



**AN ANALYSIS ON THE STUDENT'S MOTIVATION IN  
LEARNING DEGREES OF COMPARISON AT GRADE VIII  
SMP NEGERI 8 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan as  
a Partial Fulfillment of the Requirement for Graduate Degree of Islamic  
Education (S.Pd.I) in English*

**Written by**

**SUSI SUSANTI HASIBUAN**

**Reg Number. 10 340 0112**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

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Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to SUSI SUSANTI HASIBUAN, entitled "*A ANALYSIS ON THE STUDENTS MOTIVATION IN LEARNING DEGREES OF COMPARISON*", we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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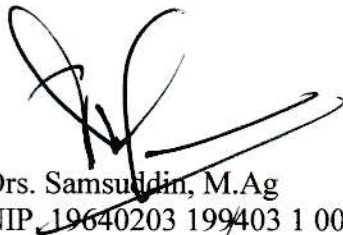
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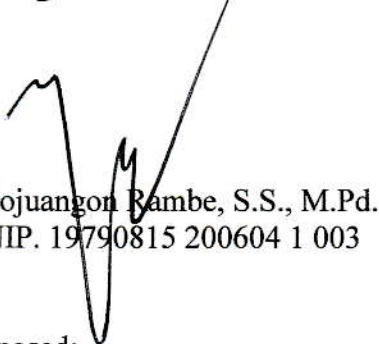
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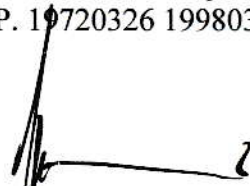
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**LEGALIZATION**

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Title : AN ANALYSIS ON THE STUDENTS MOTIVATION IN  
LEARNING DEGREES OF COMPARISON AT EIGHTH  
GRADE SMP NEGERI 8 PADANGSIDIMPUAN

### **ABSTRACT**

The writer found that students' motivation about Learning Degree of Comparison at eighth grade SMP Negeri8Padangsidimpuan. What are teachers effort to solve students' Motivation in Learning Degrees of Comparison at eighth grade SMP Negeri 8 Padangsidimpuan. They are positive Degree, Comparative Degree, and Superlative Degree. The research was conducted by qualitative by using descriptive method. The sources of data for this research are divided into two kinds. They are primary source and secondary source. The primary source for this research is all students of class VIII SMP Negeri8 Padangsidimpuan. Total of them are 27 Student's.

After doing the writerP, the writer found some facts in the field. The studentsof the problems in Learning Degrees of Comparisonin sentence used Adjective less motivation, and hardness in studying English from their selves, the English teacher teaching Positive Degree, Comparative Degree, and Superlative Degree to find out the Sentences. Then the efforts done by English teacher to solve the students' Motivation in Learning Degrees of Comparison to anticipate when they answer to test, the English teacher often repeated or know style especially in mean of a Adjective, word, sentence, and the difficulties in PositiveDegree, Comparative Degree and Superlative Degree. Then, the writer gave the students to found out Practice and memorize them in every meeting. Based on above explanation the writer concluded that the Motivation of grade VIIIstudents' in SMP Negeri 8 Padangsidimpuan get 75,6% high category.After analyzing the data. It was concluded that students' Motivation in Learning Degrees of Comparison at eighth grade SMP Negeri 8 Padangsidimpuan was high.

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This thesis is still so far from being perfect based on the weakness of me. Therefore, I expect the constructive criticism and suggestions from the readers in order to improve this thesis.

May Allah, The Almighty bless them all, Amin

Padangsidempuan, 2015

The Writer



**SUSI SUSANTI HASIBUAN**  
**Reg. No: 10 340 0112**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is assumed as the most perfect instrument for communication. People can interact one other by using a language. Through a language people can convey messages to others. The language gives individual both sense of personal identity and membership in social community. One of the languages, which have seconded to attract most of people to learn, is English.

It already knows that English is an international language. Which used almost all over the world? It used in the field of Religion sense, social sciences history, Art and literature. So, that it is essential that one who wants to expand knowledge. Should know English and should be able to communicate English. In Indonesia, English is compulsory subject in the school; it functions as an instrument for transferring modern knowledge. The modern English has grown widely. It has more speakers, either as a first or as a second language, an other languages in the world.

A student who studies English is hoped, supposed and suggested to know how to use it well both in written and spoken. The spoken form will deal with speaking or to communicate to other people orally whereas, the rule or or

grammar. In this research, the writer focus on grammar that is very important to be mastered both writing.

There are so many problems in grammar all items in the parts of speech contain some difficult and focusing items. One of the items in grammar is degrees of comparison. In this case, the writer has made up her mind into positive degree, comparative degree and superlative degree.

One of the degree comparisons that very important to know is comparative degree, because the learners can compare the quality of object among one and another one. In order the learners can do that if they should know in comparative about adjective, means, adjectives consist of two kinds, they are one syllable or two syllable and two syllable or more.

Based on the observation done by the researcher to SMP N.8 Padangsidimpuan the students there are not interested in learning comparison that is why the result of their learning about comparison is low as said by the teacher in the class.

Based on the explanation above, the writer interested in conducted a study which focused **“An Analysis on the Student’s Motivation in Learning Degrees of Comparison grade VIII at SMP Negeri8 Padangsidimpuan”**.

## **B. The Focus of the Problem**

The problem in this research is limited in order to make it specific. The analysis is focused on the Degree of comparison treated by the grade VIII student at school. The research also limited to the level the students in their motivation in learning about degree of comparison in SMPNegeri8 Padangsidimpuan made positive degree, comparative degree, and superlative degree in one or two syllables and there are more syllables.

## **C. Formulation of the problem**

In order to guide what should be done in this research. It is necessary to mention to problem that will be faced in doing the research. Therefore, the problem should be formulated as clearly as possible. The problem can be stated in the form of question.

1. How is the student's motivation in learning degree of comparison in SMP Negeri8 Padangsidimpuan?
2. What are student's barriers and to fact support in learning degree of comparison in SMP Negeri8 Padangsidimpuan?
3. What are the teacher's efforts to increase the student's motivation in learning degree of comparison?

#### **D. The Aim of the Research**

Based on the above formulation of the problem, the aims of the research are expected, to know:

1. To know student's motivation in learning degree of comparison in SMP Negeri8 Padangsidimpuan.
2. To know student's barriers and to fact support in learning degree of comparison in SMP Negeri8 Padangsidimpuan.
3. To know teacher efforts to increasing the learning degrees of comparison motivation in SMP Negeri8 Padangsidimpuan.

#### **E. The significances of the study**

This study is expected to get the result that will be useful for readers, in terms of:

1. As an input for the headmaster in guiding his English Teacher.
2. As an input for the teacher, teaching learning process, especially in teaching degree of comparison.
3. As an input for the reader especially the English learners that this research is expected to able to improve their knowledge in learning about degree of comparison and as information for the English Department of Institute Agama Islam Negeri Padangsidimpuan.

## F. Definition of Key Terms

According to the title, the writer take the definitions of key terms, the writer find some definitions in it. It is done to avoid the vagueness an mish understanding between the writer and the reader, they are:

### 1. Analysis

According to Hornby, “The analysis is the study of something by examining its parts and their relationship”.<sup>1</sup>

While an Indonesian Dictionary stated that “Analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya”.<sup>2</sup> (Analysis is the investigation of an event to find out the real situation).

So based on the definition above, the research concluded that, analysis is the study about something to find out the real situation, especially Student’s Motivation in Learning Degrees of Comparison at grade VIII SMP N 8 Padangsidempuan.

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<sup>1</sup>AS. Hornby, *Oxford Advenced Learner’s Dictionary* (New York: Oxford University Press, 1995), p. 38.

<sup>2</sup>Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

## 2. Students.

Hornby stated that “The student is a person who is studying at school or college”<sup>3</sup>. While Rama Yulis stated in *Ilmu Pendidikan Islam*, “Siswa adalah anggota masyarakat yang berusaha mengembangkan dirinya melalui jenis dan tingkat pendidikan tertentu”<sup>4</sup>. (student is the member of society that effort to develop his/her self thought education level process and kinds of certain education).

So based on the definition above, the researcher concluded that the student is a person who learn from the elementary up to university on the formal education institution. The students in this research are people who study at VIII grade in SMP N 8 Padangsidinpuan.

