

**THE STUDENTS' ABILITY IN USING
COMPARATIVE DEGREE AT THE VIII GRADE
STUDENTS OF SMP NEGERI 8 PADANGSIDIMPUAN**



A THESIS

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Graduate Education (.S. Pd.) In English*

Written By:

AGUS MULIA

Reg. No. 17 203 00073

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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2023

LETTER OF AGREEMENT

Term : Thesis

Padangsidempuan, 19 Juli 2023

An. **Agus Mulia**

To: **Dean**

Tarbiyah and Teacher Training Faculty

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Assalamu 'alaikum Warahmatullahi Wabarakatuh

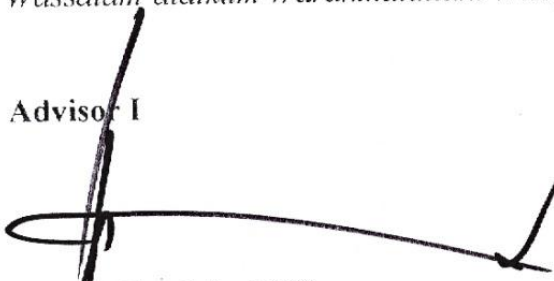
After reading, studying and giving advice for necessary revision on the thesis belongs to **Agus Mulia**, entitled "**The Students' Ability in Using Comparative Degree at The VIII Grade Students of SMP Negeri 8 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam 'alaikum Warahmatullahi Wabarakatuh

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DECLARATION LETTER OF SELF THESIS COMPLETION

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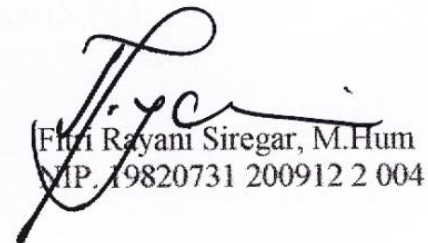


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ABSTRACT

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Title of Thesis : The Students' Ability in Using Comparative Degree at
The VIII Grade Students of SMP Negeri 8
Padangsidempuan

This study was done based on the problem about students' ability in using comparative degree at grade VIII SMP Negeri 8 Padangsidempuan. Researcher identified many problems such as, the students used the same pattern in comparative degree such as positive degree, comparative degree and superlative degree. The students also confused at how to differentiate pattern when the adjective is one or more syllables. The students have problem on how to differentiate pattern when the adjective is three syllables in comparative degree of superlative degree. In this research, the researcher wanted to find out about how students' ability in using comparative degree. The objective of the research is to know the students' ability in using comparative degree at VIII Grade of SMP Negeri 8 Padangsidempuan. The researcher choose the population at grade VIII students at SMP Negeri 8 Padangsidempuan. The researcher choose all the students of class VIII as the sample. They were 51 students. This research was conducted using quantitative research methods and using descriptive method. To collect the data the researcher used te test. So to determine the students' ability in using comparative degree , the researcher used multiple choice. The researcher analyzed the test results with mean score. After analysing the data, the researchers found that the mean score of students' ability in using comparative degree was 69.5, so it could be concluded that the students' ability in using comparative degree at SMP Negeri 8 Padangsidempuan was included in categorized as good.

Keywords: Students Ability, Comparative Degree

ABSTRAK

Nama : Agus Mulia
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Judul Skripsi : Kemampuan Siswa Kelas Menggunakan Comparative Degree Pada Siswa Kelas VIII SMP Negeri 8 Padangsidempuan.

Penelitian ini dilakukan berdasarkan masalah bahwa kemampuan siswa dalam menggunakan comparative degree di kelas VIII SMP Negeri 8 Padangsidempuan. Peneliti mengidentifikasi bahwa banyak masalah seperti, para siswa menggunakan pola yang sama dalam derajat komparatif seperti derajat komparatif positif, derajat komparatif, dan derajat superlatif. Siswa juga bingung bagaimana membedakan pola ketika kata sifat terdiri dari satu suku kata atau lebih. Siswa memiliki masalah bagaimana membedakan pola ketika kata sifat terdiri dari tiga kata suku kata dalam derajat komparatif dan superlatif. Dalam penelitian ini, peneliti ingin mengetahui bagaimana kemampuan siswa dalam menggunakan komparatif degree. Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menggunakan komparatif degree di kelas VIII SMP Negeri 8 Padangsidempuan. Peneliti mengambil populasi siswa kelas VIII SMP Negeri 8 Padangsidempuan. Peneliti mengambil seluruh siswa kelas VIII SMP Negeri 8 Padangsidempuan sebagai sampel yaitu 51 siswa. Penelitian ini dilakukan dengan menggunakan metode penelitian quantitative dan menggunakan metode deskripsi. Instrumen yang digunakan peneliti untuk mengumpulkan data adalah menggunakan tes. Maka untuk mengetahui kemampuan siswa dalam menggunakan komparatif degree, peneliti menggunakan tes pilihan berganda. Peneliti menganalisis hasil tes dengan skor rata-rata dan mengambil kesimpulan penelitian secara deskriptif. Jadi, dalam penelitian ini peneliti menggunakan metode deskriptif. Setelah menganalisis data peneliti menemukan bahwa rata-rata skor kemampuan siswa dalam menggunakan simple present tense adalah 69.5, sehingga dapat disimpulkan bahwa kemampuan siswa dalam menggunakan komparatif degree di SMP Negeri 8 Padangsidempuan termasuk dalam kategori baik.

Kata kunci: Kemampuan Siswa, derajat komparatif

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رئيسي: الإنجليزية

عنوان الرسالة : الكلية قدرة طلاب الصف على استخدام الدرجات المقارنة لدى الطلاب الفئة

الثامنة. SMP Negeri 8 Padangsidempuan

تم إجراء هذا البحث بناءً على مشكلة قدرة الطلاب على استخدام الدرجات المقارنة في الفصل حددت الباحثة أن العديد من المشكلات مثل SMP Negeri 8 Padangsidempuan. الثامن استخدام الطلاب نفس الأنماط في الدرجات المقارنة مثل الدرجات المقارنة الإيجابية والدرجات المقارنة والدرجات التفضيلية. يشعر الطلاب بالحيرة أيضًا حول كيفية التمييز بين الأنماط عندما تتكون الصفات من مقطع لفظي واحد أو أكثر ، ويواجه الطلاب مشكلة في كيفية التمييز بين الأنماط عندما تتكون الصفات من ثلاثة مقاطع في درجات المقارنة والتفضيل. في هذه الدراسة ، أراد الباحثون معرفة كيف يمكن للطلاب استخدام الدرجات المقارنة. تهدف هذه الدراسة إلى تحديد SMP Negeri 8 قدرة الطلاب على استخدام الدرجات المقارنة في الصف الثامن SMP Negeri Padangsidempuan. أخذ الباحثون طلاب الفصل الثامن من Padangsidempuan. كعينة ، أي 51 SMP Negeri 8 Padangsidempuan أخذت الباحثة جميع طلاب الصف الثامن طالبًا. تم إجراء هذا البحث باستخدام طرق البحث الكمي وباستخدام الأساليب الوصفية. الأداة التي يستخدمها الباحثون لجمع البيانات هي استخدام الاختبار. لذلك لمعرفة قدرة الطلاب على استخدام الدرجات المقارنة ، استخدم الباحثون اختبارات الاختيار من متعدد. قامت الباحثة بتحليل نتائج الاختبار بمتوسط درجات واختتم البحث وصفيًا. لذلك استخدم الباحث في هذه الدراسة المنهج الوصفي. بعد تحليل البيانات وجد الباحث أن متوسط درجة قدرة الطلاب على استخدام المضارع البسيط كان 69.5. بحيث يمكن استنتاج أن قدرة الطلاب على استخدام في فئة جيدة SMP Negeri 8 Padangsidempuan الدرجات المقارنة في

الكلمات المفتاحية: قدرة الطلاب ، درجات المقارنة

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In finishing this thesis, I exactly get various difficulties and troubles. It is a pleasure to acknowledge the help and contribution from the following who have contributed in different ways hence this thesis is processed until becomes a complete writing. Therefore, in this opportunity I would like to express gratitude to the following people:

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better and useful for all of us.

Padangsidempuan, July 2023
Researcher

Agus Mulia
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TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	
SCHOOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN TEACHER AND TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
 CHAPTER I : INTRODUCTION	
A. Background of The Problem	1
B. Identification of The Problem	5
C. Limitation of The Problem	5
D. Definition of Key Term	6
E. Formulation of The Problem	7
F. Objectives of The Research	8
G. Significance of The Research	8
H. Outline of The Thesis.....	8
 CHAPTER II : LITERATURE REVIEW	
A. Concept of Degrees Comparison	10
1. Definition of Adjective.....	10
2. Degrees of Comparison	13
a. The definition of Degrees of Comparison	13
b. Kinds of Degrees of Comparison	16
c. The Form of Degrees of Comparison	20
d. The Usage of Degrees of Comparison.....	29
3. The Material of Teaching Degree of Comparison	31
B. Review or Related Finding	31
C. Hyphothesis.....	34
 CHAPTER III : RESEARCH METODOLOGY	
A. Place and Time of the Research	36
B. Research Design.....	36
C. Instrument of The Research	36
D. Population and Sampel	37
E. Technique of Collecting Data	39
F. Validity and reliability Test	39
G. Technique of Data Analysis	41

CHAPTER IV : RESULT OF RESEARCH

A. The Description of the Students' Ability in Using Comperative Degree at Grade VIII of SMP N 8 Padangsidimpuan	44
B. Discussion	53
C. Threats of The Research	57

CHAPTER V : CONCLUTION AND SUGGESTON

A. Conclution.....	59
B. Suggestion.....	59

REFERENCES

APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is often view as a vehicle of thought, a system of expression that mediates the transfer of thought from one person to another. In everyday life, language also serves equally important social and emotional function.¹ So, it can be said that language is a transfer of thought between one person to another and language also can be categorized as a communication tools between nations. Language is one of the tools of communication. There are many languages used in the world. One of the international languages is English

English is a foreign language in Indonesia and becomes a compulsory subject that must be taught officially at school. The general of English study is to develop communicative competence in English both oral and written.² It is taught from elementary school up to University. The aim of studying English is to provide the students with the four language skills, namely: Listening, Speaking, Reading, and Writing. As the goals of teaching English in Indonesia based on the 2013 curriculum is to enable students to get ideas from other country as globalization and politeness in using language.

