualitative Research in Applied Linguistics: A Practical Introduction* (London: Palgrave Macmillan, 2009), p.166.

<sup>9</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p.155

the [life-world] of the interviewee with respect to interpretation of the meanings of the ‘described phenomena’. In addition, Schostak adds that an interview is an extendable conversation between partners that aims at having an ‘in-depth information’ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it.<sup>10</sup> Thus, an interview is a way to collecting data and information by conversation about certain topic or subject.

In this research, the research used the semi-structured interview. According to Sugiyono, the semi-structured interview is an in-depth-interview, which is conducted with a relatively open framework that allows the interviewer to ask more openly about a particular topic.<sup>11</sup>

#### **D. Research Instrument**

In this research, the researcher is the key instrument.<sup>12</sup> The instrument in naturalistic inquiry is the human. Thus, the researcher was the key instrument in this research. In this case, the researcher used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to

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<sup>10</sup>Hamza Alshenqeeti, *Interviewing as a Data Collection Method: A Critical Review*, vol.3 of English Linguistics Research, (London: Newcastle upon Tyne, 2014).

<sup>11</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p. 125.

<sup>12</sup>Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, (Bandung: Alfabeta, 2013), p. 360.

increase one's understanding of whatever is being investigated.<sup>13</sup> Then, triangulation of method consist of observation, interview and questionnaire. The description of those instruments was as follows:

a. Documentation of the Test

In this research, the researcher used documentation of test as an instrument. The documentation of test has done by documenting the students' score in degrees of comparison. The students' score will be used as documentation of test. The purpose of documentation of test to know students' difficulties in learning degrees of comparison. The test was multiple choices which consist of ten questions, they were about the form and the usage of degrees of comparison. The distribution of the test can be seen in the table below.

**Table 3.2**  
**Specification of the students' test**

No	Degrees of Comparison	Number of items
1	Positive Degree	8
2	Comparative Degree	1, 3, 5, 6, 9
3	Superlative Degree	2, 4, 7, 10
<b>Total</b>		10 items

b. Observation Checklist

Observation is properly used in the research which is related to teaching and learning process, students' activity and students' difficulties which may arise. In this research, the researcher's function as observer to get the data, the researcher was not involved directly in the

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<sup>13</sup> Ag. Bambang Setiyadi, *Op.Cit.*, p. 246

classroom activity. The researcher was made a specific and detail note that related to guideline during teaching and learning process. By using this instrument the researcher used specification as follows:

**Table 3.3**  
**Specification of Observation**

1. First meeting

<b>Subject</b>	<b>Pointer (s)</b>
Pre-activity	1. The teacher opens the class
	2. The teacher checks the attendance list of students
	3. the teacher give motivation to students
	4. The teacher relates the material in last week with the material will be learn
	5. The teacher tells the material will be learn
	6. The teacher explains the material of degrees of comparison to the students
While-activity	7. The students observes the teacher's explanation about comparable thing or person in the classroom.
	8. The students work in pairs, then compare their friends or thing in the classroom.
	9. The students come forward to read out comparison sentence about person of thing in the classroom.
	10. The students practice to make comparison sentence individually.
Close-activity	11. The teacher concludes all points of material and gives feedback of the result to the students
	12. The teacher tells to the students about upcoming material in next meeting
	13. The teacher closes the class

2. Second meeting

<b>Subject</b>	<b>Pointer (s)</b>
Pre-activity	1. The teacher opens the class
	2. The teacher checks the attendance list of students
	3. The teacher gives motivation to students
	4. The teacher relates the previous material to the upcoming material
	5. The teacher tells the purpose of study or basic competence that will be reached
	6. The teacher explains the material of degrees of comparison to the students
While-activity	7. The students write comparisons consisting of one syllable, ending with the letter "-e" by adding "-er"

	and "-est"
	8. The students write comparisons that end with consonant letters
	9. The students write several comparison words consisting of two syllables by adding "-er" and "-est"
	10. The students write comparisons that end with the letter "y"
	11. The students write another comparison consisting of two syllables by adding "more" and "most"
	12. The students write comparisons consisting of more than three syllables by adding "more" and "most"
	13. The students pay attention to the picture, then write a comparison sentence based on the image
	14. The students pay attention to the picture along with the example of the conversation, then practice speaking the conversation
	15. The students pay attention to the picture along with examples of conversation, then practice speaking the conversation
	16. The students pay attention to the example, then practice saying by comparing images available verbally
Close-activity	17. The teacher concludes all points of material and gives feedback of the result to the students
	18. The teacher tells to the students about upcoming material in next meeting
	19. The teacher closes the class

### 3. Third meeting

Subject	Pointer (s)
Pre-activity	1. The teacher opens the class
	2. The teacher checks the attendance list of students
	3. the teacher gives motivation to students
	4. The teacher relates the previous material to the upcoming material
	5. The teacher tells the purpose of study or basic competence that will be reached
	6. The teacher explains the material of degrees of comparison to the students
While-activity	7. The students read the text carefully
	8. The students answer the questions based on the text
	9. The students complete the comparison sentences with the adjectives that has been given
	10. The students identify the sentences of the text with choose "true" or "false"
Close-activity	11. The teacher concludes all points of material and gives feedback of the result to the students
	12. The teacher tells to the students about upcoming

	material in next meeting
	13. The teacher closes the class

#### 4. Fourth meeting

Subject	Pointer (s)
Pre-activity	1. The teacher opens the class
	2. The teacher checks the attendance list of students
	3. the teacher gives motivation to students
	4. The teacher relates the previous material to the upcoming material
	5. The teacher tells the purpose of study or basic competence that will be reached
	6. The teacher explains the material of degrees of comparison to the students
While-activity	7. The students read the text about National Park
	8. The students choose animal to be compared
	10. The students write five facts about the animal
Close-activity	11. The students show their result of comparing five facts about animals
	12. The students write five sentence to compare the facts
	13. The teacher concludes all points of material and gives feedback of the result to the students
	14. The teacher tells to the students about upcoming material in next meeting
	15. The teacher closes the class

