



**AN ANALYSIS ON THE STUDENTS' ABILITY
IN USING COMPARATIVE DEGREE IN SENTENCES
AT GRADE VIII SMP NEGERI 5 PADANG BOLAK
KABUPATEN PADANG LAWAS UTARA**

A THESIS

*Submitted to the State Institute for Islamic Studies Padang Sidempuan as
a Partial Fulfillment of Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) In English*

Written By:

**ANITA SAFITRI HASIBUAN
Reg. No. 09 340 0032**

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSISIMPUAN**

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Reg No: 09 340 0032



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**FACULTY OF TARBIYAH AND PEDAGOGY
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PADANGSIDIMPUNAN**

2014

LETTER OF AGREEMENT

Things : Thesis Padangsidimpuan, 15 July 2014
a.n. Anita Safitri Hasibuan To:
Appendix : 6 (six) Exemplar **The Dean Faculty of Tarbiyah and Pedagogy**
in _
Padangsidimpuan

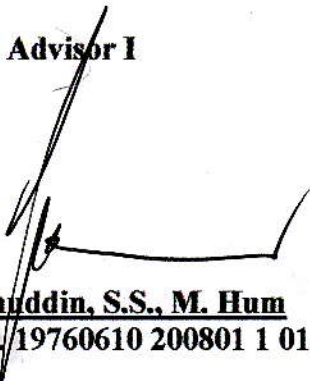
Assalamu'alaikumWr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to SahrianiNasution, entitle "*An Analysis on the Students' Ability in Using Comparative Degree in Sentence at Grade VIII SMP Negeri 5 Padang Bolak*" We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Education in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

Wassalamu'alaikumWr.Wb.

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DECLARATION LETTER OF SELF THESIS COMPETION

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The Title of Thesis : **AN ANALYSIS ON THE STUDENTS ABILITY IN USING COMPARATIVE DEGREE IN SENTENCE AT GRADE VIII SMP NEGERI 5 PADANG BOLAK KABUPATEN PADANG LAWAS UTARA**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 20 August 2014

Declaration Maker,



Anita Safitri Hasibuan
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EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

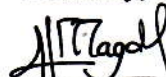
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Time : 13.30 until finish
Result/ Mark : 72, 12/ B
IPK : 3, 26
Predicate : Very Good



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LEGALIZATION

The Thesis with Title :AN ANALYSIS ON THE STUDENTS' ABILITY IN USING
COMPARATIVE DEGREE IN SENTENCE AT GRADE VIII
SMP NEGERI 5 PADANG BOLAK KABUPATEN PADANG
LAWAS UTARA

Written by : ANITA SAFITRI HASIBUAN

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Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational Scholar (S.Pd.I)

Padangsidempuan, 18 August 2014

Hj. Zulhanna, S.Ag., M.Pd.
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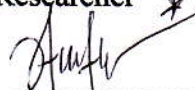
In finishing this thesis, I faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis. Therefore I would like thanks to:

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2. Dr. H. Ibrahim Siregar, M. CL., as a Rector of State Institute for Islamic Studies (IAIN) Padangsidempuan.
3. Hj. Zulhimma, S.Ag., as a Dean Faculty of Tarbiyah and Pedagogy in IAIN Padangsidempuan.
4. Rayendriani Fahmei Lubis, M.Ag., as a Chief of English Educational Department IAIN Padangsidempuan.
5. Thanks are due to Yusri Fahmi, S.S., M.Hum., as the Chief of Library and his staffs have borrowed the books to me in this research.

6. All lectures who have given me their valuable through in teaching English for researcher during the process of academic years in TBI IAIN Padangsidempuan.
7. My beloved parent, Alm. Abdul Rahman Hasibuan and Nyaminem Sari, who have given me pray, support, moral and material during thus the researcher can finish academic year in IAIN Padangsidempuan.
8. My beloved brothers Herman Syahputra Hasibuan, Arnanda Syahputra Hasibuan, Fadhillah Firdaus Hasibuan and sister Rina Septiani Hasibuan who have motivated and support me to finish my thesis.
9. Thank you to all my friends in IAIN Padangsidempuan especially in TBI-2, I cannot mention them here who have supported and motivated me to finish this thesis.
11. The Headmaster, English teachers and Grade eight students' of SMP Negeri 5 Padang Bolak who had given me opportunity to do this research.
12. Thank you so much to my special friend Muhammad Ridwan Sihombing who had given the supports, material and motivated to finish my thesis in IAIN Padangsidempuan.

Padangsidempuan, 20 August 2014

Researcher *



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Reg. No. 09. 340 0032

Name/Reg.No : Anita Safitri Hasibuan/ 09 340 0032
Faculty/Study Program : Tarbiyah/ Tadris Bahasa Inggris (TBI-2)
The title : An analysis on the Students' Ability in Using Comparative Degree in Sentence at Grade VIII SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara.
Year : 2014

ABSTRACT

The objectives of the research were to know students' ability in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara to know teacher's efforts in overcoming students' difficulties in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara.