The students do not only learn about those four basic skills, but also language components which supports communication. Grammar is one of the components that should be learned and mastered by the students in studying

¹ Edward finegan, *Language Its Structure and Use*, 5th Ed (USA: Thomson Wadsworth, 2008), p.6. <https://staffnew.uny.ac.id/upload.132107096/pendidikan/Book+one+for+int.pdf>

² Bonari HR Tambunan & Junadi Nababa, *The Error of Using Degrees of Comparison in Adjectives*, Vol. 3, (International Journal of English literature and Social Sciences: 2018), p.1. <https://dx.doi.org/10.22161/ijels.3.1.21>

English. Grammar is an important component language. It is line with Larsen's argument that is "Grammar is a body of explication code in the system of language." It is the basic knowledge and has important role in learning English because it uses of the rules how words change the forms and combine with the other word to make a good sentence by some codes.

Based on the RPS from teacher who teaches English in the school, to learning English grammar, there are many aspects that stuents have to know. One of the aspects in English grammar is degree of comparison. In learning degree of comparison, students have to be able to distinguish the form of the modal and usage. They have to memorize important grammar rules.

The students should be independent in their future life, they should learn some material in the school. English material has many subjects. One of them is degrees of comparison. It is also said that "Degrees of comparison is used when compare one person or one thing with another by using adjective and adverb".³ Such as "A Mosque is bigger then my house" (comparative degree) and "KPK building is the biggest building in this street" (superlative degree). "Marsaulina is more beautiful than Rina" (comparative degree) and "Dina is most beautiful girl in Class VIII A" (superlative degree).

SMP N 8 Padangsidimpuan students have difficulties in using degrees of comparison. Based on writers experiences that the students have some problems in using degrees comparison. Firstly, the students use same patterns in Comparative degree during its superlative degree. For example "Bolt runs

³ Michael Swan, *Basic English Usage*, (Oxford New York: Oxford University Press 1984). p. 84-87, <http://ielts-house.net/Ebook/Vocabulary/Practical%20English%20usage.pdf>

faster in the Olympic athletic” (superlative degree). In this case, the adjective “faster” in the sentence “Bolt runs faster in the Olympic athletic” should be “The fastest”.

Secondly, the students are also confused how to differentiate pattern when the adjective is one or more syllables. For example Sport is interestinger than politic (Three syllables). In this case, the adjective “interestinger” in this sentence Sport is interestinger than politic should be sport is more interesting than politic.

Thirdly, the students have problem how to differentiate pattern when the adjective is three syllables in comparative degree of superlative degree. In this case, the adjective “the more handsome” in the sentence Rudi is the more handsome boy in Class VIII B should be “the most handsome”.

In fact the condition of students’ knowledge in knowing degree of comparison is still low. This is proved from an interview that was conducted with one of the English teacher in SMPN 8 Padangsidempuan said : Indeed, mose of them are error in this material. They have difficulties in several aspects of English materials. Including in the aspect of comparison degree. At the end of the lesson researcher give quizez about comparison degree to the syudents, where researcher give a comparison degree and researcher ask them to fill and the blank based on questions, the result where only a view of them able to answeat at correctly. As far as researcher can see, they are unfamiliar in one syllabel two syllabels or three syllabels.⁴

⁴ Interview with English teacher in SMP N 8 Padangsidempuan , (June 4, 2022 at 10:45)

While based on interview that has conducted with one of the students, it is said: sometimes this material is very difficult to know and a little a bit, like it has to know the rules how to use degree of comparison in one syllable or more syllables. Sometimes there are also many terms there are confusing, ending y, and irregular adjective but so far learning that material is really fun.⁵

Finally, the student still confused that the adjective has irregular change in comparative and superlative degree. Indah's score is gooder than Andi (comparative degree). In this case the adjective "gooder" in the sentence My examination score is gooder than Andi should be changed with "better".

Based on curriculum in the school, the general purpose of English study at eight grade of Junior High School is to develop communicative competence in English both oral and written. Communicative competence involves the mastery of English skills, the students are hoped to be able to understand the point of oral communication. Besides, in reading skill, they hope to be able to understand many kinds of English text. Moreover, in speaking skill the students hope to be able to express their thought comprehensively. Also, in writing skill, they hope to write ideas meaningfully. Realizing that main goal of teaching a target language is to understand the target language well and one of the most basic and powerful of human cognitive process is the ability to comprehend and express the fact that two things are similar or different.⁶

⁵ Interview with the student of SMPN 8 Padangsidempuan, (June 4, 2022 at 13:00).

⁶ Depdiknas, *Kurikulum Sekolah Menengah Pertama-Bertaraf Internasional (SMP-SBI)*, (Jakarta: Depdiknas, 2006), p. 13.
<https://jurnaldikbud.kemendikbud.go.id/index.php/jpnk/article/download/386/259>.

However, students have difficulty in using the degrees of comparison, based on interviews with some students of SMPN 8 Padangsidempuan, the students there have problems in using the degrees of comparison.

By looking at the problems above, this research is interested to choose the topic “The Students’ Ability in Using Comparative Degree at The VIII Grade Students of SMP Negeri 8 Padangsidempuan”.

B. Identification of The Problem

Based on the background of the problems above, the researcher found the problems of the students using degrees of comparison below:

1. The students are used the same pattern in comparative degree such as positive degree, comparative degree and superlative degree.
2. The students are confused how to differentiate pattern when the adjective is one or more syllables.
3. The students are still confused that the adjective has irregular change in comparative and superlative degree.

C. Limitation of The problem

Based on the identification of the problem above, there were some reasons that there are three types of error in using degree of comparison. They are positive degree, comparative degree, and superlative degree. In this research, the reseracher limit the problem and only focus on comparative degree at VIII grade students of SMP Negeri 8 Padangsidempuan.

D. Definition of key Terms

In order to give consistent idea in this research, there are some key terms that researcher use in this research.

1. Ability

Ability is a from adjective “able” which has the similar meaning as “can”. Ability is fact able to do something for a mental. Furthermore, ability is build from word “able”.⁷ It means to do a level of skill or intelligence or the quality or capacity of being able to do something well. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully.

Ability is the mental or physical capacity, power or skill required to do something.⁸ In Indonesian dictionary stated that ability is power or mental has someone to do something, property that people.⁹ So, ability is a level of skill or intelligence. There are six characteristic of ability, as follows:

- a. Knowledge
- b. Comprehension
- c. Application
- d. Analysis
- e. Synthesis

⁷ A.S Hornby, *Oxford Advanced Learner's Dictionary: fourth editio*, (Oxford: Oxford University Press, 2005), p.2 <https://lib.ui.ac.id/file?file=pdf/metadata-100103.pdf>.

⁸ A.S. Hornby, p.2

⁹ Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (Jakarta: PT. Gramedia Press, 2001), p.511. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=595276>

Evaluation

2. Comparative

Comparative is a name given to grammar to compare two people, animals, objects or thing. form of comparative degree is used to compare two different thing or person. Or in other words, it is used to make a statement that thing or that person has greater or lesser characteristic than others.¹⁰ The comparative degree denotes a greater amount of a quality relative to something else.

The comparative is used when one object or group is compared with another and separate object or group.¹¹ The comparative degree shows that the quality expressed by the adjective exists to a greater or a lesser degree in one of the two persons or things that are being compared. Comparative degree is the second/ middle degree of comparison on the adjective and averb. The first degree of comparison is positive, while the third is superlative.

E. Formulation of the Problems

Based on the problems above, the researcher formulate the formulation of the problem is how is the students' ability in using Comparative Degree at VIII grade students of SMP Negeri 8 Padangsidempuan?

¹⁰ Drs. Rudy Hariyono, *Complete English Grammar*, (Surabaya: GIta Media Press, 2002), p. 11. <https://oneresearch.id/Author/Home?author.pdf>

¹¹ R.W. Zandvoort and J.A. Van Ek, *A Handbook of English Grammar*, (London: Longman Group Limited, 1980), 7th edition, p. 188. https://issuu.com.zuzang/docs/a_handbook_of_english-grammar_2c_7_

F. Objectives of the Research

Based on the formulation of the problem above, the researcher formulate the objectives of the research is to know the students' ability in using Comparative Degree at VIII grade students of SMP Negeri 8 Padangsidempuan.

G. Significances of the Research

The researcher hopes that the research is useful for :

1. For students, this research will give useful information for students who studies at junior high school. It is not for junior high school but also useful and benefit for students at senior high school and university.
2. For English teacher, the researcher hopes that the research gives more benefit for English teacher as source of teaching English education, especially for English teacher at junior high school.
3. For researcher, the researcher hopes this research is benefit for researcher and other researchers and also for the readers as references of education that give more understanding about degrees comparison.

H. The Outlines of the Thesis

Talk about outlines of the thesis, the researcher concludes the systematic of the research consist into five chapters, such:

Chapter one consist of background of the problem, identification of problem, formulations of the problem, the objectives of the research outline the research and the definition of terminologies.

Chapter two consist of the descriptions of degree of comparison and review of the theories, the theories are related to definition of error, students error analysis, types of error and the definition of degree comparison.

Chapter three consist of place and time of the research, the research design, the source of the data, the instrument of collecting the data, the collecting the data the technique of data analysis and technique of checking trustworthiness.

Chapter four consists of the result of the research and description of collecting the data, discussion and threat of the research. Chapter five consist of implification of the research.

CHAPTER II

LITERATURE REVIEW

A. Concept of Degrees Comparison

1. Definition of Adjective

In grammar, an adjective is a word whose main syntactic role is to qualify a noun or noun phrase, giving more information about the object signified. “Adjective is one of the parts of speech which is used to limit the use of nouns by giving the characteristics of the noun”.¹² The role of adjective is to modify or describe a noun and pronoun. Moreover, adjectives can be used before and after nouns.

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

“Then, adjective make nouns and pronouns will be interesting and specific. Therefore, without an adjective either our speech or our writing would be lifeless. Then we use adjective before noun and after a few verbs especially *be*”.¹³ Based on DeCapua, “adjectives are content words that provides imagery and character to discourse by describing the nouns

¹² Windy Novia, *Essential English Grammar Complete Edition*, (Jakarta: WIPRESS, 2009), p. 33. <https://oneresearch.id/Record/IOS2726.slims-8458/TOC>

¹³ Raymond Murphy, *English Grammar in Use, fifth edition* (Cambridge: Cambridge University Press, 2019), p. 192. https://englishfrench.academy/wp-content/uploads/2020/09/235_7-English-Grammar-in-Use.pdf

in a sentence”.¹⁴ It means a word that gives an explanation of noun is called an adjective. He also stated that to identify the adjectives, it can possibly use some clues:

- a. *Semantic clues*, the meaning of the adjective itself provides a clue to its use. For example, *long*, *small*, *hot*, and *great* are words that describe something.
- b. *Morphological clues* provide clues which words are adjectives, such as the derivational endings. For example: *gorgeous* and *helpful*.
- c. *Inflections clues*, adjectives use the inflections of *-er* and *-est* to demonstrate the comparative and superlative forms. For example: *happier*, *happiest*
- d. *Structural clues* provide clues from the position of adjectives. There are three positions: before a noun, after certain verbs, after certain nouns.¹⁵

For Example:

- a. Harris is a man
- b. Harris is a handsome man

By reading from the two examples above, the reader or listener will know and feel the sentence (2) is more interesting than sentence (1). it is because sentence (2) is using an adjective that makes that more interesting, vivid and specific.