## 3. Motivation.

In Sumanto’s book, Mc. Donald said that motivation is the energy change within a person. That is characteristic by the effective encouragement and the reactions to reach the goal.<sup>5</sup> Motivation is needed everyone, especially to reach his/her planning become true.

From the description. it can be said that the motive is something that it inside a person, which encourages people to behave and act in order to achieve certain goals. The motive may be the ideal: this motive is an early

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<sup>3</sup>As. Hornby, *Op. Cit*, p. 1187.

<sup>4</sup>Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

<sup>5</sup>WastySumanto, *Psikologi Pendidikan*, (Jakarta: RinekaCipta, 1990), p. 203.

stage of process of motivation, so, a new motive is an internal condition or disposition only, because motive is not always active.

#### 4. Learning.

Learning is a process of transferring knowledge from sources an student as a receiver; sources can be lecture, book and others.<sup>6</sup> Learning is gaining knowledge or skill in a subject. Learning is a change in behavior or protection that permanently comes from the experience that cannot be described into temporary body state such as caused by sick, tiredness or medicine.

From the definition above, the researcher conclude that learning is the process of transferring information especially in Learning Degrees of Comparison at VIII Grade in SMP N 8 Padangsidempuan.

#### 5. Degrees of Comparison

Degrees of Comparison is different with adjective of person or things. According to Marcella Frank, “the adjective is a modifier that has the grammatical property of comparison”.<sup>7</sup>

The degrees of comparison is the compare the quality of objects and evens. We often find out the object or event, which have the different quality. How does way to explain the different of quality object or events that.<sup>8</sup>

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<sup>6</sup>As. Hornby, *Op. Cit*, p. 245.

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

<sup>8</sup>M. S.C. Mukarto, *English on sky*, (Jakarta: Erlangga, 2004), p. 172.



## **G. Outline of the Thesis**

The systematic of this research were divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, it consists of background of the problem where the phenomenon is found. Then, it is continued with definition of key terms, formulation of the problem that consist of what the problems that faced by students are, what the effort done by the English teacher and how the students' motivation in learning degrees of comparison. The objectives of the research consist of what the research will be done, significances of research, and the last thesis outline.

Chapter two, it consists of some theories that relevant to the research and review of related finding. In theoretical review consists of students' motivation in learning degrees of comparison. Related findings consist of some findings that are done by other researcher in the same research.

Chapter three, it consists of research methodology that is used. The research methodology consisted of place and schedule of the research, research design, sources of data, the technique of the collecting data, techniques of the analysis data. Chapter four, it consists of findings, discussion and the threat of the research.

Chapter five, it consists of conclusions for the research and suggestion.

## CHAPTER II

### REVIEW OF LITERATURES

#### A. Theoretical Description

##### 1. The Students Motivation in Learning.

###### a) The Definition of Students Motivation

Ramayulis stated in the book, “Ilmu Pendidikan Islam” that student is the member of society tried to develop his/her through education level process and kind of certain education.<sup>1</sup> While Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.<sup>2</sup> According to Hornby that student is a person who is studying at school or college. Denoting someone is studying in order to enter a particular profession.<sup>3</sup> Oxford Dictionary says that it is person who is studying at college, university, person who is studying at secondary, any person interested in a particular subject.<sup>4</sup>

So, based on those above definitions, the writer concluded that the student is a person who learns on the grade of junior high school on the formal education institution. For the other concludes that the student is a

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<sup>1</sup>AS.Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press,1995),p38

<sup>2</sup>Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Op. Cit.*, p. 1077.

<sup>3</sup>A. S. Hornby, *Op. Cit.*, p. 1187.

<sup>4</sup>A.S. Horby., *Loc. Cit.*

person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

Motivation is an impulse, which will cause a person cause to commit an act to achieve that goal. Motivation can also help us to be interested in a particular activity. Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes success in the future.

According to Sardiman said, motivasiituberasaldari kata " motive" yang dapatberartidayapenggerak yang berada di dalamseseoranguntukmelaksanakanaktivitastertentudalamrangkamencapa itujuan." that motivation stems from the word "motive" which can mean driving force that lies within a person to perform certain activities in order to achieve goal.<sup>5</sup> Alex Sobur stated that shows the entire process of movement, including situations that encourage, urge that arise within the individual, the resulting behavior and the purpose or end of movement or action.<sup>6</sup>

According to sutrisno<sup>7</sup> motivasiadalahsegalasesuatu yang mendorongseseoranguntukbertindakmelakukansesuatu. It means motivation is everything that encourages a person to act to do something. Soemanto says" motivasiisebagaisuatuperubahantenaga di dalamdiri/

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<sup>5</sup>Sardiman, *Interaksi & motivasi Belajar Mengajar* (Jakarta: Raja Gravindo Persada, 2003).

<sup>6</sup>Alex Sobur *Psikologi Umum* (Bandung:Pustaka Setia.2003), p.268.

<sup>7</sup>Sutrisno, Ahmad, et., al., *Psikologi Pendidikan*. (ponogoro. Darussalam press., 2003), p.52.

padaseorang yang ditandaioleh dorongan efektif dan reaksi-reaksi dalam usahamencapaitujuan.<sup>8</sup> It means motivation as a force of change in the self of personal mark by a person who on the effective encouragement and reactions to accomplish goals.

#### **b) Kinds of Motivation**

Motivation influences the rate of learning the retention of information, and performance. Psychologist has attempted to identify the factors that affect motivation. They broadly group motives in two general categories: the first group consists of biological motives, since they drive from various physiological needs such as hunger, thirst, sleep, sex, pain avoidance elimination, oxygen, and temperature control. The second category involves social motives, since they arise in course of human interaction, security and self-system.

According to Chaplin<sup>9</sup> motivation could be divided into two:

- a. Physiological motivation, which drive physical nature, such as hunger, thirst, sex, and so forth. While Gilbert and Wegner<sup>10</sup> stated that motivation could be classified into two kinds, namely:

- 1) Self control, the self control aspect motivation is increasingly considered to be a subset of emotional.

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<sup>8</sup>Wastysoemanto, *psikologipendidikan*. (Jakarta: Asdi Mahasatya, 2006), p.203.

<sup>9</sup>Drk. Milk, [Http: www. Drmarkhillman. Com/bluedrat.html](http://www.Drmarkhillman.Com/bluedrat.html), Accessed at November 21, 2014.

<sup>10</sup>D.L., Gilbert and Wegner, *.http: Lest modified*, at 09 pebruari 2015.

2) Drives, a drive or desire can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These drives are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

b. Social motives, the impulses associated with others, such as aesthetic, be impulse to always do good, and ethical.

While Woodworth and Marquis<sup>11</sup> stated that motivation could be classified into three kinds, namely:

- 1) These needs are organic, that is motivation related to the self, a case of: eating, drinking, needs, to move and rest sleep and so forth.
- 2) Motivation emergency that includes the drive to save themselves, the urge to retaliate, the urge to try, the urge to chase, and so forth. this motivation arise if the situation demands a rapid onset and strong activity of the human self, in this case motivation arising from ones desire, but because the stimulus from the outside.

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<sup>11</sup>*Ibid*

- 3) Motivation objective, namely motivation directed at a specific object or purpose around us, this motif include: the need for exploration, manipulation, took an interest; this motivation arises because of the encouragement to face the world effectively.

In addition wood worth also said could be divided into two parts, namely:

- c. Unlearned motives, that is the main motivation is not learned or innate motivation, such as the urge to eat, drink. Sex, movement and rest this motif is often referred to as the implied biological motivation.
- d. Learned motives, namely, motivation arising studied, such as the urge to learn something branches of science, the pursuit of office, and so forth. Motivation is often called a social motivation that is hinted at, because humans live in social environments.

Therefore, there are few physiologists stated that motivation could be divided into two:

## 1) Intrinsic Motivation

Motivation is derived from a person without stimulation from the outside. A stimulus is a temporally discrete, momentary happening in the life of an organism.<sup>12</sup>

The most common definition of intrinsic motivation involves performing an activity for its own sake rather than as a means to an end. This definition has been interpreted to mean that intrinsically motivated behavior occurs independently of any forms of rein for comment or reward.<sup>13</sup> For example, people who like reading do not have that drive; he will find your own books, interpreted as the motivation that the pusher is a direct link with the values contained within their own work goals.

For example, a diligent students studying psychology course because she wanted to master that subject. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

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<sup>12</sup>Brian. H. Ross, *The psychology of learning and motivation* (London: Elsevier Academic Press, 2004).p.86.