In this research, the researcher has taken 19 students as samples. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

Based on the result of research, researcher found analysis data that the students' ability in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara can be categorized low (31). The difficulties in learning using comparative degree in sentence were: the students are still lack in different one syllable, two or more syllables. The students still lack in vocabulary adjective words comparative degree and the students difficult makes comparative degree in sentence. The efforts done by the English teacher's in overcoming students' difficulties in using comparative degree were: The English teacher give a time for the students asked about what did not understand them to English teacher. The English teacher gave exercises to use the adjectives, then asked them to make sentence in using comparative degree by different adjectives. The English teacher asked to students about the patterns of comparative degree and memorize again before starting the lesson.

CURRICULUM VITAE

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PALUTA
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Mothers' Name : Nyaminem Sari

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Primary School : at SDN 101370 Padang Bolak (2003)
Junior High School : at SMP N 6 Padang Bolak (2006)
Senior High School : at SMAS Jabal Thariq Batang Pane II (2009)
Institute : at Educational English Department of Faculty Tarbiyah and
Pedagogy at IAIN Padangsidimpuan (2014).

Appendix I

OBSERVATION GUIDANCES

| No | Question | Answer |
|----|--|--------|
| 1 | The English learning process in SMP Negeri 5 Pdang Bolak Kabupaten Padang Lawas Utara. | |

Appendix II

LIST OF INTERVIEW

Interview to the English Teacher

| No | Question | Answer |
|----|---|--------|
| 1 | What is the primer books that used by the teacher in teaching comparative degree in sentence? | |
| 2 | How about the students result in comparative degree learning? | |
| 3 | What are the students' difficulties in comparative degree learning? | |
| 4 | How the English teachers solve the problems? | |
| 5 | What are the media used by the teachers in teaching comparative degree? | |

Interview to the students'

| No | Questions | Answer |
|----|--|--------|
| 1 | Do you like study English? | |
| 2 | Do you ever in study comparative degree in sentence? | |
| 3 | Do you like study in using comparative degree? | |
| 4 | What is your strategy that use in using comparative degree in sentence? | |
| 5 | What is your problem in learning comparative degree in sentence? | |
| 6 | What is solution if you get the problems in learning comparative degree in sentence? | |

Appendix III

LIST OF TEST

A. Introduction

1. The instrument is used to find out your problems' in using comparative degree in sentence. So, do by yourself!
2. Your answer will not influence your position in this school.
3. Your answer will be kept for its confidentiality.

B. Guideline

1. Read carefully!
2. If you have question, ask to the researcher.
3. Choose the correct answer by yourself.
4. Time is given for 60 minutes only.

C. Indicator

- There are 25 items.
- Score of every item 4.
- Score of all items is 100.

Name :

Class :

Choose the best answer to each question and mark (x) it!

1. A wise enemy isthan a foolish friend.

- | | |
|-----------|----------------|
| a. Best | c. More best |
| b. Better | d. More better |

2. I amthan you in do this test.

- | | |
|----------------|---------------------|
| a. Intelligent | c. More intelligent |
|----------------|---------------------|

- b. Intelligently d. More intelligences
3. It is to speak than to act.
- a. Easy c. More easy
- b. More easier d. Easier
4. He does his workthan anybody else.
- a. More honestly c. Honest
- b. More honest d. Honestly
5. John bowlsthan Jack.
- a. Faster c. More faster
- b. Fast d. More fast
6. Chinese is than English.
- a. Difficult c. More difficult
- b. Difficulties d. More difficulties
7. She isthan Mary.
- a. Tall c. More taller
- b. Taller d. More tall
8. Paris is than New York.
- a. More beautiful c. More beautifully
- b. Beautiful d. Beautifully
9. A cup is than a glass.
- a. More smaller c. Smaller