¹⁴ Andrea DeCapua, *Grammar for Teachers: A Guide to American English for Native or Non-Native Speakers*, (New York: Springer Science+Business Media, 2008), p. 83. <https://weblibrary.miu.edu.my/upload/ebook/management.pdf>

¹⁵ DeCapua.

However, adjective is not only discussing about the word that describes the properties of nouns and pronouns such as beautiful, handsome, rich, selfish and so on, but also discusses about something wider than them. There are many kinds of adjectives that have to be mastered by the learner in order to make his/her speaking and writing will be interesting, vivid and specific. Here, the researcher tries to give detail explanation about the kinds of adjectives.

a. Descriptive Adjective

Descriptive adjective is an adjective that describes the nature and condition of person, animal, plant or object. eg. Thin, fat, wild, bad, tame, long, high, black, green, stupid, big and so on.

b. Numeral Adjective

Numeral adjective is an adjective that describes numbers. And numeral adjective can be divided into three groups.

1) Cardinal number

eg. Zero, one, two, four, five, six, seven.

2) Ordinal number

eg. First, second, third, fourth, fifth, sixth.

3) Fraction

eg. A half, a fourth, three-fourth, zero point five.

c. Quantitative adjective

Quantitative adjective is an adjective that explains number of a thing. Some words belong to quantitative adjective. eg. Much, many, lots of, a lot of, a few, some, all, enough.

d. Demonstrative adjective

Demonstrative adjective is an adjective that has function to point thing, animal or people that is meant. Demonstrative Adjective can be divided into two parts.

1) Definite demonstrative adjective

eg. The, this, these, that, those, the other, such.

2) Indefinite demonstrative adjective

eg. A/an, another, other, any other.

e. Interrogative Adjective

Interrogative adjective is an adjective that is used to a question. eg. What, whose, which.

f. Possessive Adjective

Possessive adjective is an adjective that explains about possession for a thing. eg. My, your, our, their, his, her, your, its.

g. Compound Adjective

Compound adjectives are two or more adjectives that are joined to modify noun or pronoun. eg. Long-black hair, small black plastic bag.¹⁶

Another discussion of adjectives is comparing adjectives which are known as degrees of comparison of adjectives. Degrees of comparison of adjectives are one of important and interesting part to be learnt. Explanation about degrees of comparison will be discussed briefly below.

2. Degrees of Comparison

The researcher is eager to explain what comparison is before demonstrating degrees of comparison. Comparison is used to contrast on thing or person with another. Stated by Azar the “comparison degree of an adjective and adverb describe the relational value of one thing with something in another sentence”.¹⁷ So, that is way in comparison of degree the adjective and adverb are related each other.

a. The Definition of Degrees of Comparison

To get the general understanding about degrees of comparison, it is better to describe what comparison is. One of the most basic of human cognitive process is the ability to comprehend and express the fact that two things are similar or different. Often such similarity of difference is expressed in term of degree, extent, or quantity.

¹⁶ Windy Novia, p. 28-37

¹⁷ Betty Schramfer Azar, *A Reference Grammar Understanding and Using English Grammar*, (Longman: 2002), p. 331-332. <https://repository.uinbabwi.ac.id>

Therefore, comparison is when English learners use adjective to compare two people or things, and the adjective has special form so called degree of comparison¹⁸.

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

In term of language, generally “degree” is not only used in explaining comparative or level of something. More than that, word “degree” is used as a symbol in mathematical operators. Degree can also be meant as a qualification given by an institution to someone who has completed a course. To get the general understanding about degrees of comparison, it is better to describe what comparison is. One of the most basic and powerful of human cognitive process is the ability to comprehend and express the fact that two things are similar or different. Comparison is the method by which an adjective or adverb expresses a greeter or less degree of the same quality.

Degree of comparison are one aspect that is taught in structure and understanding that researcher means is the students’ are able to distinguish between comparative and superlative degree, and also

¹⁸ Betty Schramfer Azhar. *Basic English Grammar*. Third Edition. (New York: Pearson Education. 2006). <https://repository.uinbabwi.ac.id>

student understand where is put suffix **–er** and **–est**. Furthermore, the researcher hopes that students can distinguish about irregular degree of comparison.

Degrees of Comparison of an adjective or adverb describes the relational value of one thing with something in another clause of a sentence. An adjective may simply describe a same quality (*the positive*); it may compare the quality with that of another of its kind (*comparative degree*); and it may compare the quality with many or all others (*superlative degree*).

Degree of comparison is one components of grammar. Dealing with this, Hornby says that grammar rules for forming word combining them into a sentence. To make a sentence by using degree of comparison we have to use a good structure. According to Pyle and Munoz, comparison indicates degrees of deference with adjective and adverb and maybe equal or unequal. Furthermore, comparison is an inflection that is used to compare one thing with another or other in respect of certain attribute. Comparison is used to compare two objects, persons, equalities, etc. We may use degree of comparison of adjective and adverb.

Degrees of comparison occur when the numbers of the sentence are produced, the students begin to observe pattern on various level of analysis: sound, arrangement, structure, lexicon, and meaning. They observe the meaning of the utterances and how to make changed, they should express similar in similar sentence.

According to all of the definition, the writer found about degree and comparison, the writer can concludes that the definition of degree of comparison is a part of structure or English grammar. That is form of adjective and adverb which denotes the degree of grade by which a person, things, or other entity has a properly or quality greater or less in extent that another, it has three kinds of degree : (1) positive degree, (2) comparative degree, and (3) superlative degree.

b. Kinds of Degrees of Comparison

Degrees of comparison occur when the numbers of the sentence are produced, the students begin to observe pattern on various level of analysis: sound, arrangement, structure, lexicon, and meaning. There are three degrees of comparison, as follows: the positive degrees, the comparative degrees, and superlative degrees.

1) Positive Degree

Positive degree is the most basic form of the adjective, positive because it does not relate to any superior or inferior qualities of other things. Positive refers to the quality of one person or thing. It is simply the adjective form. Positive also used to compare two nouns or verbs that are equal or almost equal (equality).¹⁹

¹⁹ Ruth Pierson & Susan Vik, *Making Sense in English*, (USA: Addison-Wesley Publishing Company, 1987), p. 77. <https://www.goodreads.com/book/show/13690529.pdf>

According to *comparison of adjective*, the positive degree is really not a degree of comparison because no comparison is indicated when the positive degree is used. It shows that the quality is presented but it does not show a comparison with anything else. Positive degree is used two person or thing are the same in certain characteristic, we use positive degree by as...as or certain expression which has the same meaning.²⁰

A positive degree refers to the quality of one person or thing. It is simply the adjective form. Positive is also used to compare two nouns or verbs that are equal or almost equal (equality). Positive degree is used when English learners describe two things with the same quality or characteristics. There is no comparison here. The form is “**as+adjective+as**”, and for negative form, English learners used “**not as+adjective+as**”. The example:

- a) My brother runs **as** quickly **as** my friend.
- b) Lidia is **as** tall **as** Risky.
- c) Annisa is **as** diligent **as** Zahra.
- d) Sari is **as** big **as** May.
- e) My cousin **as** clever **as** my niece.

2) Comparative Degree

Generally, form of comparative degree is used to compare

²⁰ Drs. Rudy Hariyono, *Complete English Grammar*, (Surabaya : GIta Media Press, 2002), cet. I, p. 11. <https://oneresearch.id/Author/Home?author.pdf>

two different thing or person. Or in other words, it is used to make a statement that thing or that person has greater or lesser characteristic than others.²¹ The comparative degree denotes a greater amount of a quality relative to something else. The comparative is used when one object or group is compared with another and separate object or group.²² The comparative degree shows that the quality expressed by the adjective exists to a greater or a lesser degree in one of the two persons or things that are being compared.

Comparative degree used to compare two things which have different quality of characteristic. One thing exceeds another. To compare it English learners used **“adjective+er+than”** or **“more+adjective + than”**. The examples:

- a) Dava's house is wider than Yuni's.
- b) Snail is later than snack.
- c) My coffee is hotter than him.
- d) My house is bigger than your house.
- e) My sister is prittier than me.
- f) My sister is more fatter than my brother.
- g) This magazine is more interesting than that one.

²¹ Drs. Rudy Hariyono.

²² R.W. Zandvoort and J.A. Van Ek, *A Handbook of English Grammar*, (London: Longman Group Limited, 1980), 7th edition, p. 188.
https://issuu.com.zuzang/docs/a_handbook_of_english-grammar_2c_7_

3) Superlative Degree

The superlative degrees it is used to stress the highest degree of equality or more than two objects compared. The researcher can conclude the comparison is to show or to point out the three degrees quality of someone, something and others. We use the superlative to compare somebody or something with the whole group that the he / she / it belong to.²³

Superlative degree is used to stress the highest degree of quality for more than two objects compared. It is the highest or lowest degree of quality when more than two persons or things are compared. The form of an adjective indicating the greatest degree of the quality that the adjective describes. Best is the superlative form of good, fastest is the superlative form of fast, most charming is the superlative form of charming.

The superlative is used to compare one member of a group with the whole group (including that member). The comparative degrees form compares the quality of one person or thing with another person or thing. We use the comparative degree to compare two people or thing with another.²⁴ Formula: ***The + superlative + noun + in*** . The examples:

- a) Snail is the slowest of all the animals.
- b) My house is the biggest on the street.

²³ Michael Swan, *Basic English Usage*, (Oxford New York: Oxford University Press 1984). p. 84-87, <http://ielts-house.net/Ebook/Vocabulary/Practical%20English%20usage.pdf>

²⁴ Drs. Rudy Hariyono. *Complete English Grammar* p.70

- c) Ali is the laziest in the their class.
- d) Zazkia and Mira are the most popular girls in their school.
- e) Naruto is the best cartoon in the world.
- f) He is the oldest son in my family.
- g) My grandma's house is the farthest in the village.

The degrees of comparison in English grammar are made with the adjective and adverb words 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 place) in comparison to the others mentioned in the other part of a sentence or expression.

c. The Form of Degrees of Comparison

There are three kinds degree of comparison that researcher explain above. Now in this point the researcher discussed about form of degree of comparison. Comparative and superlative degree have various form as following bellow.