#### b. Interview Guideline

The interview was used to collect the data about the students' difficulties and the factors cause students' difficulties in learning degrees of comparison. As well as, the purpose of this interview was to make sure about the result of the observation and to get more data related to this research. The topic of interview can be described as follows:

**Table 3.2**  
**Specification of the students' interview**

Aspects	Indicators	Items
To know the internal factors that cause student's difficulties in	The researcher asks about students' interest in learning English especially degrees of comparison	1, 5

learning degrees of comparison	The researcher asks about students' motivation in learning English	2
	The researcher asks about students' types of learner	3, 4
To know the external factors that cause student's difficulties in learning degrees of comparison	The researcher asks about the student's understanding of the teacher's explanation	9
	The researcher asks about the learning instrument and time that used by the teacher	10
To know student's difficulties in learning degrees of comparison	The researcher ask the student's opinion about learning degrees of comparison	6, 7, 8

### E. Research Procedure

1. The researcher determined the subject of the research. In this research the subject was the students of second semester of the eighth grade students of MTsN 1 Pesawaran.
2. The researcher collected the students' score from the test that was given by the teacher.
3. The researcher observed the learning process in the class to know the students' difficulties in learning degrees of comparison.
4. The researcher did an interview to the students to collect the data about the factors cause students' difficulties in learning degrees of comparison.
5. The researcher analyzed the result of students' score, observation and interview.
6. The researcher made conclusion.

## F. Data Trustworthiness

In the qualitative research, the researcher reveals the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed. Qualitative validity means that the researcher determines the accuracy or credibility of the findings through strategies.<sup>14</sup> The technique used to improve the validity of data in qualitative research is triangulation, there are six kinds of triangulation :

1. Triangulation of time. Triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in longitudinal, data collection carried out from the same group with different time.
2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done by using different place for similar data.
3. Triangulation of theory. In triangulation of theory, data collecting is collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of method. In triangulation of method the researcher uses different method for collecting similar data.
5. Research triangulation. In research triangulation, for collecting the same data, it will be done by some people.

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<sup>14</sup>John W. Creswell, *Op.Cit*, p.259.

6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative. Thus, the researcher collects the both of data from those approaches.<sup>15</sup>

Getting beyond the validity data, the researcher used triangulation of method to obtain the data. Referring the previous discussion of data collecting technique the researcher has mentioned, the researcher used the documentation of data, observation and interview to obtain data.

## **G. Data Analysis**

Data analysis is the process of organizing the data in order to get the pattern of other explanation from where as data interpretation is the process of giving meaning to the result of data analysis.<sup>16</sup> Data analysis was conducted to create understanding of data and to enable the researcher to present the result of this research to the reader. Thus, there are three major phases of data analysis: data condensation, data display and conclusion drawing or verification.<sup>17</sup>

### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full body of written-up field notes, interview transcripts, documents, and other empirical materials. In this case, the researcher selected the data that

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<sup>15</sup>Ag. Bambang Setiyadi, *Op. Cit.* p.346.

<sup>16</sup>*Ibid*, p.98.

<sup>17</sup>Matthew B. Miles, Huberman and Saldana, *Qualitative Data Research*, (London: Sage Publication, 2014), p.31.

contain documentation of students' score, observation in learning process and interview to the students.

## 2. Data Display

After reducing the data, the next activity display the data to be meaningful. Data display can be done by narrative form, table or matrix, graphic, diagram and others. Through the presentation of these data, organize the data, make arrangement in a pattern of relationship, thus it will more easily understand. By analyzing the data, the researcher found out the problem. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

## 3. Conclusion Drawing

The last step of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the question at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross check or verifies these emergent conclusions. Verification refers to the process, which is able to explain the answer of research questions and research objectives.<sup>18</sup> In this step, the researcher drew the conclusion and verified the answer of research

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<sup>18</sup>*Ibid*, p.32.

question that had been done in displaying the data. After that, the researcher got the conclusion about student's difficulties in learning degrees of comparison at the second semester of the eighth grade students at MTsN 1 Pesawaran.



## CHAPTER IV RESEARCH FINDING AND DISCUSSION

### A. The Result of Data Analysis

In this research, to do data analysis the researcher collected the data and analyzed the data. The researcher used documentation of the test, observation, and interview to collect the data about an analysis of students' difficulties in learning degrees of comparison. The first step that was done by the researcher in data analysis was data condensation.

#### 1. Data Condensation

##### a. Documentation of the Test

In documentation of test, the researcher took the result from documentation of test that has done in preliminary research. Documentation of test consist of ten questions multiple choice about degrees of comparison. It consists of 125 students. (see in appendix 1 on page 93)

**Table4.1**  
**The Documentation of the Test Result about Degrees of Comparison**  
**at the Eighth Grade of MTsN 1 Pesawaran**

No	Students' score	The Number of the Students	Percentage
1	100	18	14.4 %
2	90	25	20 %
3	80	9	7.2 %
4	70	35	28 %
5	60	21	16.8 %
6	50	12	9.6 %
7	40	3	2.4 %
8	30	2	1.6 %
9	20	-	-
10	10	-	-
	<b>Total</b>	125	100 %

In documentation of test, the researcher conclude that consist of 125 students in documentation of the test result. It was 55 students or 44% that got score above criteria of minimum learning mastery, while the other 70 students or 56% got the score below criteria of minimum learning mastery. In the statement above, the students who got the score 100 is 18 student or 14.4%. So, who got the score 90 are 25 students or 20%. The other students got the score 80 are 9 students or 7.2%. Then, the students got the score 70 are 35 students or 28%. The other students got the score 60 are 21students or 16.8%. While the other students got the score 50 are 12 students or 9.6%. So, the students got the score 40 are 3 students or 2.4% and who got the score 30 are 2 students or 1.6%. The last, there is no students got the score 20 and 10 or 0%.