b. More small d. Small

10. The girl drives a car is.....than the boy

a. Carefuller c. More carefuler

b. Carefully d. More carefully

11. His car isthan my motor bike.

a. Cheap c. More cheap

b. Cheaper d. More cheaper

12. My bag is than her bag.

a. Expensive c. More expensive

b. Expensively d. More expensively

13. I am than her.

a. Rich c. More rich

b. Richer d. More richer

14. Bali is.....than Yogyakarta

a. Famous c. More famous

b. Famoser d. More famoser

15. A cat is run than a mouse

a. Faster c. More fast

b. More faster d. Fast

16. She is than you.

a. Diligent c. Diligently

b. More diligent d. More diligently

17. Her house is than mine

a. Small c. More small

b. Smaller d. More smaller

18. My brother isthan his friend
- a. Handsome
 - b. Handsomer
 - c. More handsome
 - d. More handsomer
19. My blouse is than hers.
- a. Red
 - b. Redder
 - c. More red
 - d. More redder
20. Abdul is.....than Karim
- a. More courageous
 - b. More courageuser
 - c. Courageuser
 - d. Courageous
21. She isthan you.
- a. Fat
 - b. Fatter
 - c. More fat
 - d. More fatter
22. My school is.....than boyfriend.
- a. Important
 - b. Importantter
 - c. More important
 - d. More importantter
23. My house is than yours.
- a. Large
 - b. Larger
 - c. More large
 - d. More larger
24. You are.....than elementary school child.
- a. More stupid
 - b. Stupid
 - c. Stupider
 - d. More stupider
25. My family is than her family.
- a. Happy
 - b. Happier
 - c. More happy
 - d. More happier

Appendix IV

KEY ANSWER

- | | |
|------------------------|------------------------|
| 1. B. Better | 16. B. More diligent |
| 2. C. More intelligent | 17. B. Smaller |
| 3. D. Easier | 18. C. More handsome |
| 4. A. More honestly | 19. B. Redder |
| 5. A. Faster | 20. A. more courageous |
| 6. C. More difficult | 21. B. Fatter |
| 7. B. Taller | 22. C. more important |
| 8. A. More beautiful | 23. B. Larger |
| 9. C. Smaller | 24. A. More stupid |
| 10. D. More carefully | 25. B. Happier |
| 11. B. Cheaper | |
| 12. C. More expensive | |
| 13. B. Richer | |
| 14. C. More famous | |
| 15. A. Faster | |

Appendix VI

Table 1: Question number 1

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Best | - | - |
| 2 | Better | 5 | 26.31 |
| 3 | More best | 12 | 63.15 |
| 4 | More better | 2 | 10.52 |
| Total | | 19 | 100 % |

Table 2: Question number 2

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Intelligent | 3 | 15.78 |
| 2 | Intelligently | 3 | 15.78 |
| 3 | More intelligent | 8 | 42.10 |
| 4 | More intelligences | 5 | 26.31 |
| Total | | 19 | 100 % |

Table 3: Question number 3

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Easy | 6 | 31.57 |
| 2 | More easier | 6 | 31.57 |
| 3 | More easy | 2 | 10.52 |
| 4 | Easier | 5 | 26.31 |
| Total | | 19 | 100 % |

Table 4: Question number 4

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | More honestly | 2 | 10.52 |
| 2 | More honest | 9 | 47.36 |
| 3 | Honest | 6 | 31.57 |
| 4 | Honestly | 2 | 10.52 |
| Total | | 19 | 100 % |

Table 5: Question number 5

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Faster | 7 | 36.84 |
| 2 | Fast | 2 | 10.52 |
| 3 | More faster | 4 | 21.05 |
| 4 | More fast | 6 | 31.57 |
| Total | | 19 | 100 % |

Table 6: Question number 6

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Difficult | 2 | 10.52 |
| 2 | Difficulties | 6 | 31.57 |
| 3 | More difficult | 8 | 42.10 |
| 4 | More difficulties | 3 | 15.78 |
| Total | | 19 | 100 % |

Table 7: Question number 7

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Tall | 1 | 5.26 |
| 2 | Taller | 4 | 21.05 |
| 3 | More taller | 10 | 52.63 |
| 4 | More tall | 4 | 21.05 |
| Total | | 19 | 100 % |

Table 8: Question number 8

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | More beautiful | 10 | 52.63 |
| 2 | Beautiful | 3 | 15.78 |
| 3 | More beautifully | 6 | 31.57 |
| 4 | Beautifully | - | - |
| Total | | 19 | 100 % |

Table 9: Question number 9

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | More smaller | 6 | 31.57 |
| 2 | More small | 8 | 42.10 |
| 3 | Smaller | 1 | 5.26 |
| 4 | Small | 4 | 21.05 |
| Total | | 19 | 100 % |

Table 10: Question number 10

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Carefuller | 3 | 15.78 |
| 2 | Carefully | 3 | 15.78 |
| 3 | More carefuller | 1 | 5.26 |
| 4 | More Carefully | 12 | 63.15 |
| Total | | 19 | 100 % |

Table 11: Question number 11

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Cheap | 1 | 5.26 |
| 2 | Cheaper | 10 | 52.63 |
| 3 | More cheap | 4 | 21.05 |
| 4 | More cheaper | 4 | 21.05 |
| Total | | 19 | 100 % |

Table 12: Question number 12

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Expensive | 2 | 10.52 |
| 2 | Expensively | 3 | 15.78 |
| 3 | More expensive | 6 | 31.57 |
| 4 | More expensively | 8 | 42.10 |
| Total | | 19 | 100 % |