1) Form of adjective comparisons

The adjective change their form to express different of quality one of themis comparative degree. There are some groups or exceptions of comparative form.In comparison of adjective there are two forms, they are irregular and regular forms. To make the comparison of adjective, we have to know the correct form for a specific adjective word. Moreover, to form the degrees of comparison of adjective, we need to know

the inflection or addition ways of adjective. Whether it is added by *-er* or *-est* at the end of the adjective, or preceded more- or most- before it. It depends on the length of the adjective word and on the last syllable.

The syllable itself is a unit of spoken language. As the writer stated before, that the comparison is used in this form is about adjective comparison. So in making the pattern of comparison, the writer focuses on the adjective form.

2) Regular Forms of Comparison

a) Adjectives of one syllable (regular comparison)

Form the comparative and superlative of one syllable adjective by adding – er, see in the table 2.1 below:

Table 2. 1

Adjective of Syllable Add-er and -est

Adjective	Comparative	Superlative
Small	Smaller	Smallest
Old	Older	Oldest
Warm	Warmer	Warmest
Young	Younger	Youngest
Big	Biger	Bigest
Hard	Harder	Hardest
Fast	Faster	Fastest

When the positive ends in mute final *e*, dropped before adding just add-r and –st, see in the table 2.2 below:

Table 2. 2

Adjective of One Syllable Ends with an *e* Just Add -r

Adjective	Comparative	Superlative
Large	Larger	Largest
Strange	Stranger	Strangest

Adjective	Comparative	Superlative
Nice	Nicer	Nicest
Polite	Politer	Politest
True	Truer	Truest
Blue	Bluer	Buest
Wise	Wiser	Wisest
Rare	Rarer	Rarest

When the positive is a monosyllable ending in a single consonant (except w, x, and z) preceded by a single vowel, the final consonant is double before *-er* or *-est* see in the table 2.3 bellow:²⁵

Table 2. 3
Adjective Double the Last Consonant and Add *-er*

Adjective	Comparative	Superlative
Big	Bigger	Biggest
Red	Redder	Reddest
Wet	Wetter	Wettest
Hot	Hotter	Hottest
Fat	Fatter	Fattest
Great	Greater	Greatest
Short	Shorter	Shortest
Flat	Flatter	Flattest
Wet	Wetter	Wettest

When the positive ends in *le*, the mute *e* before the suffix is dropped. See in the table 2.4 below:

Table 2. 4
Adjective Ends with *le* Just Add *-r*

Adjective	Comparative	Superlative
Able	Abler	Ablest
Noble	Nobler	Noblest
Gentle	Gentler	Gentlest
Pale	Paler	Palest

²⁵ Nasrun Mahmud, *English for Muslim University Students 6th Edition*, (Jakarta:Siwibakti Dharma Press, 2010), p. 75.
https://opac.fah.uinjkt.ac.id/index.php?p=show_detail&id=5136

Drole	Droler	Drolest
Humble	Humbler	Humblest
Ripple	Rippler	Ripplest

When the positive ends in *y* preceded by a consonant, the *y* is changed to *i* before the suffix. Shy and sly may retain the *y*, see in the table 2.5 below:²⁶

Table 2. 5
Adjective One Syllable End in *y* is Changes to *i*

Adjective	Comparative	Superlative
Dry	Drier	Driest
Silly	Sillier	Silliest
Busy	Busier	Busiest
Pretty	Prettier	Prettiest
Shy	Shier	Shiest

More, most with short adjectives, with one syllable past participle adjectives use more. Can be seen in the table 2.6 below:²⁷

Table 2. 6

More, most with short adjective

Adjective	Comparative	Superlative
Bored	More bored	Most bored
Creased	More creased	Most creased
Pleased	More pleased	Most pleased
Careful	More careful	Most careful
Normal	More normal	Most normal
Active	More active	Most active

Example: After Anne ironed her dress it looked *more creased* than before. (not....creaseder).

²⁶ Nasrun Mahmud, p. 77

²⁷ Martin Hewings, *Advanced Grammar in Use*, Second Edition, (Cambridge:Cambridge University Press, 2005), p.144. <https://inlislite.uin-suska.ac.id/opac/detail-opac6390>

b) Adjectives of two Syllables

Two syllables adjectives form their comparative and superlative in two different ways.²⁸ Adjectives ending in **ed**, **ing**, **re**, **ful**, **ous** and those with the stress on the first syllable usually take *more* and *the most*, see in the table 2.7 below.

Table 2. 7
Adjectives Ending in -ed,-ing,-re,-ful,-ous use more and most

Adjective	Comparative	Superlative
Obscure	More obscure	Most obscure
Learned	More learned	Most learned
Hopeful	More hopeful	Most hopeful
Famous	More famous	Most famous
Charming	More charming	Most charming
Interested	More interested	Most interested
Frightening	More frightening	Most frightening
Expensive	More expensive	Most expensive

Adjective ending in *er*, *y*, *le* *ow* and those with the stress on the second syllable add *er* and *est* to the positive degree, see in the table 2.8 below:

Table 2. 8
Some Adjectives of Two Syllable Add-er and-est

Adjective	Comparative	Superlative
Clever	Cleverer	Cleverest
Narrow	Narrower	Narrowest
Pretty	Prettier	Prettiest
Polite	Politer	Politest
Simple	Simpler	Simplest

²⁸ Marcella Frank, *Modern English: A Practical English Reference Guide*, (New Jersey:Prentice-Hall,Inc., 1972), p.118-119. <https://www.researchgate.net/publication/275861576>

If the two syllable adjective end with -y, change the y to i and add -er for the comparative form, see in the table 2.9 below:

Table 2. 9
Adjective ends in y Use -ier and iest

Adjective	Comparative	Superlative
Happy	Happier	Happiest
Angry	Angrier	Angriest
Easy	Easier	Easiest
Lucky	Luckier	Luckiest
Dry	Drier	Driest
Busy	Busier	Busiest
Pretty	Prettier	Prettiest
Shy	Shier	Shiest

But in British English shy, sly, spry, wry normally keep the -y: shy, shyer, shyest, etc. (in American English it is generally changed to -i).²⁹ Furthermore, another two syllable adjectives can use both -er, -est or more, most to form comparative or superlative sentences.

Two syllable adjectives that follow two rules. These adjectives can be used with -er and -est or more and most, see in the table 2.10 below.

Table 2. 10
Two Syllable Adjective That Follow Two Rules

Adjective	Comparative	Superlative
Clever	Cleverer	Cleverest
	More clever	Most clever
Gentle	Gentler	Gentlest
	More gentle	Most gentle

²⁹ Knud Schibbye, *A Modern English Grammar*, (Oxford: Oxford University Press, 1965), p. 129 <https://books.google.com/i4s3pX4U1kic&=copyright&hl=ms>

Adjective	Comparative	Superlative
Friendly	Friendlier	Friendliest
	More friendly	Most friendly
Simple	Simpler	Simplest
	More simple	Most simple

But exceptions to these rules occur, such as *eager*, *proper*, etc. which take *more* or *most* before them.³⁰ All of these rules can cause confusion in using comparison. A good rule to keep in mind, however, is that *more*, *most* may actually be used with all two syllable adjectives except for those ending in *-y* and *-i* just mentioned above. In addition, it is significant to memorize that two forms of comparison never occur together; a form like *more dirtier* would be ungrammatical.

c) Adjectives of Three or more Syllables

Adjectives with more than two syllables form their comparative and superlative by putting *more* and *most* in front of the adjective see in the table 2.11 below:

Table 2. 11
Adjectives of Three or More Syllable Use More and Most

Adjective	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Dangerous	More dangerous	Most dangerous
Exciting	More exciting	Most exciting
Interested	More interested	Most interested
Frightening	More frightening	Most frightening

³⁰ George Curme, *English Grammar*, (New York: Barnes & Noble, Inc., 2007) p.220-221
<https://repository.metrouniv.ac.id/id/eprint/1442/1/English20Grammar%20Lengkap-1-20.pdf>

Expensive	More expensive	Most expensive
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3) Irregular Forms of Degrees of Comparison

Some adjective have irregular comparative and superlative form, see in the table 2.12 below:³¹

Table 2. 12
Irregular Comparison

Adjective	Comparative	Superlative
Good (well)	Better	Best
Bad	Worse	Worst
Little	Less	Least
Much, many	More	Most
Far	Farther, further	Farthest
Late	Later	Last, latest
Old	Older, elder	Older. Oldest

In in formal usage, *further* is often used instead of *farther* to compare distance, and in all contexts older is frequently used to refer to a sibling of greaterage.

In addition, the comparatives *former, inner, nether, outer, upper, (utter)* cannot be said to correspond to any positive forms, and there are no corresponding regular superlatives. These comparatives are used only to express contrast, not degree: a *former* engagement (as against *later*), an *inner/outer* wall, the *nether* lip (*nether* was formerly the opposite of *upper*), *upper* lip (as against *under, lowerlip*).

a) Forms of adverb comparison

With adverb of two or more syllables we form the

³¹ Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book: An ESL/EFL Teacher's Course*, (London: New bury House Publishers, Inc, 2003), p. 496

comparative and superlative by putting more and most before the positive form, just as adjectives have comparison, adverbs follow the same general rules for comparisons as adjective.

Adverb that have the same form as adjectives and others have comparatives and superlatives with -er and -est. The most common are: fast, early, late, hard, long, near, high, low, soon, well, (better, best), badly (worse, worst), and informal English easy, slow, loud and quick. and in linguistic.³² Examples:

-Can we drive faster?

-How could you arrive earlier?

-We've all got beautiful voices, but I sing best of all

-can you sleep farther?

-can you be better than today?

By adding -er or -est to an adverb containing one syllable, by using more or most (or less or least) with an adverb ending in -ly or containing more than one syllable, and by completely changing the form of the adverb see in the table 2.13 below:

Table 2. 13
Adverb Add -er or -est

Positive	Comparative	Superlative
Fast	Faster	Fastest

³² Michael Swan, *Practical English Usage*, Third Edition. p. 115.

Positive	Comparative	Superlative
Late	Later	Latest
Soon	Sooner	Soonest
Slowly	More Slowly	Most Slowly
	Less Slowly	Least Slowly
Quietly	More Quietly	Most Quietly
	Less Quietly	Least Quietly
Well	Better	Best
Badly	Worse	Worst
Much	More	Most

d. The Usage of Degrees of Comparison

There are some usage of degrees of comparison, it will discuss below:

- 1) With the positive form of the adjective, we use as ...as in the affirmative and not as/not so...asin the negative:²⁷

- a) A boy of sixteen is often as tall as his father.
- b) My brother runs as quickly as my friend.
- c) Lidia is as tall as Risky.