#### b. Observation

The researcher employed an observation. The observation was conducted to know the process of learning degrees of comparison that conducted in four meetings and students' difficulties in learning degrees of comparison. Every meeting had the different activities but the material was the same. In the first meeting, the teacher conducted pre-activity, whilst activity and post-activity. For the second, third and fourth meeting were the continuation from the first meeting.

The researcher observed the process of learning degrees of comparison and students' difficulties in learning degrees of comparison during teaching and learning. In the observation process, the researcher prepared the observation checklist (see Appendix 7 on page 121) and recorder to record the learning process.

c. Interview

To support the data of observation, the researcher had employed an interview with the students to investigate the difficulties faced by the students during the process of teaching and learning degrees of comparison. In this research, the interview was used as supporting instrument.

The researcher asked ten questions to the students. The questions consisted of the students' opinion about the difficulties in learning degrees of comparison (see Appendix 9 on page 137). The researcher asked about the students' opinion about the difficulties in learning degrees of comparison based on adopted by the theory of Ahmadi and Supriyono (see on page 30).

## 2. Data Display

The researcher analyzed the data that had been reduced before and displayed them below:

## a. Observation

The following table is the data gained from the observation done by the researcher.

## 1). First meeting

**Table 4.2**  
**Observation sheet in the first meeting**

Subject	No	Pointer (s)	Response s		Comments
			Yes	No	
Pre-activity	1	The teacher opens the class	√		The teacher greeted the students by saying Assalamu'alaikum and the students answered enthusiastically.
	2	The teacher checks the attendance list of students	√		The teacher called one by one of the names of students and asked for a letter of permission for the student who was not present.
	3	The teacher gives motivation to students		√	There was no motivation is given by the teacher to the students in the beginning of the class.
	4	The teacher relates the material in last week with the material will be learned		√	The teacher explained the material of degrees of comparison but she did not relate it with the last material.
	5	The teacher tells the material will be learned	√		The teacher told the students that the material will be learned was degrees of comparison.
	6	The teacher explains the material of degrees of comparison to the students	√		<ul style="list-style-type: none"> <li>• The teacher explained the material on the white board because the students didn't have the textbook.</li> <li>• The teacher explained about the definition and the form of degrees of</li> </ul>

					<p>comparison.</p> <ul style="list-style-type: none"> <li>The teacher explained the positive degree first.</li> </ul>
While-activity	7	The students observe the teacher's explanation about comparable thing or person in the classroom.	√		<ul style="list-style-type: none"> <li>The students paid attention to the teacher seriously, but when the teacher was given further explanation the students looked confused and unmotivated.</li> <li>The teacher used the classroom and the students as the objects to be compared.</li> </ul>
	8	The students work in pairs, then compare their friends or thing in the classroom.	√		<ul style="list-style-type: none"> <li>The teacher asked the students to make a sentences in positive degree individually.</li> <li>The students seemed confused to decided the adjective but they did not have textbook and dictionary.</li> <li>Some of the students was chatting when they did the teacher's task.</li> <li>The teacher asked the students to come forward and read out their sentences individually.</li> <li>After some of students came forward to read out the positive degree individually, the teacher continued to the next form of degrees of comparison; comparative degree.</li> </ul>

					<ul style="list-style-type: none"> <li>• During the teacher explained about comparative degree, the students seemed more confused and unmotivated.</li> <li>• The teacher did not asked students to give her questions about the material or their difficulties.</li> <li>• The teacher did not give worksheet to the students but the teacher asked students to make a sentence about comparative degree in pairs and came forward to read it out.</li> </ul>
	9	The students come forward to read out comparison sentence about person of thing in the classroom.	√		The students came forward and read out their sentence about comparative degree in pairs and wrote it on the white board.
	10	The students practice to make comparison sentence individually.	√		The teacher did not follow each steps of lesson plan in sequence because the students made comparison individually in postive degree and worked in pairs for comparative degree.
Close-activity	11	The teacher concludes all points of material and gives feedback of the result to the students		√	The class situation was not conducive at the end of the lesson, some students looked bored and sleepy. Thus, the teacher immediately closed the class.
	12	The teacher tells to the students about		√	The teacher closed the class without tell the upcoming material in the

		upcoming material in next meeting			next meeting.
	13	The teacher closes the class	√		The teacher closed the class before the bell rang.

## 2) Second meeting

**Table 4.3**  
**Observation sheet in the second meeting**

Subject	No	Pointer (s)	Response		Note
			Yes	No	
Pre-activity	1	The teacher opens the class	√		The teacher greeted the students by saying Assalamu'alaikum and the students answered enthusiastically
	2	The teacher checks the attendance list of students	√		The teacher asked to the students who did not come to the class and asked for the letter of permission.
	3	The teacher gives motivation to students		√	There was no motivation is given by the teacher to the students in the beginning of the class.
	4	The teacher relates the previous material to the upcoming material	√		The students seemed confused when the teacher asked what the material was learnt before, then the teacher reviewed the previous material.
	5	The teacher tells the purpose of study or basic competence that will be reached		√	The teacher did not told the purpose of study or basic competence that will be reached to the students.
	6	The teacher explains the material of degrees of comparison to the students	√		<ul style="list-style-type: none"> <li>The teacher explained the another forms of degrees of comparison; comparative and</li> </ul>