<sup>13</sup>Carol San Sone, Judith, M, Harackiewicz, *intrinsic and Extrinsic Motivation the search for Optimal and Performance* (London: Academic Press,2000), p.315.

## 2) Extrinsic Motivation

Sardimansaid, that extrinsic motivation is mobile moves and functioned because of the simulation from outside.<sup>14</sup> Then, John W. Santrock said that extrinsic motivation is do something to get something else.<sup>15</sup> For example a student will study hard for exam, extrinsic motivation can also interpreted as a pusher motivation has nothing to do with the values contained in the destination job. Extrinsic motivation came from outside of the individual, common extrinsic motivations were reward like money and grades, coercion and threat of punishment: competition was in general extrinsic because it encourages the performer to win and beat others not to enjoy the extrinsic rewards of the activity.

A crowd cheering on the individual and trophies were also extrinsic incentives.

- 1) Assiduous do duty.
- 2) Resilient face difficulty.
- 3) Showing enthusiasm to all kinds of problem.
- 4) More like to do self- sportingly.
- 5) Quickly tire of routine duties.<sup>16</sup>

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<sup>14</sup>Sardiman. *Op. Cit.*,p. 90.

<sup>15</sup>John W. Santrock, *Psikologi Pendidikan* (Jakarta: Kencana, 2008), p.514.

<sup>16</sup>Sardiman, *Op. Cit*, p.102.



The conclusion from the explanation of kinds of motivation in Physiological motivation and social motivation. And the kind of the motivation can be seen on the table 1 below:

**Table 2.1**

**Kinds of Motivation**

<b>No.</b>	<b>Physiological Motivation</b>	<b>Social Motivation</b>
1.	Intrinsic Motivation	Organic
2.	Extrinsic Motivation	Motivation Emergency
3.	-	Motivation Objective

## **2. Learning Degrees of Comparison**

### **a) Definition of Learning Degrees of Comparison**

Learning is process of transferring knowledge from sources an student as a receiver: sources can bed lecture, book and another. Learning is gaining knowledge or skill in a subject. Learning also means knowledge.<sup>17</sup>

So, writer concluded Learning is a process, a way that makes a person act of learning. Learning is the learning process of students with learning

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<sup>17</sup>*Ibid.*,p. 26-28

at school or in the neighborhood. Learning can also help students to learn well.

To get the aims of learning, many things must be attended especially what students need, students have to be able to achieve in learning to make them easy in getting that knowledge. So, the lecturer has to be clever in making a funny situation to make students relax in the learning process.

The principles of learning.

- a) Aims.
- b) Understanding.
- c) Practicing.
- d) Adapting.
- e) Desires.

Applying From the descriptions above it can be concluded that motivation is very important in the learning process. Decoded into two factors the first from the student himself and the second from outside students, when it is very important for the teacher especially in teaching English, because from motivation the teacher will know how the students are learning English.

Degrees of comparison is difference with adjective of person or things. According to Marcella Frank,” the adjective is a modifier that has the grammatical property of comparison.<sup>18</sup>

According to SlametRiyanto says that,” the degree of comparison is used to compare two things or person”. These two things or person may be the same or different.<sup>19</sup> This is an important characteristic of descriptive adjective: because through these degree of comparison on writer is modify an idea by expressing three different situations.

## **b) Kinds of Degrees of Comparison**

### 1. Positive Degree

The positive Degree is the adjective in it is simple form. It is used to denote the more existence of some quality of what we speak about, it is used when no comparison in made. When we compared two people or things, and they have the sameness in certain quality, the phrase/as...as/and/so...as/are normally used with positive degree.<sup>20</sup>

Formulation: As + Adjective + as

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<sup>18</sup>Marcella Frank,*Modern English A Practical Reference Guide*, (New York: Prentice-Hall,1972),p.109.

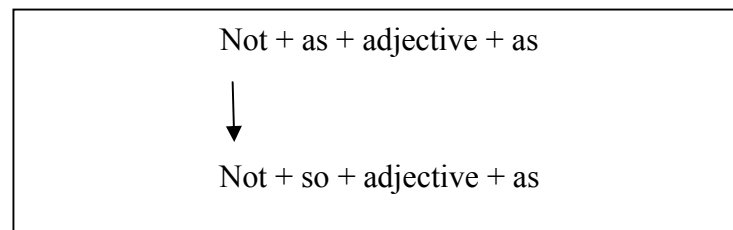
<sup>19</sup>Slamet Riyanto, *Emilia NH, et.al.,A Handbook Of English Grammar*, (Yogyakarta: Pustaka Pelajar,2007),p.37.

<sup>20</sup>Wren & Martin, *High School English Grammar & Comparison*,(Yogyakarta: Prasada Rao,1990),p. 24.

Example:

- 1) She is as beautiful as my brother.
- 2) His car is as expensive as mine.
- 3) Bambang is as clever as Sustrisman.
- 4) This book is as good as that one.
- 5) The girl is as clever as her older sister.
- 6) Aisyah is as thin as Rizka.

To formed **negative sentence** can used two forms, such as:



Example:

- 1) She is not as beautiful as my mother.  
She is not so beautiful as my mother.
- 2) His car not as expensive as mine.  
His car is not so expensive as mine.
- 3) Bambang is not as clever as sustrisman.  
Bambang is not so clever as sustrisman.

4) This book is not as good as that one.

This book is not so good as that one.

5) The girl is not as clever as that one.

The girl is not so clever as her elder sister.<sup>21</sup>

6) Aisyah is not as thin as Riska.

Aisyah is not so thin as Riska.

## 2. Comparative Degree

Comparative degree is the formed of adjective and adverbs that express a greater degree. The comparative degree of an adjective denoted a higher degree of the quality than the positive, and is used when two things (or sets of things) are compared.<sup>22</sup>

The comparative involves two entities and shows a greater are lesser degree of differences between them.

How to form comparative adjective?

1) Adjective of on syllable, add- err:

a) Long – longer

b) Short – soother

c) Tall – taller

d) Cheap- cheaper

e) Adjective of one syllable en in- e, add- r only:

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<sup>21</sup>Hendro Darsono and Marsudi, *Panduan praktis English Grammar*, (Yogyakarta: Indonesia Tera,2010),p.105-106

<sup>22</sup>Wren & Martin, *Op.Cit.*,p.24.

- f) Nice – nicer
- g) Late – later
- h) Adjective of one syllable and consonant- vowel- consonant, double the last consonant and add- er:
- i) Big –bigger
- j) Hot – hotter
- k) Adjective of syllables and in – y, we chang the the y into add- er and i:
- l) Happy- happier
- m) Easy- easier
- n) Lazy- lazier
- o) Busy- busier
- p) Same adjective have an irregular comparative:
- q) Good- better
- r) Bad- worse
- s) Far- farther

How to form the comparative degree with short adjective at has formulation as following:

Subject + verb + adjective + er + than + subject
--

For example:

- a) I am taller than you.
- b) Suci is lazier than liya.
- c) Silver is cheaper than gold.
- d) Yesterday was hotter than today.
- e) Father is older than mother.<sup>23</sup>

### 3. Superlative Degree.

Superlative Degree is of adjective or adverbs that express the highest or very high degree. Superlative degree is an adjective used to talk about compared more than two persons or things or their qualities.<sup>24</sup>

Forms of superlative adjectives.

We make the superlative of adjective like this:

- 1) With adjective of one syllable, we add – est

Such as:

- a) Big – the biggest
- b) Old – the oldest

- 2) With adjective of two or more syllable, we use most before the adjective:

Such as:

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<sup>23</sup>John. S, Accurate, *Brief And Clear English Grammar*, (Jakarta, 1986), p.84.

<sup>24</sup>Jayanthi Dakshina Murthy, *Contemporary English Grammar*, ( New Delhi: Book Place, 2003),p. 36.

a) Dangerous – the most dangerous

b) Beautiful – the most beautiful

3) Some adjective have in irregular superlative:

Such as:

a) Good – the best

b) Bad – the worst

c) Far – the farthest

4) We can only use the superlative when we talk about three or more people, animals or things. We cannot use superlative to talk about two people, animals or things.

Example:

a) A bus is bigger than a car.

b) A jumbo jet is the biggest transportation.

c) A bus is smaller than a jumbo jet.

d) A car is the smallest transportation.<sup>25</sup>

### 3. To Formed Degree of Comparison

The comparative and the superlative degree formed of most descriptive adjectives are formed in the following ways:

- a. /er/and/est./is added to the positive forms which end in two consonant or a consonant that's precede by two vowels.