- 2) With comparative we use than:

The comparative is *always* followed by *than* before the object of the comparison: better than this; greater than that.

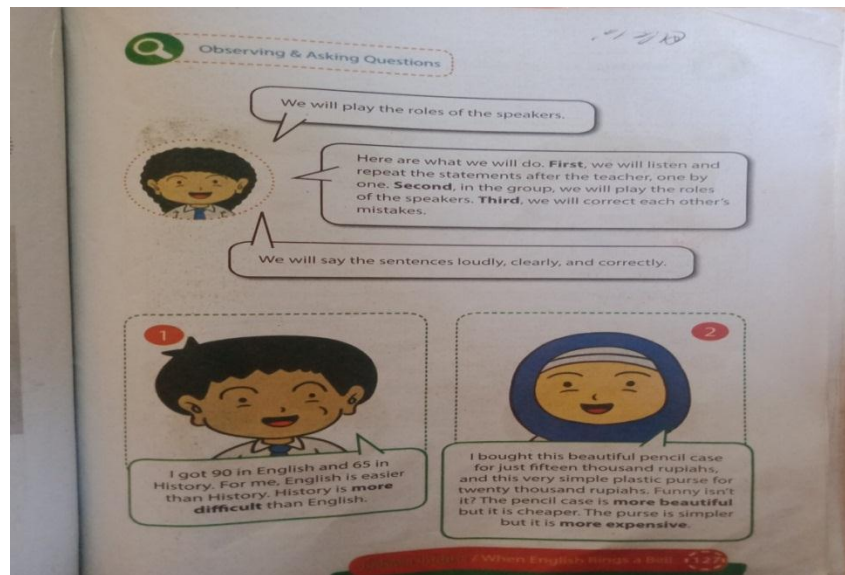
- a) Dava's house is wider thanYuni's.
- b) My coffee is hotter than him.
- c) My house is bigger than your house.

- 3) When than...is omitted, it is very common in colloquial English to use a superlative in stead of a comparative: This is *the best* way could be said when there are only two ways.

- a) Snail is the slowest of all the animals.
 - b) Ali is the laziest in the their class.
 - c) Zazkia and Mira are the most popular girls in their school.
- 4) Comparative of three or more people / thing is expressed by the superlative with the ... in/of:
- a) This is the oldest theater in America.
 - b) The youngest of the family was the most successful.
- 5) Parallel increase is expressed by the + comparative...the + comparative:
- House agent* : do you want to a big house?
- Ann*: Yes, the bigger the better.
- Tom*: but the smaller it is, the less it will cost to heat.
- 6) Gradual increase or decrease is expressed by the comparative joined by and:
- a) The weather is getting colder and colder.
 - b) He become less and less interested.
- 7) Comparison of actions with gerunds or infinitives.
- a) Riding a horse is notas easy as riding a motorcycle.
 - b) It is nicer/ more fun to go with some one than to go alone.
- 8) Comparisons with like (preposition) and a like:
- a) Jhon is very like Toni.
 - b) Toni and Tom very alike.³³

³³ Betty Schramfer Azar, *Basic English Grammar*. p. 38-39

3. The Material of Teaching Degree of Comparison



This topic talks about degree of comparison in observing and asking Questions. Can be seen from the picture above there are some adjectives adding more and most.

B. Review of Related Findings

Related to this research, the researcher found some research that same or similar and finished by others researcher. There are some research tah similar with this research as follows:

The first research written by Daharni. This research was conducted by descriptive quantitative. The technique of collecting the data of the research were test and questioners. The subject of the research was the third year students of SLTP N 2 Rangat Barat. The population of the research were 82 students' and the object of the research was the students' mastery in degrees comparison at the third year of SLTP N 2 Rangat Barat. In this research

Daharni tried out to find the students mastery of degrees comparison at the third year of SLTP N 2 Rangat Barat. The students of the third year still confuse in degrees of comparison like positive degree, comparative degree, irregular comparison and also superlative degree. The data analysis has proved that the students' mastery of degrees of comparison by the third year of SLTP N 2 Rangat Barat. Students were in level classifications, it can be seen of the result score is 41.58%.³⁴

The second research written by Nisfalailiyah. In Nisfalailiyah research used quasi experimental research which compare two classes in SMP Negeri 1 Candi Sidoarjo. The first class as experimental class which were taught degree of comparison using picture-cued and second class as a control class gave pre-test and treatment and the last the researcher gives the post test. The data collected and counted using t-test formula. The result of the test was 5.57 and t table at significance 5% was 19983. Thus, t-test ($t_o = 5.57$) was higher than t table ($T_t 5\% = 1993$). It can be said that picture-cued has an effect for students' understanding in degree comparison. Eta-squared was 0.30 which means there is significant effect. Based on the data analysis proved the picture cued could gave an effect to the students understanding in degree comparison and the effect was significance or large.³⁵

³⁴ Erna Daharni, "Students' Masery of Degrees of Comparison at the Third Year of SLTP N 2 Rengat Barat". (State Islamic University of Sultn Syarif Kasim Riau Pekanbaru, 2010), shorturl.at/EHJ38

³⁵ Yulinar Ayu Nisfalailiyah, "The Effect of Picture-Cued Task to Improve Students' Understanding in Degrees Comparison at SMPN 1 Candi Sidoarjo". (The State University of Muhammadiyah Sidoarjo, 2018), shorturl.at/IW057

The third research written by Wasisca. In this research used qualitative research. The data were taken documentation of the test, observation and interview to the students. The population of the research were four classes which consist of 125 students of MTsN 1 Pasawaran in academic year of 2018/2019. The sample of the research was the students class D of eight grade which consist of 36 students'. The researcher want to identified and descibed the students difficulties in learning degrees of comparison. The result of the research found that the students' difficulties in learning degrees of comparison as follows: 1) determines and canged the adjectives. 2) lacked of vocabulary. 3) confused with the form or patters of degrees of comparison and 4) confused with the usage of degrees of comparison.³⁶

The fourth research written by Ihsanudin. The research was conducted with Classroom Action Research (CAR). This research, iras collaborated with the English teacher of MTs Daarul Hikmah Pamulang as an observer and collaborator. This research was conducting following the procedures of the action research: planning, acting, observing and reflecting. This research was carried out in two chycles and each chycle consisted in three meetings. The result of the research showed that the improvement of the students ability in degree of comprison of adjective. Most of students gradually gained good score at the end of chycle. The mean score in first chycle was 61.75. the mean score the second chycle was 72.85. Besides, it showed that there were 39.28%

³⁶ Widya Wasisca, *An Analysis of Students' Difficulties in Learning Degrees of Coparison at the Second Semester of the Eighth Grade of MTsN 1 Pasawaran in the Academic Year 2018/2019*". (The State University of Raden Intan Lampung, 2019), shorturl.at/aqS15

students participated activity in the first chycle and 89.28% students participated enthusiastically in the second cycle.³⁷

The fifth was done by Shusantie. The result of her thesis, it shows that there are 16.66% students who had mastery in the item of comparative form, 33.77% students who have mastery in the items of superlative form and 42.10% students who had mastery in the items of distinguishing usage of both comparative degree and superlative degree. There are 5 reasons that the students find difficulties in mastering degrees of comparison: they are confused to put suffix *-er* for comparative and *-est* for superlative or prefix *more* for comparative and *most* for superlative, they forgot to put the article *the* in the superlative form and confused to omit or misplaced the use of *be*, they forgot to add *than* after adjective for comparative form, they do not know how to change the word that is ended in *-y* to *-i* and add *-er*, *-est*, and some students confused to differentiate the usage of comparative degree and superlative degree.³⁸

C. Hypothesis

This study formulates the hypothesis of the research stated : Null hypothesis(H_0): the students' ability in using Comparative Degree at The VIII Grade Students' of SMP N 8 Padangsidempuan is bad. Alternative

³⁷ Ira Ihsanudin, "Improving Students Understanding on Degrees of Comparison of Adjectives Through Contextual Teaching and Learning." (The State Islamic University Syarif Hidayatullah Jakarta, 2013), shorturl.at/iNS19.

³⁸ Methania Aris Shusanthie, *An Analysis in The Students Mastery of Degrees of Comparison*. Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University. 2011

hypothesis(H_a): the students' ability in using Comparative Degree at The VIII Grade Students' of SMP N 8 Padangsidempuan is good.

Based on this research, Alternative hypothesis(H_a) was accepted, it showed from the students' ability in using Comparative Degree at The VIII Grade Students' of SMP N 8 Padangsidempuan is good.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at SMPN 8 Padangsidempuan. It is located at H.T. Rizal Nurdin street, Southeast Padangsidempuan subdistrict, Padangsidempuan City, Sumatera Utara. The time of this research was conducted on sixth of March 2023 .

B. Research Design

This research was applied quantitative research. Then, the method of this research is descriptive method. Descriptive quantitative research is research where the reserch uses the statistic numbered to analyze the data. in addition, descriptive method is a method that describe the characteristic and phenomenon naturally.

C. Instrument of The Research

The researcher use test as the instrument for collecting the data of this research. A test is a tool that a researcher or teacher has used to learn about the ability of that person or student. In the research, a test is a method of measuring a person's ability, knowledge, or achievement in a certain field.

“Tests can take the form of multiple choices or a weekly spelling.”³⁹

This research used test as instrument to collect the data. Although this research use quantitative research with descriptive method. In this research,

³⁹ Dickson Adom. Jephthar Adu Mensah, dkk, Test, Measurement, and Evaluation: Understanding and Use of the Concepts in Education, *Jurnal*, Volume 9, No. 1, March 2020, p. 110-111, [shorturl.at/ejT13](https://doi.org/10.24054/edupress.v9i1.111)

researcher gave degrees of comparison test to the students to know students' ability in using degree of comparison.

The test consist 20 items of multiple choice. Researcher gave score to students's answer, it was used 5 indicators.

Table 3.1
The Indicator Degrees Comparison

No	Indicator	Number of Items	Total Items	Score
1.	The students are able to identify adjective one syllable, add –er	1, 2, 3, 4,	4	20
2.	The students are able to identify adjective of one syllable and –e, add –r	5, 6, 7, 8,	4	20
3.	The students are able to identify adjective of one and two syllables of the last words are vowel, consonant, double the last consonant and add –er	9, 10, 11, 12	4	20
4.	The students are able to identify adjective of syllable end –y, before –y is consonant, we change –y into i, and end –er.	13, 14, 15, 16,	4	20
5.	The students are able to identify adjectives of two or more syllables.	17, 18, 19, 20	4	20
Total		20	20	100

D. Population and Sampel

1. Population

Population is large number of the students which can used as the participant of research in the research. Population also means the group of people in an area. Population is all of the students which are used as the subject of research. Population is the object of the research.