					<p>superlative degree on the white board.</p> <ul style="list-style-type: none"> <li>• The students did not have textbook.</li> <li>• The students looked tired and unmotivated because the time of english subject in the second meeting was in the afternoon.</li> <li>• The situation around the class was unconducive because the teacher in the next class did not come and the class became very noisy and disrupted concentration.</li> </ul>
While-activity	7	The students write comparisons consisting of one syllable, ending with the letter "-e" by adding "-er" and "-est"		√	<ul style="list-style-type: none"> <li>• The teacher gave an exercise to the students on the white board and the students wrote down on their exercise book.</li> <li>• The students' adjective mastery was lack. They relied on the dictionary to search the meaning of the adjectives.</li> </ul>
	8	The students write comparisons that end with consonant letters		√	The students did not write comparisons that end with consonant letters because the teacher did not asked them or just skipped this step.
	9	The students write several comparison words consisting of		√	The students did not write several comparison words consisting of two syllables by adding -er and -est because the

		two syllables by adding "-er" and "-est"			teacher has given another task about find out comparative and superlative form and the meaning.
	10	The students write comparisons that end with the letter "y"		√	The students did not write comparisons that end with the letter "y" because the teacher has given another task about find out comparative and superlative form and the meaning.
	11	The students write another comparison consisting of two syllables by adding "more" and "most"		√	The students did not write another comparison consisting of two syllables by adding "more" and "most" because the teacher has given another task about find out comparative and superlative form and the meaning.
	12	The students write comparisons consisting of more than three syllables by adding "more" and "most"		√	The students did not write comparisons consisting of more than three syllables by adding "more" and "most" because the teacher has given another task about find out comparative and superlative form and the meaning.
	13	The students pay attention to the picture, then write a comparison sentence based on the image		√	The teacher did not give the picture to the students so that the students did not write a sentence based on the image in the learning process.
	14	The students pay attention to the picture along with the example of the conversation, then practice speaking the conversation		√	The students did not practice speaking the conversation because the teacher skipped this step.
	15	The students		√	The students did not

		pay attention to the picture along with examples of conversation, then practice speaking the conversation			practice speaking the conversation because the teacher skipped this step.
	16	The students pay attention to the example, then practice saying by comparing images available verbally		√	The students did not practice saying by comparing images available verbally because the teacher skipped this step.
Close-activity	17	The teacher concludes all points of material and gives feedback of the result to the students		√	The teacher checked the answer of the students' task and concluded all points of material.
	18	The teacher tells to the students about upcoming material in next meeting		√	The teacher did not tell the upcoming material to the students. After she gave feedback to the students, she directly closed the class.
	19	The teacher closes the class		√	The teacher closed the class by saying Assalamu'alaikum to the students.

## 3) Third meeting

**Table 4.4**  
**Observation sheet in the third meeting**

Subject	No	Pointer (s)	Response		Note
			Yes	No	
Pre-activity	1	The teacher opens the class	√		The teacher greeted the students by saying Assalamu'alaikum and the students answered enthusiastically
	2	The teacher checks the	√		The teacher called one by one of the names of

		attendance list of students			students and asked for a letter of permission for the student who was not present.
	3	The teacher gives motivation to students		√	There was no motivation is given by the teacher to the students in the beginning of the class.
	4	The teacher relates the previous material to the upcoming material		√	The teacher did not review the last material of degrees of comparison.
	5	The teacher tells the purpose of study or basic competence that will be reached		√	The teacher did not tell the purpose of study or basic competence that will be reached to the students.
	6	The teacher explains the material of degrees of comparison to the students		√	The teacher did not explain the material and immediately gave the exercise to the students.
While-activity	7	The students read the text carefully		√	The teacher did not give the text and questions to be answered.
	8	The students answer the questions based on the text		√	The students did not answer the question based on the text because the teacher gave another task to complete the text.
	9	The students complete the comparison sentences with the adjectives that has been given		√	<ul style="list-style-type: none"> <li>• The teacher wrote the exercise from Erlangga book on the white board because the students still did not have a textbook yet.</li> <li>• When the students did the exercise, the teacher went to the office for 15 minutes.</li> </ul>
	10	The students identify the		√	There was no “true” or “false” task that is given

		sentences of the text with choose “true” or “false”			by the teacher
Close-activity	11	The teacher concludes all points of material and gives feedback of the result to the students	√		<ul style="list-style-type: none"> <li>The teacher reviewed the answer of the exercise.</li> <li>The teacher concluded the material.</li> </ul>
	12	The teacher tells to the students about upcoming material in next meeting		√	The teacher did not tell the next material to the students.
	13	The teacher closes the class	√		The teacher closed the class by saying Assalamu’alaikum to the students.

## 4) Fourth meeting

**Table 4.5**  
**Observation sheet in the fourth meeting**

Subject	No	Pointer (s)	Response		Note
			Yes	No	
Pre-activity	1	The teacher opens the class	√		The teacher greeted the students by saying Assalamu’alaikum and the students answered enthusiastically
	2	The teacher checks the attendance list of students	√		The teacher asked to the students who did not come to the class and asked for the letter of permission.
	3	The teacher gives motivation to students		√	There was no motivation is given by the teacher to the students in the beginning of the class.
	4	The teacher relates the previous material to the upcoming material		√	The teacher did not relate the previous material to the upcoming material and immediately gave worksheet to the students about degrees of

					comparison. But during the students did the task, they looked unmotivated, tired, and sleepy. They also felt confused when they did the exercise because they lacked in vocabulary so that it was hard to them to know the meaning of each sentence on the questions.
	5	The teacher tells the purpose of study or basic competence that will be reached		√	The teacher did not tell the purpose of study or basic competence that will be reached.
	6	The teacher explains the material of degrees of comparison to the students		√	The teacher immediately gave worksheet to the students about degrees of comparison without explain the material.
While-activity	7	The students read the text about National Park		√	The students was not given the text about ational Park by the teacher.
	8	The students choose animal to be compared		√	The students could not compared the animal because they did not get the text.
	9	The students write five facts about the animal		√	The students did not write facts about animal because they did not get the text.
	10	The students show their result of comparing five facts about animals		√	The students did not show their result of comparing facts about animals because the did not get the text so their did not have the result of the task.
Close-activity	11	The students write five sentence to compare the facts		√	The students did not write a sentence to compare the facts about animals because the did not get the text so that they did not do the task.
	12	The teacher		√	The teacher did not

		concludes all points of material and gives feedback of the result to the students			conclude the material because after the students submitted their worksheet.
	13	The teacher tells to the students about upcoming material in next meeting		√	The teacher did not tell the upcoming material because the teacher immediately closed the class and back to the office.
	14	The teacher closes the class		√	The teacher closed the class when the bell rang.