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<sup>25</sup>*Ibid.*, p., 83



Positive	Comparative	Superlative
Long	Longer	Longest
Tall	Taller	Tallest
Poor	Poorer	Poorest
Deep	Deeper	Deepest
Small	Smaller	Smallest

- b. R/and/st/are added to the positive forms which end in/e.

Positive	Comparative	Superlative
Brave	Braver	Bravest
Nice	Nicer	Nicest
Wise	Wiser	Wisest
True	Truer	Truest <sup>26</sup>

Adjective that end in -Y, if an adjective ends in- Y, change the -Y to - I and add - er. Such as:

Positive                      comparative                      superlative

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<sup>26</sup>Prayitno, *Mastering English Grammar* (Surabaya: Sarana Ilmu,2002),p. 71.

Funny	funnier	funniest
Pretty	prettier	prettiest <sup>27</sup>

## B. Review of Related Finding

Related to this research, some writers had been the related research as below:  
Thesis of Debbi Pane from state college for Islamic Studies has done research in 2011 with the title “A Brief Study of Students’ Interest and Motivation in Choosing English Education Study Program At STAIN Padangsidimpuan (the second semester of 2010/2011 academic year).<sup>28</sup> The result of her research said that there is much motivation.

And then, thesis of Meli from state collage for Islamic Studies has done research in 2012 with the title “The Influence of Students’ Motivation Toward Students’ English Achievement at SMP Negeri 1 Halongonan, PALUTA.<sup>29</sup> The result of her research said that there is background of the problems motivation in Learning.

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<sup>27</sup>Betty Schamper Azar Stacy A Hagen, *Basic English Grammar* (USA: Person Education, 2006),p.454.

<sup>28</sup>Debbi Pane, A Brief Study of Students’ Interest and Motivation in Choosing English Education Study Program At STAIN Padangsidimpuan (the second semester of 2010/2011 academic year), (*Unpublished Script*), (Padangsidimpuan: STAIN Padangsidimpuan, 2011).

<sup>29</sup>Melli, The Influence of Students’ Motivation Toward Students’ English Achievement at SMP Negeri 1 Halongonan, PALUTA(*Unpublished Script*) (Padangsidimpuan: STAIN Padangsidimpuan, 2012).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

This research was conducted at VIII SMP Negeri 8 Padangsidimpuan, which addresses street is Tengku Rizal Nurdin KM. 8 Pijorkoling. Padangsidimpuan Tenggara District, Padangsidimpuan City, Province Sumatera Utara. Time of the research start on January until to 10 april 2015.

#### B. Kind and Method of the Research

This research used qualitative approach. This research used with kind was manifest according to Burhan Bungin in *Analisis Data Penelitian Kualitatif*, “pendekatan kualitatif adalah salah satu pendekatan utama yang pada dasarnya adalah sebuah label atau nama yang bersifat umum saja dari sebuah rumpun berdasar metodologi penelitian”.<sup>1</sup>(Qualitative approach is one of the main approach is one of the main approaches that basically is a label or the name of generally from a research methodology).

Based on the method, this research used descriptive method. “Metode deskriptif adalah penelitian yang menggambarkan objek sesuai apa adanya”.<sup>2</sup> (Descriptive method is a research want to describe object). This method used to

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<sup>1</sup>BurhanBungin, *Analisis Data PenelitianKualitatif* (Jakarta: Raja GrafindoPersada, 2007), p. 19.

<sup>2</sup>Sukardi, *Metode Penelitian Pendidikan Kompetensinya dan Prakteknya* (Jakarta: BumiAksara, 2003), p. 157.

describe the analysis on students motivation in learning degrees of comparison at grade VIII SMP Negeri 8 Padangsidempuan.

### **C. Sources of the Data**

The source of data this research consist of two sources, it was the source of primary data and the source of secondary data.

a. Primary source data (principal data) is the basic of data.

Primary sources data, which is the grade VIII students at SMP Negeri 8 Padangsidempuan, they are 300 students. They are ten classes. This research done using purposive sampling. Riduwan said “Purposive sampling is one of technical that can be used by research, if researcher has some of considerations takes the certainly sampling to get the aim”.<sup>3</sup> Actually, research takes one class to do the research in class VIII-1 at SMP Negeri 8 Padangsidempuan. Research takes certainly class because it could be representative to takes the result of research in learning degrees of comparison. So, there was 30 students who answer the test.

b. Secondary sources data (supplementary data).

That is information from headmaster and the English teacher of SMP Negeri 8 Padangsidempuan.

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<sup>3</sup>Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*(Bandung: Alfabeta, 2005), p. 63.

#### **D. Technique of Collecting Data.**

The key instrument of this research was the researcher self. The researcher was taken the data by the students and the English teacher and to collected the data. Based on the participants, for the primary data the researcher used the interview as an instrument for collecting the data, this research used the qualitative research. L. R. Gay stated: “Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (e.g. test scores) data in studies, resulting in the need for statistical analysis”.<sup>4</sup>

Based on statement above, the researcher chooses the instrument of collecting data in this research. There were:

##### 1) Observation

According to Anne Burns “Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. Here, the writer used to the observation to know far the students’ motivation in learning degrees of comparison. So, the observation by done by two parts:

##### a. Starting Observation

Starting observation is used to know description before test.

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<sup>4</sup>*Ibid*, p. 109.

b. Final Observations

Final observation is used to compare description, test and also observation towards students' motivation in learning degrees of comparison.<sup>5</sup>

2) Interview

According to Hornby "interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study". Here, the writer will interview the teacher and the students; it is to know the students' motivation in learning degrees of comparison the reason of students' barriers and to fact support and efforts to increase the student's motivation in learning degrees of comparison. Technique of used interview is tape record and the fifth student's at grade VIII-5 in SMP Negeri 8 Padansidimpuan.

3) Questionnaire for students' motivation data

The first instrument which has been employed in this research is questionnaire. The questionnaire is used to get information about an analysis on the students' motivation in learning degrees of comparison through written questions. There are six basic question types, they are quantity or information, category, list or multiple choice, scale, complex grid or table, and

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<sup>5</sup> *Ibid*, p 109

open-ended.<sup>6</sup> The type of questionnaire that used in this research was scale, it is Likert scale.

The type of questionnaire in this research is scale. The Likert-type scale response was level of frequency, in which the scoring of them is divided into two based on the direction.<sup>7</sup> The positive direction is called favorable, while the negative direction is called unfavorable. Both of them had their own score. They were described in the following below:

**Table 3.1**

**Likert Scale**

No	Symbol	Explanation	Favorable Score	Unfavorable Score
1	SS	Selalu/sangat sering	5	1
2	S	Sering	4	2
3	KD	Kadang-kadang	3	3
4	J	Jarang	2	4
5	TP	TidakPernah	1	5

<sup>6</sup>Lorain Blaxter, et. all., *How to Research* (Buckingham: Open university Press, 2001), p.179.

<sup>7</sup>Wage M. Vagias, "Likert-type scale response anchors" (<http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf> accessed at November 29<sup>th</sup>, 2014 retrieved on 09:25 pm).

In continuation, each items of the questionnaire was developed from indicator that has been described in the following below:

**Table 3.2**

**Indicator of the Students' Motivation**

<b>No.</b>	<b>Indicator</b>	<b>Number of Questionnaires</b>	<b>Total of Questionnaires</b>
1	Intrinsic Motivation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
2	Extrinsic Motivation	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
<b>TOTAL</b>		<b>20</b>	<b>20</b>

**E. The Techniques of Data Analysis**

The writer took the steps of the data analysis as follows:<sup>8</sup>

- 1) Describing students' motivation in learning degrees of comparison at grade VIII grade SMP Negeri 8 Padangsidimpuan.
- 2) Finding the students' barriers and to fact support in learning degrees of comparison and explaining the teachers' and students' effort to solve by students' motivation in learning degrees of comparison at grade VIII grade SMP Negeri 8 Padangsidimpuan SMP Negeri 8 Padangsidimpuan.

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<sup>8</sup>Lexy J. Moeleong, *Op. Cit.*, p. 247.



- 3) Take conclusion, it is done to conclude the discussion solidly and briefly.

## **F. Techniques of Checking Trustworthiness**

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research was not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several one of them was triangulate.<sup>9</sup>

Triangulate was a powerful technique that facilities validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methodologies in the study of the same phenomenon.<sup>10</sup>

Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produced that was same description of an event, or when a participant responds similarly to a personal question that was asked on three different occasions.