The research has been done for the VIII grade of SMPN 8 Padangsidempuan. The population of this research was consisted of two classes with 51 students. It can be seen from the table below:

Table 3. 2
Population of the Research

No.	Class	Total Students
1.	VIII-1	25
2.	VIII-2	26
Total		51

2. Sample

Sample is a part of the number and characteristics possessed by the population.⁴⁰ In this research, the researcher used the population sampling technique. Sample is defined as a small proportion of data that is voted from a larger population by using a the rules of selection. Creating a sample is an efficient method of conducting research as in most cases, it is impossible or very expensive and time consuming to research the whole population and hence researching the sample provides insights that can be applied to the whole population.

A population sampling is a technique of taking a sample where all of population become sample. The population of the grade VIII is 51 students of . So, the researcher takes all the population as the sample. Therefore, the researcher divides the group into two classes. The students of VIII-1 that consists 25 students and the students VIII-2 consists of 26 students. The sample of the research can be seen in the table below:

⁴⁰ Garaika Darmanah, *Metodology Penelitian* (Lampung: CV HiraTech, 2019), <https://doi.org/10.31219/osf.io/ex6uv>

Table 3.3
The Sample of the Research

No	Class	Students
1.	VIII- 1	25
2.	VIII- 2	26
Total sampel		51

E. Technique of Collecting Data

Technique of collecting data in this research was a procedure how the researcher gives the test to the students as participant in this research. There were some steps in collecting the data, such:

1. The researcher prepared the test. Here, the research asked the students to write down their names on the answer sheet.
2. The researcher gave the test to students.
3. The researcher explained what the test and what students did with the test.
4. The researcher gave the students' time of doing the test.
5. The researcher gave chance to students to answer the test.
6. The researcher collected the students' answer sheet to analyzed.

F. Validity and Reliability Test

1. Validity Test

In applying the research, the researcher was validated completing test. The rest means to analyze the item of the test comprehensively. In this case, because test function was to measure the students' ability in using comparative degree. So, it can be multiple choice. It can made students easier to use comparative degree. The researcher gave the form of construct validity to the English teacher in SMPN 8 Padangsidempuan

Construct validity is aspect of instrument which based on the experts. The expert validated the test, after getting the agreement from validators, the researcher used the test to collect the data. In form on contract validity, the researcher asked the English teacher to answer some of question. The question was refers to the suitable of test to students in SMP 8 Padangsidempuan. The answer only two, if the researcher test was suitable to students so the English teacher gave the signature and if the researcher test was not suitable to students do not gave the signature.

So, the validation was done by checked the test to the expert person, she was the English teacher of grade VIII SMPN 8 Padangsidempuan. Then, she said that the test has been available for the students.

2. Reliability Test

The reliability in this research use test re-test. Test re-test reliability measure the consistency of result when the researcher repeat the same test on the same sample at different time and the result is consistent overtime. The closer each respondents score are on T1 and T2, the more reliable the test measure and the higher coefficient of stability will be. The coefficient of stability are between 0 to 1, where following this category:

- a. Between 0,9 to 1 : excelent reliability
- b. Between 0,8 to 0,9 : good reliability
- c. Between 0,7 to 0,8 : acceptable reliability

- d. Between 0,6 to 0,7 : questionable reliability
- e. Between 0,5 to 0,6 : poor reliability
- f. Less than 0,5 : unacceptable reliability

G. Technique of Data Analysis

In quantitative research, the analysis was used the statistical process. It means that the data were collected and analyzed by using formulation. In this research data process stage, checked the students' answer sheet of who has been the formulating using certain stage were descriptive statistic analysis.

Descriptive statistic is a statistic function to describe or give a picture of the object being investigated through the data sample and the population as its public. After collecting the data, the researcher analyzed the result of the data by following some steps. Descriptive statistic are the ways of presenting the data analyzed by the following data:

1. Mean (Average)

The formula was used:

$$M_x = \frac{\sum fxi}{fi}$$

Description:

X= Mean (Average)

$\sum fxi$ = The sum of multiplication

N = Number of students⁴¹

2. Median

The formula was used:

$$Me = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

⁴¹ Sugiyono, *Metode Penelitian Kuantitatif Da R & D* (Bandung: Alfabeta, 2008).
<https://anyflip.com/utlqr/qtha/basic>

Description:

Bb = Lower limit of the real containing median score

f = Cumulative frequency lies below the median score containing

fm = Original frequency (frequency of score containing median)

i = Class interval⁴²

3. Modus

The formula was used:

$$M_o = L + \left(\frac{d1}{d1+d2} \right) \times i$$

Description:

M_o = Mode

L = Lower limit of the interval containing the real – mode

$d1$ = Frequency located at the interval that contains the mode

$d2$ = Frequency located at below the interval containing mode

i = Class interval⁴³

Then, the result appropriated with the interpretation to the index of means score. The interpretation of the result could been seen in the following table.

Table 3.4
The Interpretation of Means Score⁴⁴

No	Interval	Predicate
1.	80 – 100	Very good
2.	60 – 79	Good
3.	50 – 59	Enough
4.	40 – 49	Less
5.	0 – 39	Fail

It was consulted to the predicate as follow:

- a. If the value mean score 0-39, it can be categorized fail ability.
- b. If the value mean score 40-49, it can categorized less ability.

⁴² Sugiyono.

⁴³ Sugiyono.

⁴⁴ Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan*, (Jakarta: Sinar Baru Algesindo, 2002), p.153. <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=25454>

- c. If the value mean score 50-59, it can be categorized enough ability
- d. If the value mean score 60-79, it can be categorized good ability
- e. If the value mean score 80-100, it can be categorized very good ability

CHAPTER IV

RESULT OF RESEARCH

In this chapter, this research presented the the data findings which has been analyzed, the data got from test as the instrument in conducted this research. The research was apply quantitative method to interpret the data. This chapter showed the detail of data the findings, consist of the description of data, calculating of data, mean score of data and at the end made a diagram of students result score. In order to evaluate the students' ability in using comparative degree at grade VIII SMPN 8 Padangsidimpuan. After the research has done in VIII Grade of SMPN 8 Padangsidimpuan.

A. The Description of the Students' Ability in Using Comparative Degree at Grade VIII SMPN 8 Padangsidimpuan.

This research was done on sixth of March 2023 in VIII Grade of SMPN 8 Padangsidimpuan. The research employed in grade VIII class of SMPN 8 Padangsidimpuan. The sample in this research was 51 students. Test as instrument used to collecting the data. The test that employed was test about comperative degree with multiple choices test. The student did the test and the researcher collected the test. The test that have been collected was corected by researcher to get the data about students ability in using comperative degree at grade VIII class of SMPN 8 Padangsidimpuan.

The researcher asked the students to answer the test. The test was multiple choice. There were 51 students that have done this research; they are 25 VIII- 1and 26 VIII-2. In this research, the researcher presented 20

items question of multiple choice. For each number, the sample got 5 score if the answer was correct.

Before the students did the test, the researcher gave explanation to the students about the purpose of the test, the way how to do the test and then the researcher asked the students to prepare themselves to do the test. The researcher also explained to students that the time of doing the test, it was 60 minutes. The researcher gave change or time for students to ask something unclear in doing the test. When the students did the test, some of them feel so nervous, happy and there were some students enjoyed. The researcher remind that student do not talking while did the test and did the test by themselves. After explain all the rules, the researcher divided the answer sheets.

After the students finished answer the test, the researcher collected the students' answer to analysed, but before collected the answer sheet, the researcher gave chance to students to check their answer again. After the students check their answers, the researcher asked the students' to collected the test on the teachers' table. Then, the researcher analysed the data after collected it.

After analysed and calculating the score, it was found that from 51 students the highest score was 100 and the lowest score was 25. Then, to complete the research, the researcher calculated the mean score, median and mode of the test. It can be seen that a student got varies score. So, the researcher found many stories inside the test, and then the instrument gave for

VIII grade students of SMPN 8 Padangsidempuan. After that, the researcher made a distribution table to see the frequency absolute and frequency relative and the data would be described using chart from every interval of the data .

The students' score in using comparative degree can be seen in table below:

Table 4.1
Students' Score in using Comparative Degree at VIII Grade of SMP N 8 Padangsidempuan

No	Students' Initial	Score
1	FM	75
2	AS	45
3	AP	85
4	HKI	80
5	ESP	55
6	IRS	75
7	NEN	75
8	PN	80
9	FOHH	40
10	DAD	65
11	PH	75
12	FSU	75
13	DSS	95
14	MH	75
15	FAS	95
16	IAFS	55
17	SS	50
18	SH	85
19	TPD	30
20	WH	85
21	IHN	100
22	RHS	95
23	LSS	85
24	SAH	80
25	SMS	85
26	MAS	50
27	NBJ	80
28	JFK	30
29	MEF	90
30	MAH	55
31	BS	75

No	Students' Initial	Score
32	APN	25
33	SHE	65
34	YAC	85
35	MIP	85
36	SD	80
37	GT	25
38	JMI	95
39	PLH	40
40	STJ	80
41	MHS	55
42	LKB	90
43	AAH	70
44	MAE	95
45	SSH	40
46	RRS	80
47	LNN	80
48	ZKS	65
49	RK	45
50	DWS	60
51	WSH	65
Total Score		3545
Mean		69.5

Based on the data above, it is clear that the students' quality scores in using comparative degree was varieties. There were many students who got fail, enough, good and very good. That means the ability of class VIII students of SMP 8 Padangsidempuan in mastering comparative degree were varies. It can be seen in appendix III. Based on the table 4.1 it can be seen that the total score of VIII grade students of SMPN 8 Padangsidempuan in using comparative degree was 3545 scores. The students mean score was 69.5 from 51 students.

The students who receive a score of 25 were 2 students, they were GT and APN. The students got score 30 were 2 students, they were TPD and JFK. The students got score 40 were 3 students, they were FOHH, PLH, SSH.

The students got score 45 were 2 students, they were RK and AS. The students got score 50 were 2 students, they were SS and MAS. The students got score 55 were 4 students, they were ESP, IAFS, MAH and MHS. The students got score 60 was one student, she was DWS. The students got score 65 were 4 students, they were DAD, SHE, ZKS and WSH. The students got score 70 was one student, he was AAH. The students got score 75 were 7 students, they were FM, IRS, NEN, PH, FSU, MH and BS. The students got score 80 were 8 students, they were LNN, RRS, STJ, SD, NBJ, SAH, PN and HKI. The students got score 85 were 7 students, they were AP, SH, WH, LSS, SMS, YAC, MIP. The students got score 90 were 2 students, they were LKB and MEF. The students got score 95 were 5 students, they were DSS, FAS, RHS, JMI, and MAE. The students got score 100 was one student, she was IHN. The students got 100 as the high score, 75 scores as the range and there were students have 25 score as the lowest score.