Based on the observation sheet above, the data found had been identified as explained in the following discussion:

#### 1. First Meeting

In the first meeting, the researcher conducted the research on Monday, April 8<sup>th</sup>, 2019. The process of teaching and learning degrees of Comparison in the first meeting was as follows:

##### a. Pre-activity.

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm. After that, the teacher checked the students' attendance. Then, she explained the material will be learnt in this meeting.

##### b. Whilst Activity

The teacher explained the material about degrees of comparison to the students. Then, she asked the students to make a sentence about positive degree individually. After that, the students came forward to read out

the positive degree. Then, the teacher continued to explain comparative degree. After she explained it, she did not give worksheet to the students but the teacher asked students to make a sentence about comparative degree in pairs. The students looked confused to decide the adjective but they did not have textbook and dictionary. And then they came forward to read it out.

#### c. Post-activity

In the end of the lesson, the class situation was not conducive. Some students looked bored and sleepy. Thus, the teacher immediately closed the class without evaluation.

Based on the data that taken in the first observation, the process of teaching and learning degrees of comparison was not so good because the students looked confused and unmotivated when the teacher explained the material and did the task. The teacher also did not follow each steps of the lesson plan in sequence, but she did all of the points in whilst activity.

## 2. Second Meeting

In the second meeting, the researcher conducted the research on Wednesday, April 10<sup>th</sup>, 2019. The process of teaching and learning degrees of comparison in the second meeting was as follows:

#### a. Pre-activity.

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm.

After that, the teacher checked the students' attendance list. After that the teacher asked to the students about the last material but the students seemed confused, then the teacher reviewed the last material to the students.

b. Whilst Activity

The teacher explained another forms of degrees of comparison; comparative and superlative degree on the white board because the students did not have the textbook. After that, the teacher gave an exercise to the students on the white board and the students wrote down on their exercise book. The class situation was uncondusive because the next other class was very noise and the students also seemed tired because the time of the English lesson was in the afternoon.

c. Post-activity

The teacher checked the answer of the students' task and concluded all points of material, but the teacher did not tell upcoming material to the students. Then, the teacher closed the class.

Based on the data that taken in the second observation, the process of teaching and learning degrees of comparison was not good because the class situation was uncondusive. The teacher also did not follow some steps in the lesson plan, such as the steps number 8-12 about comparison words which consist of syllables and adding *-er/ -est* or adding

more/most and the steps number 13-16 about writing and speaking practice based on the picture that has been given by the teacher.

### 3. Third Meeting

In the third meeting, the researcher conducted the research on Monday, April 15<sup>th</sup>, 2019. The process of teaching and learning degrees of comparison in the third meeting was as follows:

#### a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. They responded the teacher loudly with enthusiasm.

After that, the teacher checked the students' attendance list.

#### b. Whilst Activity

In this meeting the students did not explain the material. After checked the attendance list, the teacher immediately gave an exercise to the students. She wrote the questions on the white board because the students did not have the textbook yet.

#### c. Post-activity

After the students submitted the task, the teacher reviewed the answer of the exercise. In the last, the students reviewed the material including positive, comparative and superlative degree. After that, the teacher closed the class.

Based on the data that taken in the third observation, the process of teaching and learning degrees of comparison was not good because the teacher did not follow some steps in the lesson plan, such as told the purpose of the study, asked the students to answer the question based on the text, and she also did not review the material in the beginning.

#### 4. Fourth Meeting

In the fourth meeting, the researcher conducted the research on Wednesday, April 22<sup>nd</sup>, 2019. The process of teaching and learning degrees of comparison in the third meeting was as follows:

##### a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. They responded the teacher loudly with enthusiasm.

After that, the teacher checked the students' attendance list.

##### b. Whilst Activity

The teacher gave the worksheet to the students and gave 60 minutes to finish it. The students seemed confused to answer the questions. The class situation was uncondusive because the students asked the answer with their friends and made a noise.

##### c. Post-activity

After the students submitted the task, the teacher closed the class without checked and gave feedback to the students.





		L M N O P	√ √ √ √	√		
No	Question	Students' Name	Answer			
			L	S	R	W
5	Dalam pelajaran bahasa Inggris <i>skill</i> manakah yang paling anda senangi ( <i>Listening, speaking, reading, dan writing</i> ) ?	A				√
		B	√			
		C	√			
		D	√			
		E	√			
		F	√			
		G				√
		H	√			
		I				√
		J	√			
		K			√	
		L				√
		M			√	
		N	√			
		O	√			
		P	√			
No	Question	Students' Name	Answer			
			Mudah	Sulit		
6	Bagaimana pendapat anda tentang <i>grammar</i> terutama <i>degrees of comparison</i> ?	A		√		
		B		√		
		C		√		
		D		√		
		E		√		
		F		√		
		G		√		
		H		√		
		I		√		
		J		√		
		K		√		
		L		√		
		M		√		
		N		√		
		O		√		
		P		√		
7	Dimanakah letak kesulitan anda dalam mempelajari <i>grammar</i> terutama <i>degrees of comparison</i> ? Apakah pada bentuk ( <i>form</i> ) dari <i>degrees</i> atau dari penggunaannya ( <i>usage</i> ) di dalam kalimat?	A	Form. Karena susah menentukan kata sifatnya.			
		B	Form. Karena susah dalam penambahan katanya.			
		C	Form dan usage			
		D	Usage dan form. Karena bingung dalam rumusnya.			
		E	Form karena susah dalam menerjemahkannya.			