The writer just took triangulate to check the trustworthiness data with compared the result of test and interview teacher and interview students to increase the credibility and validity of the results.

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<sup>9</sup>*Ibid.*, p. 225.

<sup>10</sup>SudarwanDanim, *MenjadiPenelitiKualitatif*, (Bandung: PustakaSetia, 2002).

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Findings

##### 1. General Findings

This researcher was conducted in SMP Negeri 8 Padangsidimpuan which address street was Tengku Rizal Nurdin KM. 8 Pijorkoling, Padangsidimpuan Tenggara district. SMP Negeri8 Padangsidimpuan was one of the junior high school in Padangsidimpuan. This school was built in 1983. Initially, this school has not building alone, still join at SD Negeri Pijorkoling old one year and only has three class rooms. And then, on year 1984 built school by self, has three class rooms was headmaster office, administration office and teachers office. In the year 1995 SMP Negeri Pijorkoling change name become SMP Negeri 2 Padangsidimpuan. In the year 1999 was changed name again become SMP Negeri 2 Padangsidimpuan, and last year 2003 has changing name to become SMP Negeri 8 Padangsidimpuan until now. This school was built on  $100\text{ m}^2 \times 100\text{ m}^2 = 2.100\text{ m}^2$  and the history of SMP Negeri 8 Padangsidimpuan when the writer interviewed with Samariah, S. Pd<sup>1</sup>. She said that:

Teacher was the basic factor to do the education process, because the learning would not happen without teacher. Teacher would give developed

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<sup>1</sup>Data was taken from The Headmaster of SMP Negeri 8 Padangsidimpuan, Maret 12<sup>th</sup> 2015.

talent and ability of students in learning. The function and responsibility of the teacher were very big in the school caused the successful of the students in learning was determined by the teacher. The total of teachers at SMP Negeri8 Padangsidimpuan is 59 teachers and 5 person English teachers, additionally, there the description of students at VIII SMP Negeri 8 Padangsidimpuan, they were:

**Table 4.1**

**The students at VIII SMP Negeri 8 Padangsidimpuan**

No.	Class	Male	Female	Total
1	VIII <sup>1</sup>	11	19	30
2	VIII <sup>2</sup>	12	17	29
3	VIII <sup>3</sup>	13	15	28
4	VIII <sup>4</sup>	14	14	28
5	VIII <sup>5</sup>	11	14	25
6	VIII <sup>6</sup>	14	13	27
7	VIII <sup>7</sup>	16	12	28
8	VIII <sup>8</sup>	17	10	27
9	VIII <sup>9</sup>	13	15	28
10	VIII <sup>10</sup>	11	15	26
Total		132	144	276

Based on the above table, it could be seen that the population of students at VIII SMP Negeri 8 Padangsidimpuan was significance. There are 10 classes, and 132 males and 144 females. So, that the total was 276 students.

## B. students motivation in learning Degrees of Comparison

Students' motivation in learning Degrees of Comparison at grade VIII of SMP Negeri 8 Padangsimpuan can be seen comprehensive and united systematically after was done by data collecting with questioner. The result of questioner is high. The score of questioner students' motivation in writing english is 75,6%.

The researcher conclude the the students' had must high motivation in English learning, especially given the motivation to learned. Students' motivation in learning English in SMP Negeri 8 Padangsidimpuan also significant from intrinsic motivation students' and extrinsic motivation students' very significant from teacher, parents, environment, and etc.

Then students' motivation very important to improve motivation in English learning because motivation comes from intrinsic motivation students' and extrinsic motivation students'. Then to know the result of data questionnaire, the researcher presented the data by the tables as:

**Questionnaire No. 1**

NO	Pernyataan	SL	SR	KD	JR	TP
1	Siswa selalu belajar bahasa Inggris dengan kemauan sendiri	5	4	13	5	-
Percentage		3,70%	2,96%	9,6%	3,7%	

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 5 students' (3,70%), while SR students' answered were 4 students' (2,96%), that answered KD were 13 students' (9,6%), next JR students' answered were 5 students' (3,70%), then TP nothing students answered.

### Questionnaire No. 2

NO	Pernyataan	SL	SR	KD	JR	TP
2	Saya merasa senang belajar bahasa Inggris	6	9	10	2	
Percentage		4,4%	6,6%	7,4%	1,4%	

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 6 students' (4,4%), while SR students' answered were 9 students' (6,6%), that answered KD were 10 students' (7,4%), next JR students' answered were 2 students' (1,4%), then TP nothing students answered.

### Questionnaire No. 3

NO	Pernyataan	SL	SR	KD	JR	TP
3	Ketika guru tidak datang saya memanfaatkan waktu untuk belajar	3	6	11	5	3
Percentage		2,2%	4,4%	8,1%	3,7%	2,2%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 3 students' (42,2%), while SR students' answered were 6 students' (4,4%), that answered KD were 11 students' (8,1%), next JR students' answered were 5 students' (3,7%), then TP students' answered were 3 (2,2%).

#### Questionnaire No. 4

NO	Pernyataan	SL	SR	KD	JR	TP
4	Saya menyukai pelajaran Degrees of Comparoson	14	13	1	-	-
Percentage		10,3%	9,6%	0,7,%	-	-

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 14 students' (10,3%), while SR students' answered were 13 students' (9,6%), that answered KD were 1 students' (0,7%), next JR and TP nothing students' answered

#### Questionnaire No. 5

NO	Pernyataan	SL	SR	KD	JR	TP
5	Apabila saya mendapatka kesulitan dalam belajar degrees of comparison saya akan belajar lebih	10	14	3	1	-

	giat					
	Percentage	7,4%	10,3%	2,2%	0,7%	

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 10 students' (7.4%), while SR students' answered were 14 students' (10,3%), that answered KD were 3 students' (2,2%), next JR students' answered were 1 students' (0,7%), then TP nothing students' answered.

#### Questionnaire No. 6

NO	Pernyataan	SL	SR	KD	JR	TP
6	Saya memahami rumus-rumus degrees of Comparison	3	4	16	2	2
	Percentage	2,2%	2,9%	11,8%	1,1%	1,4%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 3 students' (2,2%), while SR students' answered were 4 students' (2,9%), that answered KD were 16 students' (11,8%), next JR students' answered were 2 students' (1,4%), then TP students' answered were 2 (1,4%).

**Questionnaire No. 7**

<b>NO</b>	<b>Pernyataan</b>	<b>SL</b>	<b>SR</b>	<b>KD</b>	<b>JR</b>	<b>TP</b>
7	Saya senang belajar bahasa Inggris	9	10	7	1	-
Percentage		6,6%	7,4%	5,1%	0,7%	-

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 9 students' (6,6%), while SR students' answered were 10 students' (7,4%), that answered KD were 7 students' (5,1%), next JR students' answered were 1 students' (0,7%), then TP nothing students' answered.

**Questionnaire No. 8**

<b>NO</b>	<b>Pernyataan</b>	<b>SL</b>	<b>SR</b>	<b>KD</b>	<b>JR</b>	<b>TP</b>
8	Saya ingin belajar sungguh-sungguh karna ingin menguasai pelajaran degrees of comparison	10	11	4	1	1
Percentage		7,4%	8,1%	2,9%	0,7%	0,7%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 10 students' (7,4%), while SR students' answered were 11 students' (8,1%), that answered KD were 4



students' (2,9%), next JR students' answered were 1 students' (0,7%), then TP students' answer were 1 (0,7%).

#### Questionnaire No. 9

NO	Pernyataan	SL	SR	KD	JR	TP
9	Saya menyukai pelajaran degrees of comparison	8	12	5	2	1
Percentage		5,9%	8,8%	3,7%	1,4%	0,7%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 8 students' (5,9%), while SR students' answered were 12 students' (8,8%), that answered KD were 5 students' (3,7%), next JR students' answered were 2 students' (1,4%), then TP students' answer were 1 (0,7%).

#### Questionnaire No. 10

NO	Pernyataan	SL	SR	KD	JR	TP
	Saya percaya diri ketika disuruh mengerjakan tugas	6	9	7	3	2
Percentage		4,4%	6,6%	5,1%	2,2%	1,4%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 6 students' (4,4%), while SR students' answered were 9 students' (6,6%), that answered KD were 7 students' (5,1%), next JR students' answered were 3 students' (2,2%), then TP students' answered were 2 (1,4%).