Table 13: Question number 13

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Rich | 3 | 15.78 |
| 2 | Richer | 3 | 15.78 |
| 3 | More rich | 8 | 42.10 |
| 4 | More richer | 5 | 26.31 |
| Total | | 19 | 100 % |

Table 14: Question number 14

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Famous | 2 | 10.52 |
| 2 | Famouser | 6 | 31.57 |
| 3 | More famous | 3 | 15.78 |
| 4 | More famouser | 8 | 42.10 |
| Total | | 19 | 100 % |

Table 15: Question number 15

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Faster | 7 | 36.84 |
| 2 | More faster | 10 | 52.63 |
| 3 | More fast | 1 | 5.26 |
| 4 | Fast | 1 | 5.26 |
| Total | | 19 | 100 % |

Table 16: Question number 16

| No | The alternative answer | Frequency | % |
|----|------------------------|-----------|-------|
| 1 | Diligent | 3 | 15.78 |
| 2 | More diligent | 12 | 63.15 |

| | | | |
|-------|-----------------|----|-------|
| 3 | Diligently | 4 | 21.05 |
| 4 | More diligently | - | - |
| Total | | 19 | 100 % |

Table 17: Question number 17

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Small | 3 | 15.78 |
| 2 | Smaller | 9 | 47.36 |
| 3 | More small | 5 | 26.31 |
| 4 | More smaller | 2 | 10.52 |
| Total | | 19 | 100 % |

Table 18: Question number 18

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Handsome | 4 | 21.05 |
| 2 | Handsome | 3 | 15.78 |
| 3 | More handsome | 9 | 47.36 |
| 4 | More handsome | 3 | 15.78 |
| Total | | 19 | 100 % |

Table 19: Question number 19

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Red | 3 | 15.78 |
| 2 | Redder | 7 | 36.84 |
| 3 | More red | 4 | 21.05 |
| 4 | More redder | 5 | 26.31 |
| Total | | 19 | 100 % |

Table 20: Question number 20

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | More courageous | 8 | 42.10 |
| 2 | More courageouser | 5 | 26.31 |
| 3 | Courageouser | 3 | 15.78 |
| 4 | Courageous | 3 | 15.78 |
| Total | | 19 | 100% |

Table21: Question number 21

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Fat | 2 | 10.52 |
| 2 | Fatter | 6 | 31.57 |
| 3 | More fat | 4 | 21.05 |
| 4 | More fatter | 7 | 36.84 |
| Total | | 19 | 100 % |

Table 22: Question number 22

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Important | 3 | 15.78 |
| 2 | Importantter | 9 | 47.36 |
| 3 | More important | 2 | 10.52 |
| 4 | More importantter | 5 | 26.31 |
| Total | | 19 | 100 % |

Table 23: Question number 23

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Large | 1 | 5.26 |
| 2 | Larger | 3 | 15.78 |
| 3 | More large | 9 | 47.36 |
| 4 | More larger | 6 | 31.57 |
| Total | | 19 | 100 % |

Table 24: Question number 24

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | More stupid | - | - |
| 2 | Stupid | 5 | 26.31 |
| 3 | Stupider | 4 | 21.05 |
| 4 | More stupider | 10 | 52.63 |
| Total | | 19 | 100 % |

Table 25: Question number 25

| No | The alternative answer | Frequency | % |
|-------|------------------------|-----------|-------|
| 1 | Happy | 5 | 26.31 |
| 2 | Happier | - | - |
| 3 | More happy | 4 | 21.05 |
| 4 | More happier | 10 | 52.63 |
| Total | | 19 | 100 % |

Appendix V

The Students' Score in Using Comparative Degree in Sentence at Grade VIII SMP Negeri 5 Padang Bolak

| Respondent s' numbers | Respondents' answers of each item numbers | | | | | | | | | | | | | | | | | | | | | | | | | Sum |
|--------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 36 |
| 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 32 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 28 |
| 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 32 |
| 5 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 6 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 24 |
| 7 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 8 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 56 |
| 9 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 28 |
| 10 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 20 |
| 11 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 40 |
| 12 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 36 |
| 13 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 12 |
| 14 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 36 |
| 15 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 20 |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 20 |
| 18 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 44 |
| 19 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 40 |
| Σ | 9 | 3 | 5 | 2 | 7 | 4 | 2 | 6 | 10 | 12 | 11 | 3 | 4 | 8 | 8 | 3 | 12 | 4 | 7 | 7 | 6 | 5 | 8 | 2 | 0 | 592 |

The researcher calculated the score by using formula:

$$\begin{aligned} P &= \frac{f}{N} \times 100\% \\ &= \frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100 \% \\ &= \frac{592}{19 \times 25 \times 4} \times 100 \% \\ &= \frac{592}{1900} \times 100 \% \\ &= 0,31 \times 100 \% \\ &= 31 \% \end{aligned}$$

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of foreign language which is learnt in Indonesia schools. This language studied from elementary school to university level. In the fact many students do not know about English and the important English with our life now. Language is a medium for communication, says feel, make a job and it can be used for establishing social relationship and conveying information. In study English there four skills are important, they are: listening, reading, speaking and writing. It is four types of competence can be organized two other ways, as oral competence (listening and speaking) and as written competence (reading and writing).