		F	Form dalam menambahkan –est.
		G	Form, menambahkan –er.
		H	Form, karena bingung dalam rumusnya.
		I	Form, karena susah dalam menerjemahkan.
		J	Usage, karena susah menentukan kata sifat.
		K	Form, pada comparative dan superlative.
		L	Usage, karena sulit dalam penambahan more/-er dan most/-est.
		M	Usage, karena susah dalam penambahan katanya.
		N	Form, dalam penambahan –er dan –est.
		O	Form, karena susah dalam menambahkan –er/-est.
		P	Usage, dalam penambahan more/-er.
8	Mengapa anda mengalami kesulitan dalam mempelajari <i>degrees of comparison</i> ?	A	Karena materiny asulit.
		B	Karena materinya sulit.
		C	Karena susah konsentrasi
		D	Karena sulit.
		E	Karena tidak mengerti.
		F	Sulit konsentrasi karena kelasnya berisik.
		G	Karenasaya belum mempelajari materinya.
		H	Karena sulit materinya.
		I	Karena sulit berkonsentrasi.
		J	Karena materi sulit dan susah konsentrasi.
		K	Susah konsentrasi.
		L	Karena susah memahami kalimat.
		M	Karena materinya sulit.
		N	Karena materinya sulit.
		O	Karena susah berkonsentrasi.
		P	Susah konsentrasi.
9	Apakah anda bias mengikuti dan memahami penjelasan guru tentang <i>degrees of comparison</i> ? Jika tidak, apa yang menyebabkan anda tidak memahaminya?	A	Tidak, karena materinya sulit.
		B	Tidak, karena suasana kelas tidak baik.
		C	Tidak, karena rebut dikelas.
		D	Tidak, karena materinya sulit.
		E	Tidak, Karena kurang jelas.

		F	Tidak, karena berisik.	
		G	Ya	
		H	Ya	
		I	Tidak, karena situasi kelas tidak kondusif.	
		J	Ya	
		K	Tidak karena sulit konsentrasi dan dikelas ribut.	
		L	Ya	
		M	Ya	
		N	Tidak, karena saya tidak konsentrasi dengan suasana kelas.	
		O	Tidak, karena materinya sulit dan penjelasan kurang jelas.	
		P	Tidak, karena susah konsentrasi.	
No	Question	Students' Name	Answer	
			Sesuai	TidakSesuai
10	Apakah media pembelajaran ( <i>worksheet</i> dan realita benda) dan waktu pembelajaran (2x45 menit) yang digunakan oleh guru sudah sesuai ?	A	√	
		B	√	
		C	√	
		D	√	
		E	√	
		F	√	
		G	√	
		H	√	
		I		√
		J	√	
		K	√	
		L	√	
		M	√	
		N	√	
		O	√	
		P		√

Based on the interview session with the students above, the researcher can describe that the students' response was varied. For more detail, the researcher described the students' difficulties in learning degrees of comparison as follow:

From the data of the question number one, it showed that the students' interesting in English was low because they felt that English is a difficult

subject. According to Ahmadi and Supriyono theory about the factors that cause the students' difficulties in learning, if the students study without interesting to the learning process, the students will get learning difficulties.

From the data of the question number two, it showed that the students' motivation was low because most of them did not take an English course. According to Ahmadi and Supriyono theory about the factors that cause the students' difficulties in learning, students' motivation can determine good or bad in their learning achievement. Thus, their low motivation is one of the cause of their difficulty.

From the data of the question number three and four, it showed that the students' types of learner were varied. From the answer of the students, it can be conclude that 80% of the students were audio and 20% of the students were visual. According to Ahmadi and Supriyono theory about the factors that cause the students' difficulties in learning, the types of learning styles that suitable with the learning process will make the students study happily. From the answer of the question number 4, there were 80% of the students felt their learning style were suitable with the learning process and 20% of the students were not.

From the data of the question number five, it showed that the students' skill in learning English were varied. Based on the answer of the students, it showed that there were 25% of the students were writing,

19% of the students were reading, and 56% of the students were listening. It means that their skill affected their learning process and their achievement.

From the data of the question number six, it showed that the students' interest in learning degrees of comparison were low. Based on the answer of the students, they considered that grammar especially degrees of comparison was difficult. If they faced difficulty in learning, they would get the low score.

The result of the question number seven showed the students' difficulties in learning degrees of comparison. Based on their answer, there were 69% of the students had difficulty in the form, 25% of the students had difficulty in the usage and 6% of the students had difficulty in the form and usage of the degrees of comparison. They had difficulties to determine the adjective, translated the sentence, used the formula, and when they should add more/-er and most/-est in the sentences. Furthermore, they also felt difficulty because it was hard to concentrate when the teacher explained the material. Another difficulty came from their mastery, they stated that the material was difficult to understand and some of them did not understand the material.

The result of the question number nine showed the students' opinion about the teacher. Based on their answer, there were 69% of the students that did not understand the teacher explanation and 31% of the students

were understand the teacher explanation in learning degrees of comparison. They felt difficult to understand the teacher explanation because the class situation was uncondusive. It made them difficult to concentrate so that they faced the difficulty to understand the material.

The result of the question number ten showed the students' opinion about the media/instrument of learning and the time of learning that used by the teacher. Based on the answer of the students, 80% of the students considered that the media of learning and the time of learning that used by the teacher were suitable and 20% of the students media of learning and the time of learning that used by the teacher were unsuitable.

Based on the explanation above, it can be conclude that the students faced difficulty in learning degrees of comparison because their interest and motivation were low. Furthermore, they felt confused with the material especially with the form and the usage of degrees of comparison.