#### Questionnaire No. 11

NO	Pernyataan	SL	SR	KD	JR	TP
11	Saya mengerjakan tugas karna disuruh orangtua	11	7	3	2	4
Percentage		8,1%	5,1%	2,2%	1,4%	2,9%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 11 students' (8,1%), while SR students' answered were 7 students' (8,1%), that answered KD were 3 students' (2,2%), next JR students' answered were 2 students' (1,4%), then TP students' answered were 4 (2,9%).

#### Questionnaire No. 12

NO	Pernyataan	SL	SR	KD	JR	TP
12	Saya mengerjakan tugas karna takut dimarahi orangtua	13	3	3	3	5

Percentage	9,6%	2,2%	2,2%	2,2%	3,7%
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Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 13 students' (9,6%), while SR students' answered were 3 students' (2,2%), that answered KD were 3 students' (2,2%), next JR students answered 3 student (2,2%) than TP students' answer were 5 (3,7%)

### Questionnaire No. 13

NO	Pernyataan	SL	SR	KD	JR	TP
13	Saya mengerjakan tugas karna takut di hokum guru	6	3	7	3	8
Percentage		4,4%	2,2%	5,1%	2,2%	5,9%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 6 students' (4.4%), while SR students' answered were 3 students' (2,2%), that answered KD were 7students' (5,1%), next JR students' answered were 3 students' (2,2%), then TP students' answer were 8 (5,9).

**Questionnaire No. 14**

<b>NO</b>	<b>Pernyataan</b>	<b>SL</b>	<b>SR</b>	<b>KD</b>	<b>JR</b>	<b>TP</b>
14	Saya mengerjakan tugas karna ingin mendapat pujian dari orangtua	11	5	3	3	5
Percentage		8,1%	3,7%	2,2%	2,2%	3,7%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 11 students' (8,1%), while SR students' answered were 5 students' (3,7%), that answered KD were 3 students' (2,2%), next JR students' answered were 3 students' (2,2%), then TP students' answered were 5 (3,7%).

**Questionnaire No. 15**

<b>NO</b>	<b>Pernyataan</b>	<b>SL</b>	<b>SR</b>	<b>KD</b>	<b>JR</b>	<b>TP</b>
15	Saya mengerjakan tugas karna takut pada guru	7	3	9	2	6
Percentage		5,1%	2,2%	6,6%	1,4%	4,4%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 7 students' (5,1%), while SR students' answered were 3 students' (2,2%), that answered KD were 9 students' (6,6%), next JR students' answered were 2 students' (1,4%), then TP students' answered were 6 (4,4%).

**Questionnaire No. 16**

<b>NO</b>	<b>Pernyataan</b>	<b>SL</b>	<b>SR</b>	<b>KD</b>	<b>JR</b>	<b>TP</b>
16	Sayamengerjakan tugas karna terpaksa	18	2	3	2	2
Percentage		13,3%	2,2%	2,2%	1,4%	1,4%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 18 students' (13,3%), while SR students' answered were 2 students' (2,2%), that answered KD were 3 students' (2,2%), next JR students' answered were 2 students' (1,4%), then TP students' answered were 1 (1,4%).

**Questionnaire No. 17**

<b>NO</b>	<b>Pernyataan</b>	<b>SL</b>	<b>SR</b>	<b>KD</b>	<b>JR</b>	<b>TP</b>
17	Saya mengerjakan tugas karna takut malu di kelas	22	1	2	1	1
Percentage		16,2%	0,7%	1,4%	0,7%	0,7%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 22 students' (16,2%), while SR students' answered were 1 students' (0,7%), that answered KD were 2

students' (1,4%), next JR students' answered were 1 students' (0,7%), then TP students' answered were 1 (0,7%).

#### Questionnaire No. 18

NO	Pernyataan	SL	SR	KD	JR	TP
18	Saya mengerjakan tugas karna takut uang jajan saya dikurangi orangtua	8	7	3	3	6
Percentage		5,9%	5,1%	2,2%	2,2%	4,4%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 8 students' (5,9%), while SR students' answered were 7 students' (5.1%), that answered KD were 3 students' (2,2%), next JR students' answered were 3 students' (2.2%), then TP students' answered were 6 (4,4%).

#### Questionnaire No. 19

NO	Pernyataan	SL	SR	KD	JR	TP
19	Saya mengerjakan tugas karna ada ancaman dari guru	20	4	-	1	2
Percentage		14,8%	2,9%	-	0,7%	1,4%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 20 students' (14,8%), while SR students' answered were 4 students' (2,9%), that answered KD nothing

students' (-), next JR students' answered were 1 students' (0,7%), then TP students' answered were 2 (1,4%).

#### Questionnaire No. 20

NO	Pernyataan	SL	SR	KD	JR	TP
20	Saya mengerjakan tugas karna mendapat hadiah dari guru	21	2	2	1	1
Percentage		15,5%	1,4%	1,4%	0,7%	0,7%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 21 students' (15,5%), while SR students' answered were 2 students' (1,4%), that answered KD were 2 students' (1,4%), next JR students' answered were 1 students' (0,7%), then TP students' answered were 1 (0,7%).

#### C. Students barriers and to fact support in Learning Degrees of Comparison

Based on the result of interview to students the researcher found that students had barriers in learning motivation. It was proven that there were still students who said that she/he was in learning English when the researcher asked Do you like study English? Especially Degrees of Comparison? (item number 1),

stevy said” saya kurang menyukai B. Inggris “( I don’t like learning English).<sup>2</sup>  
 While Raihani said” saya senang dengan pelajaran bahasa inggris, ( I like study English)<sup>3</sup>, next Hapni said” I like learning English because I will a teacher English. Aldiano said” saya senang tapi saya sulit memahami pelajaran Bahasa inggris”( I like learning English but I don’t understand learning English)<sup>4</sup>.  
 Ahmad soleh said”saya tidak suka pelajaran bahasa Inggris karna guru bahasa Inggrisnya (I don’t like learning English because English teacher)<sup>5</sup>.

While Nurmaya sari said ”saya benci bahasa inggris karna saya tidak mengerti artinya” ( I hate learning English because I don’t understand the meaning)<sup>6</sup>.

When the researcer asked How is the situation of your learning English? (item number 2) stevy said” saya merasa tidak nyaman ketika belajar bahasa inggris karna saya kurang menyukai”.(I don’t comfortable while study learning English because don’t like it)<sup>7</sup>.

While Raihani said” saya senang ketika mata pelajaran bahasa inggris karna saya ingin bisa memahami bahasa inggris”.( I happy if lesson English because I

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<sup>2</sup>StevyDheaPransisca” The Student of SMP N 8 Padangsidempuan at Grade VIII-1, *Interview* 29 maret 2015

<sup>3</sup>Raihani” The Student of SMP N 8 Padangsidempuan at Grade VIII-1 *Interview* 29 Maret 2015

<sup>4</sup>HafniRasyidah” The Student of SMP N 8 Padangsidempuan at Grade VIII-1 *Interview* 29 Maret2015

<sup>5</sup>Ahmad Soleh” The Student of SMP N 8 Padangsidempuan at Grade VIII-1 *Interview* 29 Maret 2015

<sup>6</sup>NurMayaSari” The Student of SMP N 8 Padangsidempuan at Grade VIII-1 *Interview* 29 Maret 2015

<sup>7</sup>Stevy” *Op, Cit, Personal Interview*, (SMP Negeri 8 Padangsidempuan: 29 Maret<sup>th</sup>, 2015).



want to understand learning English)<sup>8</sup>, next Hapni said” I like situation in Learning English because my sister in house always help me to do my home work)<sup>9</sup>.Aldiano said” saya suka bahasa inggris tapi saya mengantuk jika jam pelajaran nya terakhir”( I like learning English but I sleepy if the lesson Englishin the end)<sup>10</sup>. Ahmad soleh said”saya tidak suka pelajaran bahasa inggris karna suara guru saya sangat pelan, jadi penjelasannya kurang saya pahami (I don’t like learning English because the sound of my English teacher very see pel)<sup>11</sup>.While Nurmaya sari said ”saya tidak suka jika di beri soal bahasa inggris karna saya sulit dalam menghapal arti” ( I don’t like if the teacher give the lesson of English because I barrier to memorize the meaning)<sup>12</sup>.