Students quality score in using comparative degree at grade VIII of SMP N 8 Padangsidempuan was explained in this table below:

Table 4.2
Students' Quality Score in using Comparative Degree at VIII Grade of SMP N 8 Padangsidempuan

No	Students' Initial	Score	Quality Score
1	FM	75	Good
2	AS	45	Less
3	AP	85	Very good
4	HKI	80	Very good
5	ESP	55	Enough
6	IRS	75	Good
7	NEN	75	Good
8	PN	80	Very good
9	FOHH	40	Less
10	DAD	65	Good

No	Students' Initial	Score	Quality Score
11	PH	75	Very good
12	FSU	75	Very good
13	DSS	95	Very good
14	MH	75	Good
15	FAS	95	Very good
16	IAFS	55	Enough
17	SS	50	Good
18	SH	85	Very good
19	TPD	30	Fail
20	WH	85	Very good
21	IHN	100	Very good
22	RHS	95	Very good
23	LSS	85	Very good
24	SAH	80	Very good
25	SMS	85	Very good
26	MAS	50	Enough
27	NBJ	80	Very good
28	JFK	30	Fail
29	MEF	90	Very good
30	MAH	55	Enough
31	BS	75	Good
32	APN	25	Fail
33	SHE	65	Good
34	YAC	85	Very good
35	MIP	85	Very good
36	SD	80	Very good
37	GT	25	Fail
38	JMI	95	Good
39	PLH	40	Fail
40	STJ	80	Very good
41	MHS	55	Enough
42	LKB	90	Very good
43	AAH	70	Good
44	MAE	95	Very Good
45	SSH	40	Less
46	RRS	80	Very good
47	LNN	80	Very good
48	ZKS	65	Good
49	RK	45	Less
50	DWS	60	Good
51	WSH	65	Good

From the table above, there were 5 students got predicate failed, there were 4 students got predicate less. There were 5 students got predicate enough, there were 13 students got predicate good and there were 24 students got predicate very good.

The score of test become the resume of the data. This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table 4. 3
The Statistic Count of the Students' Score in Using Comparative Degree at VIII Grade of SMP 8 Padangsidimpuan

No	The Statistic	Frequency
1	High Score	100
2	Low Score	25
3	Sum	3.545
4	Range	75
5	Mean Score	69.5
6	Median	69.6
7	Mode	82.14
8	$i = 11$	51

From the statistic count of the students' score in using comparative degree at VIII grade of SMP 8 Padangsidimpuan on the table 4.2 the researcher conclude that the highest score was 100. The lowest score was 25. The summarize score of 51 students was 3545. The range score was 75. The mean score was 69.5. The median was 69.6. The mode was 82.14 and the interval was 11.

The frequency distribution of the students' score in using comparative degree at VIII grade of SMP 8 Padangsidimpuan was done to group the variable score in using comparative degree it can be seen in following table:

Table 4. 4
Frequency Distributing of the Students' Ability in Mastering
Comperative Degree

No	Interval	Mid-Point	Frequency	Percentages
1	25-35	30	4	7.84%
2	36-46	41	5	9.80%
3	47-57	52	6	11.76%
4	58-68	63	5	9.80%
5	69-79	74	8	15.68%
6	80-90	85	17	33.33%
7	91-100	95	6	11.76%
	$i=11$		51	99.99%

Based on the table above, the students' score was there in class interval 25-35 was 4 students with percentage (7.84%), class interval 36-46 was 5 students with percentage (9.80%), 47-57 was 6 students with percentage (11.76%), 58-68 was 5 students with percentage (9.80%), 69-79 was 8 students with percentage (15.68%), 80-90 was 17 students with percentage (33.33%) and then interval 91-100 was 6 students with percentage (11.76%). By the calculation, it can be concluded that students' ability in using comparative degree was good ability. Based on the calculation, mean score were 69.5.

The data from the table above can be seen on the histogram below:

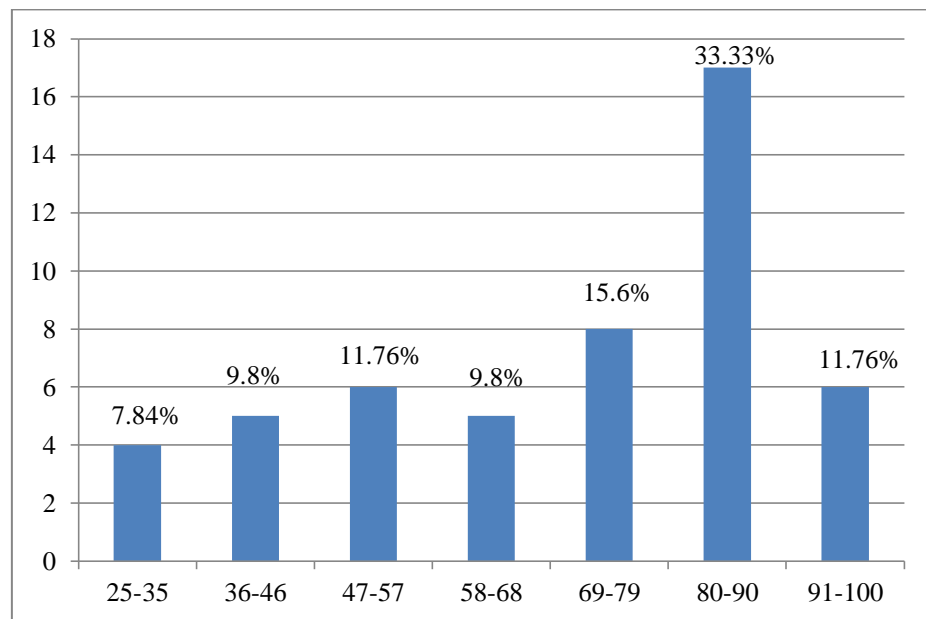


Figure 4.1: Description Data of the Students' Ability in using comparative degree

Based on the data, it can be concluded that the interval class scores was from interval 25-35 there were 4 student with cumulative per cent (7.84 %), interval 36-46 there were 5 students with cumulative per cent (9.80%), students who got score from interval 47-57 there were 6 students with cumulative per cent (11.76 %). There were 5 students from interval score 58-68 with cumulative per cent (9.80%). In interval score from 69-79 there were 8 students with cumulative per cent (15.68%). There were 17 students who got interval score 80-90 with cumulative per cent (33.33%). There were 6 student, with cumulative (11.76) got interval score 91-100.

So, from figure of histogram above can be seen that frequency most high 1 were in 100 score and mean score of this research were 69.5. It means that students' ability was categorized into good.

B. DISCUSSION

Based on the theory that comparative degree was very important in studying English and it must be mastered by students because it's one of their materials at grade VIII. In this research, the researcher searched students' ability in using comparative degree at grade VIII students; of SMP N 8 Padangsidempuan. The researcher wanted to know students' ability in comparative degree. The researcher conducted by the multiple choice. The researcher gave of form contract validity to the English teacher in SMP 8 Padangsidempuan.

After analysing the data, it was found that the students' ability in using compative degree at grade VIII of SMP 8 Padangsidempuan was in very good category. The researcher had been count the result in data analysis where the mean score were 69.5; this obtained from result of the average score of the students in taking the test by the multiple choice the understanding in comparative degree. Then, based on the criteria of score, the researcher concluded that the students' ability in using comparative degree at grade VIII SMPN 8 Padangsidempuan was 69.5.

There are some discussions or previous study about the students' ability in using comparative degree such as: The first research written by Daharni. This research was conducted by descriptive quantitative. The technique of collecting the data of the research were test and questioners. The subject of the research was the third year students of SLTP N 2 Rangat Barat. The population of the research were 82 students' and the object of the research

was the students' mastery in degrees comparison at the third year of SLTP N 2 Rangat Barat. In this research Daharni tried out to find the students mastery of degrees comprison at the third year of SLTP N 2 Rangat Barat. The students of the third year still confuse in degrees of comparison like postitive degree, comparative degree, irreguler comparison and also superlative degree. The data analysis has proved that the students' mastery of degrees of comparison by the third year of SLTP N 2 Rangat Barat. Students were in level calssifications, it can be seen of the result score is 41.58%.⁴⁵

The second research written by Nisfalailiyah. In Nisfalailiyah research used quasi experimental research which compare two classes in SMP Negeri 1 Candi Sidoarjo. The first class as experimental class which were taught degree of comparison using picture-cued and second class as a control class gave pre-test and treatment and the last the researcher gives the post test. The data collected and counted using t-test formula. The result of the test was 5.57 ant t table at significance 5% was 19983. Thus, t-test (to = 5.57) was higher than t table (Tt 5% = 1993). It can be said that picture-cued has an effect for students' understanding in degree comparison. Eta-squared was 0.30 which means there is significant effect. Based on the data analysis proved the picture cued could gave an effect to the students understanding in degree comparison and the effect was sigificance or large.⁴⁶

⁴⁵ Erna Daharni, "Students' Masery of Degrees of Comparison at the Third Year of SLTP N 2 Rengat Barat". (State Islamic University of Sultn Syarif Kasim Riau Pekanbaru, 2010), shorturl.at/EHJ38

⁴⁶ Yulinar Ayu Nisfalailiyah, "The Effect of Picture-Cued Task to Improve Students' Understanding in Degrees Comparison at SMPN 1 Candi Sidoarjo". (The State University of Muhammadiyah Sidoarjo, 2018), shorturl.at/IW057

The third research written by Wasisca. In this research used qualitative research. The data were taken documentation of the test, observation and interview to the students. The population of the research were four classes which consist of 125 students of MTsN 1 Pasawaran in academic year of 2018/2019. The sample of the research was the students class D of eight grade which consist of 36 students'. The researcher want to identified and descibed the students difficulties in learning degrees of comparison. The result of the research found that the students' difficulties in learning degrees of comparison as follows: 1) determines and canged the adjectives. 2) lacked of vocabulary. 3) confused with the form or patters of degrees of comparison and 4) confused with the usage of degrees of comparison.⁴⁷