### **c. Conclusion Drawing**

Conclusion drawing or verification is the last step of analysis activity in the research of Miles & Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research In this part the discussion and findings were divided into two parts: the students' difficulties and the factors cause students' difficulties in learning degrees of comparison.

a. Students' Difficulties in Learning Degrees of Comparison

The researcher collected the documentation of the test, employed the observation checklist, and did an interview the students to know the students' difficulties in learning degrees of comparison. As Ahmadi and Supriyono stated that there are two factors that cause students difficulties in learning; they are internal factor and external factor. The internal factor is divided into physiological and phycological aspect and the external factors include the social and non-social environment.

Based on the result of the documentation of the test, the observation checklist, and the students' answer of the interview, the researcher concluded that the students' difficulties were:

1. The students felt confused with the form of degrees of comparison. They had difficulty with the pattern of the form, especially comparative and superlative degree.
2. The students felt confused with the usage of degrees of comparison. They had difficulty to added *-er/-est* at the end of the adjective, or added *more-/most-* before adjective.
3. The students lacked of adjectives. They felt confused to make a sentences about degrees of comparison.
4. The students lacked of the vocabulary so that they felt difficult to translate a sentence.

Based on the result of problems above, it can be inferred that the difficulties explained in the theory were happened to the students even

there were more difficulties that happen in learning degrees of comparison. After the researcher analyzed and found out the conclusion of the research, hopefully the researcher gave contribution of the research to better way. In learning degrees of comparison the students should have interest or high spirit, motivation, the suitable types of learner, and good social and non-social environment. They also should understand the form, the kinds, the usage of degrees of comparison and the adjectives.

b. The Factors Cause Students' Difficulties in Learning Degrees of Comparison

The research collected the documentation of the test, observed and interviewed the students to know the factors cause students' difficulties in learning degrees of comparison. Based on the theory, there were two factors that cause students difficulties in learning degrees of comparison such as; internal factors and external factors.

Based on the result of the documentation of the test, observation and interview, the researcher concluded that the factors cause students' difficulties were:

1. Internal Factors

a. Physiological Aspects

The condition of the body can influence students' intensity and spirits in studying. Based on the observation, in learning process some of the students looked no spirit to study, tired, and sleepy.

## b. Psychological Aspect

### 1. Interest

The students' interest can be seen by the way students follow the learning process because without interesting to the learning process, they will get learning difficulties. Based on the data, the students did not have good interest in learning degrees of comparison.

### 2. Motivation

Students' motivation can determine good or bad in their learning achievement. Based on the data, the students had low motivation in learning degrees of comparison.

### 3. Special Types of Learner

The students' types of learner that suitable in learning process will make the students study pleasantly. Based on the data, the students had different learning style in learning process such as; audio and visual.

## 2. External Factors

### a. Social Environment

In the learning process, the teacher has become the cause of the learning difficulties. Based on the data, there were some factors that cause the learning difficulties:

- 1) Bad relationship between the teacher and the students

- 2) The teacher had no skill in diagnosing the students learning difficulties
- 3) The teacher was not in accordance with the learning objectives that has been made in the lesson plan
- 4) Did not follow the lesson plan in sequence and intact

b. Non-social Environment

Based on the data, there were some factors that cause the learning difficulties:

1). Time

Based on the data, the researcher considers that the learning time was not appropriate because in the afternoon the students already felt sleepy, tired and got bored so that they lose their attention to a lesson.

2). Media in learning process

Based on the data, the media that used by the teacher was very monotonous and ineffective. The teacher only used the whiteboard in teaching and learning process. There was no textbook, picture and dictionary that used by the students in learning process.

3). The School Facility

Based on the observation, the school facility was not good enough. The students felt hot during learning process because there was no air condition or fan in the class. The school

library also did not provide the English textbook and dictionary to the students.

## **B. Discussion of the Research**

In this part, the researcher would like to discuss about the finding of the students' difficulties in learning degrees of comparison as the first formulation of the problem in this research. Beside the students' problem, the researcher discussed the factors cause the students' difficulties in learning degrees of comparison as the second formulation of the problem. This research was produced by the participants of the research, they were the students of the eighth grade at the second semester in the academic year of 2018/2019.

### **1. Students' Difficulties in Learning Degrees of Comparison**

Based on the documentation of the test that the researcher got in preliminary research, more than half of the eighth grade students felt difficulties in learning degrees of comparison. The VIII D class was the class that got lowest average score so that the researcher did the observation and the interview to the VIII D class. (See page 52)

From the data gained through observation, the researcher assumed that the teaching and learning process of degrees of comparison was not maximum. The researcher observed of teaching and learning process that was done by the teacher in four meetings. In the teaching and learning process, the teacher did not apply all of the procedure based on the lesson plan, there were some steps that was skipped in teaching and learning process, in pre-

activity and also whilst-activity. The teacher also only discussed the material without discussed about the students' difficulties in learning degrees of comparison. The teacher did not ask the students thoughts and takes notes on their activity about their opinion related to the material. In addition, the students did not get the feedback from the teacher and looked tired and bored in teaching and learning process so that the process of learning became less effective.

However, based on the result of observation and interviewed answered by the students, it showed that the students' difficulties were accordance the theory of Murcia & Freeman. According to Murcia & Freeman, the common error that the students made in degrees of comparison were the use of more/most, -er/-est and the usage and the pattern of adjectives. The students had difficulty to determine and change adjectives especially the use of regular/irregular pattern, lacked of vocabulary and confused about the form and the usage of degrees of comparison, such as in adding -er/-est or more/most in the sentence. The students admitted that the material of degrees of comparison was difficult to understand, although they could remember the kinds of degrees of comparison but they still felt difficult to apply it in a sentence because it had many patterns or formulas and rules. The students also did not have memorized vocabulary especially adjectives, whereas adjectives were the main component in making sentence of degrees of comparison. Some of them tended to use dictionary or ask their friends when did the task from the teacher.