Students who study English strongly suggested to know how to use all skills well and weather in written or spoken expression should be used grammar. The spoken expression will deal with speaking or communicating though other people orally where as written expression deals writing based grammar. In this research, the research focused on grammar, because it is very important to master for both speaking and writing expressions. The researcher want to analysis about comparative degree and it is part of grammar.

In the first study at grade VIII SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara, the researcher finds many problems'in English learning especially in comparative degree. Students' difficulties in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolak. Students

misunderstanding about comparative degree and make in sentence. Armiatisiregar stated the students SMP Negeri 5 Padang Bolak are less in using comparative degree in sentence, many problems of students in SMP Negeri 5 Padang Bolak.¹ Less method which makes be happy to students of English teachers' thus the students do not like in English learning, especially in comparative degree at grade VIII SMP Negeri 5 Padang BolakKabupaten Padang Lawas Utara. Students' difficulties in English learning especially in comparative degree in sentence at grade SMP Negeri 5 Padang BolakKabupaten Padang Lawas Utara.

Based on explanation above, the researcher analyzed the students' ability. The researcher want to know until where the students' ability in using comparative degree in sentence. So, the researcher take a title of this research is “**AN ANALYSIS ON THE STUDENTS' ABILITY IN USING COMPARATIVE DEGREE IN SENTENCE AT GRADE VIII SMP NEGERI 5 PADANG BOLAK KABUPATEN PADANG LAWAS UTARA**”.

B. Focus of the Problem

It is to focus on “an analysis on the students' ability in using comparative degree in one syllable, two syllables and more syllables in sentence at grade VIII Negeri 5 Padang BolakKabupaten Padang Lawas Utara.

¹ArmiatiSiregar, S.Pd.,M.Si., English teacher in SMP Negeri 5 Padang Bolak, *Private Interview*, 3 February 2014.

C. The Formulation of the Problem

Based on the background and identification of the problem, the researcher formulates the problems as follows:

1. How is students' ability in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolak?
2. What are students' difficulties in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolak?

D. The Aims of the Research

Based on the formulation of the problem, the objectives of the research are:

1. To know the students' ability in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolak.
2. To know the students' difficulties in using comparative degree at grade VIII SMP Negeri 5 Padang Bolak.

E. The Significances of the Research

There are many significances of the research. The research is expected to be useful for:

1. Headmaster, to give contribution and enrich the science of language educational in general and especially to the field of the teaching in using comparative degree in sentence.

2. Teachers, to uses as source of teaching and gives learning materials to be presented in the classrooms of teaching to using comparative degree in sentence.
3. Students, to help difficulties them and gives solve of problems in using comparative degree in sentence.
4. Future researchers, to uses as references or as information to do further research in the same research in the future about comparative degree.

F. Definition of Terminologies

The title of this proposal is “An analysis on the Students’ Ability in Using Comparative Degree in Sentence at Grade VIII Negeri 5 Padang BolakKabupaten Padang Lawas Utara”. The researcher used some terminologies which regarded important to be clarified about the topic. It is done to avoid the misunderstanding between the researcher and the readers, they are:

1. Analysis

Analysis is an inspection concerning meaning and essence something. According to Oxford’s Learner’s pocket dictionary defines “Analysis as series of things that are done in order achieve something. Method of doing or making something, especially on used in industry.”²According to KamusBesarBahasa Indonesia,

²A.S. Hornby, *Oxford Learners Pocket Dictionary*, (New York: Oxford University, 2003), p. 482.

“Analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya”.³ It is means that: (Analysis is the research to an event to know the actually situation). So, concludes of the researcher analysis is a method of expository which do for reach truth of the fact of researching that.

2. Student

The word student in this topic of discussion means a person who is studying at a school, college, university. A.S. Hornby states: ”Student means: anyone who studies or who is devoted to the acquisition of knowledge”.⁴ While in Indonesia Dictionary that: the student is a learner especially on the grade of elementary, junior and senior high school.⁵ Based on the statement above the researcher concludes that: The student is person who together of elementary school until senior high school or university in develops education process for of knowledge especially at Grade VIII SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara.

3. Ability

In Indonesia dictionary state that: “Kemampuan adalah kesanggupan, kekuatan untuk melakukan sesuatu, keadaan yang dimiliki” (Ability is a power or a mental have someone to do something a property that people).⁶ According to

³Tim Penyusun Kamus: Pusat Pembinaan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 43.