The fourth research written by Ihsanudin. The research was conducted with Classroom Action Research (CAR). This research, iras collaborated with the English teacher of MTs Daarul Hikmah Pamulang as an observer and collaborator. This research was conducting following the procedures of the action research: planning, acting, observing and reflecting. This research was carried out in two chycles and each chycle consisted in three meetings. The result of the research showed that the improvement of the students ability in degree of comprison of adjective. Most of students gradually gained good score at the end of chycle. The mean score in first chycle was 61.75. the mean score the second chycle was 72.85. Besides, it showed that there were 39.28%

⁴⁷ Widya Wasisca, *An Analysis of Students' Difficulties in Learning Degrees of Coparison at the Second Semester of the Eighth Grade of MTsN 1 Pasawaran in the Academic Year 2018/2019*". (The State University of Raden Intan Lampung, 2019), shorturl.at/aqS15

students participated activity in the first chycle and 89.28% students participated enthusiastically in the second cycle.⁴⁸

The fifth was done by Shusantie. The result of her thesis, it shows that there are 16.66% students who had mastery in the item of comparative form, 33.77% students who have mastery in the items of superlative form and 42.10% students who had mastery in the items of distinguishing usage of both comparative degree and superlative degree. There are 5 reasons that the students find difficulties in mastering degrees of comparison: they are confused to put suffix *-er* for comparative and *-est* for superlative or prefix *more* for comparative and *most* for superlative, they forgot to put the article *the* in the superlative form and confused to omit or misplaced the use of *be*, they forgot to add *than* after adjective for comparative form, they do not know how to change the word that is ended in *-y* to *-i* and add *-er*, *-est*, and some students confused to differentiate the usage of comparative degree and superlative degree.⁴⁹

From the explanation above or some research above, the writer concludes that many methods can use in students' ability in using comparative degree. From all the discussion above, it can be concluded that the students' ability in using simple present tense has similar. For the student, they still have problem in learning about English, especially in using simple present

⁴⁸ Ira Ihsanudin, "Improving Students Understanding on Degrees of Comparison of Adjectives Through Contextual Teaching and Learning." (The State Islamic University Syarif Hidayatullah Jakarta, 2013), shorturl.at/iNS19.

⁴⁹ Methania Aris Shusanthie, *An Analysis in The Students Mastery of Degrees of Comparison*. Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University. 2011

tense in verbal and nominal sentence. So, after did the research, the researcher know that the students' ability in using Comparative Degree at SMPN 8 Padangsidempuan was categorized into good.

C. Threat of the research

There were many threat of the research that was got by the researcher. The treat was happened from all the aspect of this research. So, the researcher knew this thesis still far from excellence thesis but the researcher had believed that nobody is perfect in the world. The word perfect just for our God allah SWT.

The researcher found the threats of the research as follows:

1. The treat of time was one of the treats that were faced of the researcher.
The students had many activities.
2. Some of the students felt difficult to understand about the purpose of the research, it make the class is noise.
3. Some of the students were not serious in answering the test. Some of them still were talking and discuss. It made the answer of the test was not pure because some of them did not do it by themselves.
4. Some of the students were noisy while the test process. They were not concentrating in following test process. Then, some of them still talked to their friends in outside of the topic that had given by the researcher.
5. Some of them were not interested in test process and give the impact to their answer.

6. The researcher did not explain the instruction by using English fully because some of them did not understand about English well.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides two section consist of conclusion and suggestion. The first section concludes the result of the study. The second section provides suggestion for students and teacher.

A. Conclusion

This study was done based on the problem about students' ability in using comparative degree at grade VIII SMP Negeri 8 Padangsidimpuan. Researcher identified many problems that faced by students. The purpose of this research was to find out about how students' ability in using comparative degree at VIII Grade of SMP Negeri 8 Padangsidimpuan. The researcher choose all the students of class VIII as the sample, they were 51 students. This research was conducted using quantitative research methods and using descriptive method. To collect the data the researcher used te test. Based on the result of the research, this study got the description of the data and found that the mean score was 69.5. It means that the ability in using comparative degree at grade VIII SMPN 8 Padangsidimpuan was categorized into good.

B. Suggestions

According the result of the study, the researcher recomends some suggestions to improve students result in learning comparative degree at school.

1. The teacher should be more creative in teaching method to improve students result in learning comparative degree.

2. The researcher suggested to apply new techniques in teaching comparative degree to improve students' result in learning comparative degree.
3. For the students, the students are suggested to increase doing exercises about comparative degree to improve their English skills and students should also read books, magazines or anything else. After reading, they should write down the new vocabularies that have been found about comparative degree, then develop it into sentences.

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III. EDUCATION

1. SD 200507 : 2005-2011
2. SMP Negeri 8 Padangsidimpuan : 2011-2014
3. SMA Negeri 8 Padangsidimpuan : 2014-2017
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Padangsidimpuan : 2017-2023

APPENDIX 1

The Students' Total Score in using Comparative Degree at Grade VIII SMPN 8 Padangsidempuan

No	Students' Initial	Score	Quality Score
1	FM	75	Good
2	AS	45	Less
3	AP	85	Very good
4	HKI	80	Very good
5	ESP	55	Enough
6	IRS	75	Good
7	NEN	75	Good
8	PN	80	Very good
9	FOHH	40	Less
10	DAD	65	Good
11	PH	75	Very good
12	FSU	75	Very good
13	DSS	95	Very good
14	MH	75	Good
15	FAS	95	Very good
16	IAFS	55	Enough
17	SS	50	Good
18	SH	85	Very good
19	TPD	30	Fail
20	WH	85	Very good
21	IHN	100	Very good
22	RHS	95	Very good
23	LSS	85	Very good
24	SAH	80	Very good
25	SMS	85	Very good
26	MAS	50	Enough
27	NBJ	80	Very good
28	JFK	30	Fail
29	MEF	90	Very good
30	MAH	55	Enough
31	BS	75	Good
32	APN	25	Fail
33	SHE	65	Good
34	YAC	85	Very good
35	MIP	85	Very good
36	SD	80	Very good
37	GT	25	Fail

38	JMI	95	Good
39	PLH	40	Fail
40	STJ	80	Very good
41	MHS	55	Enough
42	LKB	90	Very good
43	AAH	70	Good
44	MAE	95	Very Good
45	SSH	40	Less
46	RRS	80	Very good
47	LNN	80	Very good
48	ZKS	65	Good
49	RK	45	Less
50	DWS	60	Good
51	WSH	65	Good
Total		3.545	

Appendix II

1. The maximal and minimal score of the students' multiple choice were gotten by setting of the students' variable score from low score up to high score.

25	25	30	30	40	40	40	45	45
50	50	55	55	55	55	60	65	65
65	65	70	75	75	75	75	75	75
75	80	80	80	80	80	80	80	80
85	85	85	85	85	85	85	90	90
95	95	95	95	95	100			

2. High score : 100
3. Low Score : 25
4. Range : high score – low score

$$: 100 - 25$$

$$: 75$$

5. The total of classes (BK) $= 1 + 3,3 \log n$
 $= 1 + 3,3 \log (51)$
 $= 1 + 3,3 (1,70)$
 $= 1 + 5, 61$
 $= 6, 61$

$$6. \text{ Interval} = \frac{R}{BK} = \frac{75}{6,61} = 11,34 = 11$$

$$7. \text{ Mean Score : } X = \sum \frac{fixi}{f}$$

Interval	Fi	Xi	Fixi
25-35	4	30	120
36-46	5	41	205
47-57	6	52	312

Interval	Fi	Xi	Fixi
58-68	5	63	315
69-79	8	74	592
80-90	17	85	1.445
91-100	6	95,5	570
	$\sum fi = 51$		$\sum fixi = 3.545$

So, the mean score: $X = \frac{\sum fixi}{\sum fi} = \frac{3.545}{51} = 69,5$

8. Median

Interval	Fi	Fk
25-35	4	4
36-46	5	9
47-57	6	15
58-68	5	20
69-79	8	28
80-90	17	45
91-100	6	51

$$b - 0,5 \quad b = 58 - 0,5 = 57,5$$

$$p = 11$$

$$fk = 20$$

$$f = 5$$

$$\frac{1}{2}n = \frac{\sum f}{2} = \frac{51}{2} = 25,5$$

$$Me = b + \left(\frac{\frac{1}{2}n - fk}{f} \right) \cdot p$$

$$Me = 57,5 + \left(\frac{\frac{1}{2}51 - 20}{5} \right) \cdot 11$$

$$= 57,5 + \left(\frac{25,5 - 20}{5} \right) \cdot 11$$

$$= 57,5 + \left(\frac{5,5}{5} \right) \cdot 11$$

$$= 57,5 + 1,1.11 = \mathbf{69,6}$$

9. Modus

Interval	Fi	Fk
25-35	4	4
36-46	5	9
47-57	6	15
58-68	5	20
69-79	8	28
80-90	17	45
91-100	6	51

Modus = Mo

$$Tb = 80-0,5 = 79,5$$

$$\begin{aligned}
 Mo &= tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot p \\
 &= 79,5 + \left(\frac{9}{9 + 28} \right) \cdot 11 \\
 &= 79,5 + 0,24 \cdot 11 \\
 &= 79,5 + (2,64) \\
 &= \mathbf{82,14}
 \end{aligned}$$

APPENDIX III

The Frequency Distribution of the Students' ability in Using Comparative Degree

No	Interval	Mid-Point	Frequency Absolute	Percentages
1	25-35	30	4	7.84%
2	36-46	41	5	9.80%
3	47-57	52	6	11.76%
4	58-68	63	5	9.80%
5	69-79	74	8	15.68%
6	80-90	85	17	33.33%
7	91-100	95	6	11.76%
	$i=11$		51	99.99%

$$\text{Frequency} = \frac{fi}{\sum_{i=1-k} fi} \times 100\%$$

$$\text{Interval 1} = \text{frequency} = \frac{4}{51} \times 100\% = 7.84\%$$

$$\text{Interval 2} = \text{frequency} = \frac{5}{51} \times 100\% = 9.80\%$$

$$\text{Interval 3} = \text{frequency} = \frac{6}{51} \times 100\% = 11.76\%$$

$$\text{Interval 4} = \text{frequency} = \frac{5}{51} \times 100\% = 9.80\%$$

$$\text{Interval 5} = \text{frequency} = \frac{8}{51} \times 100\% = 15.68\%$$

$$\text{Interval 6} = \text{frequency} = \frac{17}{51} \times 100\% = 33.33\%$$

$$\text{Interval 7} = \text{frequency} = \frac{6}{51} \times 100\% = 11.76\%$$

Appendix IV

Documentations of Research



The researcher explain what the students what to do



The researcher distribute the test to Students at grade VIII of SMP N 8 Padangsidempuan



The researcher distribute the test to Students at grade VIII of SMP N 8 Padangsidempuan



The researcher explain about the test



The students did the test



The researcher collect the students answersheet