Based on the result of the problems above, it could be concluded that the students had several difficulties in learning degrees of comparison, especially with the form and the usage of degrees of comparison. Thus, the theory of Murcia & Freeman is appropriate for the real condition in the classroom about the students' difficulties in learning degrees of comparison.

## 2. The Factors Cause Students' Difficulties in Learning Degrees of Comparison

Based on the result of documentation of the test (see appendix 1 on page 93), observation (see appendix 8 on page 126), and interview to the students (see appendix 10 on page 138), the researcher took some conclusion about the factors cause students' difficulties in learning degrees of comparison.

According to the factors cause students' difficulties related to the theory stated by Ahmadi and Supriyono in this research such as; internal and external factors (see on pages 30-34). In the internal factors, Ahmadi and Supriyono said that for those who have high interest and motivation in learning process, they will study hard to get the good achievement. But in fact, the researcher found that the students had low interest and low motivation in learning. They said that the material of degrees of comparison was difficult to understand but they also did not take an English course to help them more understand. They also did not read a textbook to add more knowledge about degrees of comparison or ask the teacher about their difficulties. Furthermore, the students' difficulties from external factors caused by the social and non-social environment. Ahmadi and Supriyono

said that the human environment, school building, learning instrument, curriculum and school timing could be influence for the students' achievement. Based on the result of the research, in the social environment, the researcher found that their difficulties came from the teacher. Some of them said that the teacher explanation was unclear and difficult to understand, but they did not ask and tell their difficulties to the teacher. It means that there was a bad relation between the teacher and the students in learning process.

Furthermore, the researcher also found that the teacher did not follow all steps of the procedure in lesson plan that she made. She was skipped some steps without changed it to another activity. The teacher also did not reach all of the learning objective in the lesson plan although the class had time to do more activity. It was boring because the teacher only explained the material in the whiteboard and then give task to the students. The teacher should have more interactive method to make the learning process better and more fun so that the students would not be bored and unmotivated. Another factor was from non-social environment. It caused by the learning time, media in learning process, and school facility. The learning time of English subject in the school was ineffective because of the time in the afternoon and cut off with the recess time. The researcher assumed that it happened because the English class that has began in the afternoon became less conducive so that the class was so hot and also the next class was so noisy, it was really influenced for their spirit to learn English. The

classroom atmosphere of learning process of the degrees of comparison were the students looked enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or even made noisy and chatting each other. Some students also looked difficult to follow the teacher's direction.

Based on the observation, media in learning process that the teacher used was monotonous and less effective. The teacher only used the whiteboard to explain the material and give the task to the students. There was no textbook, picture or another media that used by the teacher in teaching. The last factors was the school facility. It was not good. The students felt hot during learning process because there was no air condition or fan in the class even though the time was during the day. The school library also did not provide the English textbook and dictionary to the students so that the students became lack of knowledge and confused in learning process.

From the finding in the research above, it could be concluded that the theory of Ahmadi and Supriyono is appropriate for the real condition in the classroom about the factors cause students' difficulties in learning.

## **CHAPTER V CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions of the students' difficulties in learning degrees of comparison at the second semester of the eighth grade of MTsN 1 Pesawaran in the academic year of 2018/2019.

### **A. CONCLUSION**

After discussing the result of the research, the following explanations are the conclusion made by the researcher.

#### **1. Students' difficulties in learning degrees of comparison**

Based on data from documentation of the test, observation, and interview to the students, the students' difficulties in learning degrees of comparison were in determined and changed the adjectives in the sentence, lacked vocabulary, to understand the kinds and the usage of degrees of comparison especially in comparative and superlative, and they also were confused of the form or patterns of comparative and superlative degree.

#### **2. The factors cause students difficulties in learning degrees of comparison**

From the result of observation and interview to the students, the factors cause students' difficulties came from internal and external factors. In the internal factors, the students' difficulties came from the students' body condition, the low interest and motivation, and the types of learner of the students. In the external factors, the students' difficulties caused by the

social and non-social environment. The social environment factor influenced by the teacher, some the students could not understand the teacher explanation because the teacher had no skill in diagnosing the students learning difficulties. Furthermore, there was a bad relationship between the teacher and the students during learning process because the teacher only explained the material and gave the exercise without gave the feedback to the students. During the learning process, the teacher also skipped the steps on the lesson plan so that the students did not get all of the objectives of the learning degrees of comparison. In the external factors, it caused by the class situation, lesson time, learning media and instrument, and school facility. The school did not provide the textbook and dictionary to the students, air conditioner or fan in the class, and other media and facility that needed by the students in learning process.

## **B. SUGGESTION**

Based on the conclusion above, the researcher could give some suggestions as follow:

1. For the English Teacher
  - a. The teacher had better give more attention and motivation to their students to practice their English and give more exercise of degrees of comparison.
  - b. The teacher should give more attention to apply all the steps in lesson plan of degrees of comparison to the students in learning process.

c. The teacher should increase the students' knowledge, metacognition, and vocabulary especially adjectives.

2. For the students

a. The students must be serious in learning process, especially in learning degrees of comparison.

b. The students have to increase their motivation in learning degrees of comparison.

c. The students should increase their previous knowledge and memorize vocabulary especially adjectives.

d. The students should keep study hard and take an English course to master grammar, especially degrees of comparison.

3. For the School

a. The school should provide some more English books to be read by the students, so they can increase their knowledge.

b. The school should provide another facility for students to practice their English competency.

c. The school should provide better facility to the class to make learning process run well and comfortable.

4. For the Other Researcher

To the other researcher, it can be used to find out the more appropriate technique to reinforce data about the students' difficulties in learning degrees of comparison. This script can be as reference in conducting similar

study in the next time. Finally, for the researchers particularly and readers broadly who are concerned with this paper, it is as one of resource which can enhance their perception and knowledge in learning degrees of comparison.



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