When the research asked Do you glad in following English lesson? (item number 3) stevy said” sayatidak senang karna memerlukan waktu lama bagi saya untuk memahaminya ”.(I don’t like because have long time for me to undertand).

While Raihani said” saya senang sehingga saya sering membawa kamus bahasa inggris”.( I happy if learning English until I always bring my dictionary),

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<sup>8</sup>Raihani” *Op, Cit,Personal Interview*, (SMP Negeri 8 Padangsidempuan: 29 Maret<sup>th</sup>, 2015).

<sup>9</sup>HafniRasyidah” *Op, Cit,Personal Interview*, (SMP Negeri 8 Padangsidempuan: 29 Maret<sup>th</sup>, 2015).

<sup>10</sup>Aldiano” *Op, Cit,Personal Interview*, (SMP Negeri 8 Padangsidempuan: 29 Maret<sup>th</sup>, 2015).

<sup>11</sup>Ahmad Soleh” *Op, Cit,Personal Interview*, (SMP Negeri 8 Padangsidempuan: 29 Maret, 2015).

<sup>12</sup>Nurmala Sari” *Op, Cit,Personal Interview*, (SMP Negeri 8 Padangsidempuan: 29 Maret, 2015).

next Hapnisaid”saya senang pelajaran bahasa inggris karna saya selalu mengulanginya di rumah.( I like lesson English because I always repeat in my home). Aldiano said” saya suka sehingga saya rajin mengerjakan tugas di rumah”( I like up to diligent to do my homework in my home ). Ahmad solehsaid”saya tidak suka pelajaran bahasa inggris karna saya lebih menyukai pelajaran lain ( I don’t like learning English because I like another learning)<sup>13</sup>.

While Nurmaya sari said”saya tidak suka bahasa inggris karna nilain saya selalu rendah” ( I don’t like learning English because my score is low.

When the research asked How do you feel when you are in English learning process? ( item number 4). Stevy said” saya selalu mengantuk jika pelajaran bahasa inggris”( I always sleepy if learning English).While Raihani said” saya sangat pokus jika guru saya menjelaskan” ( I very focus if my teacher explain the learning English ) ,

Next Hapni said” saya selalu pokus mendengarkan penjelasan guru bahasa inggris kami” (I always pocus to listend the explanation my teacher English). Aldiano said” saya suka dan tidak mengerjakan aktivitas lain jika pelajaran bahasa inggris sudah dimulai” (I like, and not do other work if learning English want to start).

Ahmad soleh said” saya diam dan mengerjakan aktivitas lain”( I am silent and do other work).

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<sup>13</sup>Stevy,Hapni, Aldiano, andAhmadSolehThe Students in Class VIII<sup>1</sup>, *Private Interview*, (SMP Negeri 8 Padangsidempuan: Maret 29, 2015).

While Nurmaya sari said” saya kurang memahami rumus sehingga semua yang menggunakan rumus saya tidak suka” (I milt understand the formula, until the all use formula I don’t like).

When the research asked Where are your difficulties in learning degrees of comparison? ( item number 5).stevy said” dalam Degrees of Comparison saya lebih suka bagian positive degree karna lebihmudah ”( In Degrees of Comparison I like in the positive degree because easy to be understand).

While Raihani said” saya selalu menghafal rumus agar lebih memahami pelajaran Degrees of Comparison”( I always memorize the formula to understand the learning degrees of comparison) , next Hapni said” saya sulit dalam memahami rumus” ( I barriers to understand the formula of degrees of comparison). Aldiano said” setiap di beri soal saya harus melihat rumusnya tentang comparative degree”( every our teacher give the lesson I must see the formula of comparative degree). Ahmad soleh said” saya selalu salah dalam peletakan rumus tentang degrees of comparison” (I always pals to use the formula of degrees of comparison). While Nurmaya sari said” jika guru member soal saya selalu salah dalam pelatakan rumus” ( if the teacher give the task I always pals to use the formula).

When the research asked what are your problems in learning degrees of comparison?(Item number 6)Aldiano said” I very lazy to do the task about degrees of comparison because the formula is very difficult. Nextnurmala sari

said” I always forget the formula of superlative degree. Next ahmad soleh said “sometimes I forgot where formula of superlative and where of comparative”.

When researcher asked. What is your effort to overcome your motivation about Degrees of comparison?(Item number 7) Aldiano said “I must memorize the formula of degrees of comparison. Next nurmalasari said” I must reaped in my home. Ahmad soleh said” I must bring my dictionary every learning English. Raihani said” I must listen my teacher to understand learning English.

While researcher asked how do you think about your English teacher? (item number 8)Aldiano said” my teacher is clever but his noisy is very low” and ahmadsoleh said” my teacher is very clever to teach us”. Next Nurmala said” my teacher is very clever to teach us and always give us support to study hard”<sup>14</sup>.

#### **D. The effort of the English Teacher to increase the Students Motivation in Learning Degrees of Comparison**

Based on the result of interview to English teacher, so anticipate the motivation of the students in learning Degrees of Comparison were the English teacher often repeats the lesson. So the students understood the lesson, especially in adjective. Next efforts. As the following:

- 1) Teacher effort to give motivation in Learning Degrees of Comparison at VIII<sup>1</sup> grade SMP Negeri 8 Padangsidempuan.

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<sup>14</sup>Aldiano, Ahmad Soleh, and Nurmala Sari” Student of SMP Negeri 8 Padangsidempuan *End Interview* 29 Maret 2015

Based on the result of interview with English Teacher to solve motivated in learning Degrees of Comparison the teacher always make drill and practice more and more. Then the teacher always repeated the lesson and gave more examples about adjective, to make in positive degree, comparative degree, and superlative degree. The teacher hoped that way can anticipate students' motivation in learning Degrees of Comparison.

Then, the teacher asked the students to Practice that adjective in Positive degree, Comparative Degree, and Superlative Degree in daily life and memorize the formula . Before the teacher gave the lesson the teacher always asked some students to make example, Positive degree, Comparative Degree, and Superlative Degree and asked them to make some examples and practice them.<sup>15</sup>

- 2) Students' effort to solve by students in learning Degrees of Comparison at VIII<sup>1</sup> grade SMP Negeri 8 Padangsidimpuan.

Based on the result of interview with students to solve by students in Learning Degrees of Comparison that is Positive Degree, Comparative Degree, and Superlative Degree at VIII-1 grade SMP Negeri 8 Padangsidimpuan. The students' effort to study with Degrees of Comparison the word in books or dictionary. The students also effort for practicing the

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<sup>15</sup> Hasan Bahri, S.Pd. The Teacher of SMP Negeri 8 Padangsidimpuan, *Interviewed*, 29Maret2015.

sentences and more like to repeated the answer test when they done activities.<sup>16</sup>

### **E. Discussion**

After analyzing the data, it was gotten that the students' motivation in Learning Degrees of Comparison, that is Positive Degree, Comparative Degree, and Superlative Degree can be categorized enough. It can be known from the calculating score (can be see apendix V) that the students' motivation in Learning Degrees of Comparison at VIII<sup>1</sup> grade SMP Negeri 8 Padangsidimpuan was 58, 11%.

Motivation in learning Degrees of Comparison, there were some like by students, they were the students lack of the changing to the sentences, Positive Degree, Comparative Degree, and Superlative Degree, the students can make the adjective in the changing Degrees of Comparison. It is supported by Muhibbin Syah that the learning can be caused by 2(two) factors, they were: *the first*, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). *The second*, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.<sup>17</sup>

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<sup>16</sup>Stevy, Aldiano, Hapni, and Gelis. The Students in Class VIII<sup>1</sup>, *Private Interview*, (SMP Negeri 8 Padangsidimpuan: Maret 29<sup>th</sup>, 2015).

<sup>17</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

However, the internal factor and external factor influenced the students' motivation in their learning. First, they don't like learning Degrees of Comparison because of their worse mind set or opinion. They believe that adjective is not important subject. Then, they have low enthusiasm and motivation in learning English especially in degrees of Comparison, Positive Degree, Comparative Degree, and Superlative Degree. Last, they have not understood yet to make the formula the explanation given by the teacher.