⁴*Ibid.*, p. 859.

⁵Tim Penyusun Kamus: Pusat Pembinaan Bahasa, *Op. Cit.*, p. 1077.

⁶*Ibid.*, p. 511.

A. Merriam Webster state Ability is a physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind).⁷

The ability means the quality or capability of being able to do something well. As said by Hornby, the definitions of ability are:⁸

- a. Capacity or power to do something physical and mental.
- b. Cleverness, intelligence.
- c. Special natural power to do something well that talent.

So, the researcher concluded that ability is a skill of someone physical or mental and cleverness, intelligence develops in skill of power learning.

4. Comparative degree

The comparative degree denotes a greater amount of a quality relate to something else. According to Hornby state that comparative connected with studying thing to find out how similar or different, they are measured by comparing relative. Comparative is form of an adjective or adverb expressing a greater degree or angel or unit for measuring temperature amount or qualification given by a university or college who has completed a course. Degree is unit for measuring⁹

Comparative degree of an adjective denotes higher degree of the quality than the positive, and is use when two things (or sets of things) are compared.

⁷A. Merriam Webster, *Webster's Collegiate Thesaurus*, (USA: Massa Chusetts, 1976), p. 3.

⁸A.S. Hornby, *Op. Cit.*

⁹*Ibid.*,p.85 and 117.

The researcher concluded that Comparative degree is form of adjective or adverb the compare to similar two things or two syllables adjective will accept *-er* ending for comparison.

5. Sentences

Sentence is an important part in a language which consist of some words with meanings. Jayanthi stated that “sentence is a group of words which makes complete sense”.¹⁰ Then, Oshima and Hogue said “sentence is a group of word that you use to communicate your ideas in writing or in speech. It is a complete, independent unit of thought and consists of two main parts: a subject and a predicate”.¹¹ So, the researcher concludes that sentence is a unit of words which have subject and predicate of the form grammar have too independent or dependent of units the words it.

So, An Analysis on the Students’ Ability in Using Comparative Degree in Sentences is the method does something to research the goal to see the power or ability of anyone which studied in junior high school in using comparative degree that compare adjective or adverb one syllable, two syllable or more syllables in sentence.

¹⁰JayanthiDaksina Murthy, *Contemporary English Grammar*, (New Delhi: Book Palace, 2003), p. 235.

¹¹Alice Oshima and Ann Hogue, *Writing Academic English: Writing and Sentence Structure Workbook for International Students*, (America: Addions Wesley Publishing Company, 1983), p. 121.

G. Outline of the Thesis

The systematic of this research is described into five chapters consist of many sub chapters with detail as follows:

Chapter one: consists of the background of the problem. It is explanation about the building of the research, focus of the problem explain about the research concerned, formulation of the problem tell about the formula to get information of the research, purposes of the research explain about the using of this research for the other, the significances of the research explained about the aim of the research, then, the definition of key term consist of terminologies in the research.

Chapter two, consists of the theoretical description explain about the materials of the research, they are comparative degree and review of related findings consisted of the related research that found before this research conducted.

Chapter three, Consists of research methodology tell about the kinds of the research that used by the research methodology consist of schedule and place of the research explain the time and the location this research conduct, research design tell about the types of the research, the instrument of the data collection, sources of the data are the participants whose participate in this research, the last the techniques of data analysis and outline thesis.

Chapter four, consists of the result of the research tells about the result of research from the participants. The chapters also consist to description of the data, and discussion from the related finding that found before conduct this research.

The last, the treats of the research explain about the weakness of the research in finishing this research.

The finally, Chapter five consists of conclusion of the research that describe the final result of the research and suggestion for the readers.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definition of Students' Ability

Study is a verb, defined as the activity of learning or gaining knowledge either from books or by examining things in the world a room set aside for private study. Students' is a person who studies, or investigates or a person who is enrolled for study at school, college, etc.¹ Students is someone which have intelligence, skill of brings by someone self. Students' is a person who study started from kindergarten (TK), Elementary School (SD), Junior High School (SMA), and University. While in Jhon M. Echols dictionary that student is *Mahasiswa*.²

Student's is a person who is studying in a university or college. Denoting someone who is studying in order to enter a particular profession. Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who attend a school, or who seeks knowledge from professional teachers or from books as the students of an academy, a college or a university, a medical student's and a hard students'. One who

¹Victoria Neufelat, David B. Guralmik, *Webstren New World Collage Dictionary*, (USA: Mac Millan, 1995), p. 1330.

²Jhon M. Echols, *KamusInggris Indonesia*, (Jakarta: PT GramediaPustakaUtama, 2003), p. 563.

studies or examines in any manner, an attentive and systematic observer, as a student of human nature, or of physical nature.³

From based above definition, the researcher concludes that the student is a person that studying at school not only elementary school, junior high school, senior high school but also at university or the people who lives together and studies in formal education and how is their relation as a member of individuals to develop education level process.