To anticipate the Students Motivation, the English teacher efforts were the English teacher often repeated the lesson especially in determining adjective the changing to sentence, Positive Degree, Comparative Degree, and Superlative Degree. Then, the English teacher motivated the students to improve students' interested in learning English especially in Degrees of Comparison and memorize the vocabulary especially in adjective. The others, the English teacher always motivated the students in learning process.<sup>18</sup>

Thus, according to researcher, methods used in teaching regular and irregular verbs a demonstration method. As proposed by WinaSanjaya that demonstration method is a method of presenting and demonstrating the lesson by demonstrating to the students about a process, situation or thing, whether real or just a copy. However, the demonstration cannot be separated from the verbal explanation by the teacher. Although the role of students demonstrations in the process of simply

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<sup>18</sup>Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.

paying attention, but the demonstration will be able to present more concrete learning materials, making students more easily understand and remember.<sup>19</sup>

In addition to learning methods, media is also one thing that the success in the learning process. From observations and interviews conducted by the research, in teaching Degrees of Comparison the teacher used makeshift media receipts are available in the classroom, such as books, blackboard, and other learning tools in the classroom.

#### **F. Threats of Research**

In this research, the researc believed that there were many threats of the writer. It started from the titled until the techniques of analyzing data, so the research knew that it was so far from excellence thesis. On doing the Questionnaire, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the Questionnaire seriously. So, the writer took the seats answers directly without care about it.

The writer was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The writer has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

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<sup>19</sup>WinaSanjaya, *Strategi Pembelajaran Berorientasi Standar Proses*, Kencana Prenada Media Group, 2007), p. 150.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

Based on the result of observation, interview and Questionnaires done by the researcher about the students' Motivation in Learning Degrees of Comparison at eighth grade SMP Negeri 8 Padangsidimpuan, the writer can conclude as follow:

1. The students' Motivation to Study Degrees of Comparison, that is Positive Degree, Comparative Degree and Superlative Degree at eighth grade SMP Negeri 8 Padangsidimpuan can be categorized high (75,6%).
2. The Barriers in Learning Degrees of Comparisons that is :
  - a. The Students Barriers in using the Formula.
  - b. The Students didn't know where is Positive Degree, Comparative Degree, and Superlative Degree in sentence.
  - c. The teacher in the basic skills of students is very low when learning proces.
3. The efforts by English teacher to solve the students motivation in Learning Degrees of Comparison.
  - a. Based on the result of interview with English Teacher to solve the Motivation in Learning Degrees of Comparison, that is Positive Degree,

Comparative Degree, and Superlative Degree the teacher always make drill and practice more and more.

- b. The teacher always repeated the lesson, gave more explanation and gave more examples about the changing in Degrees of Comparison.
- c. The English teacher asked the students to memorize the rule of the Adjective.
- d. Then, the English teacher motivated the students to improve students' interested in learning grammar especially in Degrees of Comparison.

## **B. The Suggestions**

Based on the above conclusions writer gave some suggestions as follow:

1. To principle of SMP Negeri 8 Padangsidempuan always to motivate the English teacher to increase his ability in teaching English.
2. To the English teacher to motivate the students to improve their Motivated especially in Learning Degrees of Comparison, Adjective, in teaching must be done by inner feeling. So that the teacher always effort and the students can understand what do we say. And then the teacher also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied, than that the student sare also more easily understand and remember.
3. To the readers especially English learners more improve their knowledge in learning Degrees of Comparison

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## **APPENDIX I**

### **OBSERVATION GUIDANCES**

1. What the teacher effort to learning study in the class?
2. How the process teaching in the class of SMP Negeri 8 Padangsidempuan?
3. How many student like to study English in class of VIII SMP N8 Padangsidempuan?
4. How many English teachers in SMP Negeri 8 Padangsidempuan?
5. How many students in SMP Negeri 8 Padangsidempuan?
6. What the finish learn in SMP Negeri 8 Padangsidempuan?

## Appendix II

### LIST OF INTERVIEW

#### A. To the English Teacher

1. How long have you been taught English?  
*Berapa lama bapak telah mengajar bahasa Inggris?*
2. What medias are used in teaching English especially degrees of comparison?  
*Apakah media yang digunakan mengajar bahasa Inggris khususnya tingkat perbandingan?*
3. What that medias help the students motivation in mastering about English especially degrees of comparison?  
*Apakah media membantu siswa mampu menguasai belajar bahasa Inggris khususnya tingkat perbandingan?*
4. What is motivation in improving study of learning English?  
*Apakah motivasi bapak dalam meningkatkan pembelajaran Bahasa Inggris?*
5. How to motivation students in learning English?  
*Bagaimana cara bapak memotivasi siswa dalam belajar Bahasa Inggris?*
6. What media help examination students in learning English  
*Apa media yang membantu minat siswa dalam belajar Bahasa Inggris?*

## **B. To the Students'**

1. Do you like study English? Especially Degrees of Comparison?  
*Apakah kamu suka belajar Bahasa Inggris? Khususnya tingkat perbandingan?*
2. How is the situation of your learning English?  
*Bagaimana suasana belajar Bahasa Inggrismu?*
3. Do you glad in following English lesson?  
*Apakah kamu merasa senang mengikuti pelajaran bahasa inggris?*
4. How do you feel when you are in English learning process?  
*Bagaimana perasaanmu ketika dalam proses pembelajaran Bahasa Inggris?*
5. Where are your difficulties in learning degrees of comparison?  
*Dimana letak kesulitanmu dalam penguasaan tingkat perbandingan?*
6. What are your problems in learning degrees of comparison?  
*Apa masalahmu dalam pembelajaran tingkat perbandingan?*
7. What is your effort to overcome your motivation about degrees of comparison?  
*Apa usahamu untuk meningkatkan motivasi tentang tingkat perbandingan?*
8. How do you think about your English teacher?  
*Bagaimana pendapatmu tentang guru Bahasa Inggrismu?*
9. How do you want when your teacher teach English? or how the model of teaching English is you hoped?  
*Bagaimana maumu ketika gurumu mengajar bahasa Inggris? atau bagaimana model pembelajaran bahasa Inggris yang kamu harapkan?*

**ANGKET TENTANG MOTIVASI BELAJAR SISWA DALAM PEMBELAJARAN  
DEGREES OF COMPARISON**

Nama :

Kelas/ Semester :

Hari/tanggal :

**A. Pengantar**

1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang **“An Analysis on the Students Motivation in Learning Degrees of Comparison Padangsidempuan”**.
2. Informasi yang diperoleh dari anda sangat berguna bagi sipeneliti untuk menganalisis tentang hubungan motivasi dengan pembelajaran siswa.
3. Partisipasi anda memberikan informasi yang sangat kami harapkan.
4. **Jawaban anda tidak mempengaruhi nilai Bahasa Inggris anda**, jawablah dengan jujur sesuai dengan keadaan anda.

**B. Petunjuk Pengisian**

1. Baca dan pahami setiap pernyataan dengan baik.
2. Pertimbangkan jawaban anda, dan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pernyataan, lalu berikan tanda “cek (√)” pada kolom yang tersedia.

Keterangan Pilihan jawaban:

SS = Sangat Sering

S = Selalu

KD = kadang - kadang

J = Jarang

TP = Tidak pernah

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No	Pernyataan	SS	S	KD	J	TP
1.	Siswa selalu belajar bahasa Inggris dengan kemauan sendiri					
2.	Saya merasa senang belajar bahasa Inggris					



3.	Ketika guru tidak datang saya memanfaatkan waktu untuk belajar					
4.	Saya menyukai pelajaran degrees of comparison					
5.	Apabila saya mendapat kesulitan dalam belajar degree of comparison saya akan belajar lebih					
6.	Saya memahami rumus-rumus degrees of Comparison					
7.	Saya senang belajar bahasa Inggris					
8.	Saya ingin belajar sungguh-sungguh karna ingin menguasai pelajaran degrees of compaarison					
9.	Saya menyukai pelajaran degrees of comparison					
10.	Saya percaya diri ketika disuruh mengerjakan tugas					
11.	Saya mengerjakan tugas karna disuruh orangtua					
12.	Saya mengerjakan tugas karna takut dimarahi orangtua					
13.	Saya mengerjakan tugas karna takut di hokum guru					
14.	Saya mengerjakan tugas karna ingin mendapat pujian dari orangtua					
15.	Saya mengerjakan tugas karna takut pada guru					
16.	Sayamengerjakan tugas karna terpaksa					
17.	Saya mengerjakan tugas karna takut malu di kelas					
18.	Saya mengerjakan tugas karna takut uang jajan saya dikurangi orangtua					
19.	Sayamengerjakan tugas karna ada ancaman dari guru					
20.	Saya mengerjakan tugas karna mendapat hadiah dari guru					