According to A.S. Hornby says that ability is able to do, or a level of skill or intelligence. Then they ability means the quality or capacity of being able to do something well.⁴ Ability is capacity or power to do something physical and mental. That's mean to do something consist of physical or mental achievement. Ability means also skill to perform certain action both physically, and mentally both before and after receiving training.⁵ We can be determined as a skills, expertness or talent.⁶ So, the ability is talent or special nature power to do something well of the students' SMP Negeri 5 Padang BolakKabupaten Padang Lawas Utara.

Based on definitions above the researcher concludes that students and ability very significant and relationship because without ability, the students can not do something, or think with the best. The students' ability is the skills

³A.S. Hornby, *Oxford Learner Pocket Dictionary*, (Ney York: Oxford University, 2003), p. 1344.

⁴*Ibid.*

⁵James Drever, *KamusPsikologi*, (Jakarta: BinaAksara, 1998), p. 2.

⁶Victoria Neufelat, David B. Guralmik, *Op. Cit.*, p. 2.

which have individual since they know about knowledge. Students' ability is understanding or power of the students or the knowledge of the students. Students' ability is also a power level of skill or intelligence of a person who is studying in a university or college in performing something.

2. Comparative Degree

According to Wren & Martin that, "the comparative degree of an adjective denotes a higher degree of the quality than the positive, and is used when two things (or sets of things) are compared".⁷ Comparative derived from "Compare" that means to form the comparative and superlative degree of (an adjective or adverb).⁸ Comparative degree is used to compare two things or persons that are different.⁹ The comparative involves two entities and show a greater or lesser degree of difference between them.¹⁰ Jayanthi said that, "comparative Degree an adjective used to compare two persons or things or the qualities is known as comparative degree".¹¹

Based on definition the researcher has mentioned above, so the researcher concludes that comparative degree is comparative used to state comparison between two things, persons or events. How does the way to explain the

⁷Wren & Martin, *High School English Grammar and Composition*, (Malaysia: Persada Rao,1996), p. 25.

⁸*Ibid.*

⁹SlametRiyanto, Emilia NH. et. al., *A Handook of English Grammar*, (Yogyakarta: PustakaBelajar, 2007), p. 37.

¹⁰Michael A. Pyle and Many Elen Munoz Page, *Toepl Preparation Guide Test of English as A Foreign Language*, (Delhi: Nice Printing Press, 2005), p. 147.

¹¹JayanthiDaksina Murthy, *Contemporary English Grammar*, (New Delhi: Book Place, 2003), p.36.

different of object or events that is comparative degree. And, the use of – *er* or more is called the comparative form.

The formula of comparative degree to short syllables as follow:¹²

| |
|--|
| Subject + to be + adjective + <i>er</i> + than + subject |
|--|

Example:

1. My dog is **smarter** than yours.
2. Jimmy is **taller** than Anton.
3. Zayanti is **older** than Olivia.
4. The city of Jakarta is **bigger** than Bandung.
5. This boy is **stronger** than that.
6. Anggi is **fatter** than Aisyah.
7. I run **faster** than you.
8. IAIN is **larger** than STKIP.
9. Rifky is **older** than Santi.
10. Nicky is **lazier** than Ririn.

¹²*Ibid.*

There are several ways to form Comparative adjective as follows:

1. Adjective of one syllable, add – *er*.

Examples:

Table I.

| No | Positive | Meaning | Comparative | Meaning |
|----|----------|---------|-------------|-------------|
| 1. | rich | kaya | richer | lebih kaya |
| 2. | tall | tinggi | taller | lebihtinggi |
| 3. | fast | cepat | faster | lebihcepat |
| 4. | small | kecil | smaller | lebihkecil |
| 5. | hard | sulit | harder | lebihsulit |

| No | Sentence |
|----|--|
| 1 | I am richer than her. |
| 2 | Andi is taller than Micky. |
| 3 | A cat is faster run than a mouse. |
| 4 | Her house is smaller than mine. |
| 5 | I am harder think than him. |

2. Adjective of one syllable end *-e*, add *-r* only

Examples:

Table II.

| No | Positive | Meaning | Comparative | Meaning |
|----|----------|---------|-------------|-------------|
| 1. | brave | berani | braver | lebihberani |
| 2. | large | luas | larger | lebihluas |

| | | | | |
|----|------|-----------|-------|----------------|
| 3. | fine | baik | finer | lebihbaik |
| 4. | true | benar | truer | lebihbenar |
| 5. | wise | bijaksana | wiser | lebihbijaksana |

| No | Sentence |
|----|--|
| 1. | I am braver than her. |
| 2. | My house is larger than yours. |
| 3. | My brother is finer than me. |
| 4. | Al- Quran is truer than whatever. |
| 5. | Prophet Muhammad saw is wiser than whoever. |

3. Adjective of one syllable and two of the last words are consonant, vowel, double the last consonant and add *-er*.

Examples:

Table II.

| No | Positive | Meaning | Comparative | Meaning |
|----|----------|---------|-------------|------------|
| 1. | big | besar | bigger | lebihbesar |
| 2. | red | merah | redder | lebihmerah |
| 3. | hot | panas | hotter | lebihpanas |
| 4. | fat | gemuk | fatter | lebihgemuk |
| 5. | thin | kurus | thinner | lebihkurus |

| No. | Sentence |
|-----|---|
| 1. | Football is bigger than badminton. |
| 2. | My blouse is redder than hers. |
| 3. | This coffee is hotter than it . |

| | |
|----|---------------------------------|
| 4. | She is fatter than you. |
| 5. | I am thinner than Sarah. |

4. Adjective of syllables end – y, before –y is consonant, we change the – y into *i*, and then add –*er*

Examples:

Table III.

| No | Positive | Meaning | Comparative | Meaning |
|-----|----------|---------|-------------|--------------|
| 1. | happy | bahagia | happier | lebihbahagia |
| 2. | dry | kering | drier | lebihkering |
| 3. | busy | sibuk | busier | lebihsibuk |
| 4.. | easy | mudah | easier | lebihmudah |
| 5. | pretty | cantik | prettier | lebihcantik |

| No | Sentence |
|----|--|
| 1 | My family is happier than her family. |
| 2 | Andi shoes is drier than Tino. |
| 3 | I am busier now than yesterday. |
| 4 | My homework is easier than my job. |
| 5 | I am prettier than you. |

5. Adjective of syllables end – y, before – y is vowel, we don't change – y into *i*, add – *er* only.

Examples:

Table IV.

| No | Positive | Meaning | Comparative | Meaning |
|----|----------|---------|-------------|--------------|
| 1. | lay | awam | layer | lebihawam |
| 2. | grey | abu-abu | greyer | lebihabu-abu |
| 3. | coy | pemalu | coyer | lebihpemalu |
| 4. | gay | riang | gayer | lebihriang |

| No | Sentence |
|----|---------------------------------------|
| 1 | The human is layer than us. |
| 2 | Her clothes is greyer than me. |
| 3 | He is coyer than his friend. |
| 4 | I am gayer than my sister. |

Besides regular comparative form like the above examples, there is also irregular comparative form as follows:

Examples:

Table V.

| No | Positive | Meaning | Comparative | Meaning |
|----|-----------|---------|-------------|------------|
| 1. | good/well | baik | better | lebihbaik |
| 2. | bad/badly | buruk | worse | lebihburuk |
| 3. | far | jauh | fatter | lebihjauh |

| No | Sentence |
|----|---|
| 1. | Ridwan is better than them. |
| 2. | Your job is worse than him. |
| 3. | Medan is fatter than my village. |

Example of another sentences are:

- a. Let me ask him. I know him **better** than you do.
- b. The garden looks **better** since you tidied up.
- c. Are you headache **better**? No, it is worse.
- d. The situation was much **worse** than we expected.
- e. I am very tired. I can't walk much **farther**.¹³

The formula of comparative degree to long syllables as follow:¹⁴

| |
|--|
| subject + to be + more + adjective + than+ subject |
|--|

Example:

1. Nadia is **morebeautiful** than Santy.
2. Bali is **morefamous** than Yogyakarta.
3. The boy is **more intelligent** than his brother.
4. My bag is **moreexpensive** than her bag.
5. She is **more diligent** than you.
6. My brother is **more handsome** than his friend.

¹³Raymond Murphy &Roann Altman, *Grammar in Used* (New York: Cambridge University, 1989), p. 196.

¹⁴JayanthiDaksina Murthy, *Op. Cit.*, p. 36.

Using more with nominal in comparative forms:

Examples:

- a. Would you like **more** coffee?
- b. Not everyone is here. I expect **more** people to come later.

Explanation:

Coffee and People” are nouns. Which more is used with nouns, it often has additional meaning. It doesn’t need than.

- c. Do you have enough coffee, or would you like some **more**?

Explanation:

When the meaning is clear, the noun may be omitted and more used by itself.¹⁵

3. Sentence

Sentence is a word or set of words followed by pause and revealing an intelligible purpose. An oral and written communication is made up of one or more units called sentences. In writing, the beginning and end of sentences are indicated respectively by a capital letter and end by a full stop or a note of exclamation or interrogation. In speaking, the beginning and end of a sentence are usually marked off from any preceding or following

¹⁵Betty SchramperAzar, *Fundamentals of English Grammar*, (Jakarta: BinarupaAksara, 1993), p. 336.

sentence by a pause, the intonation, especially at the end of a sentence often contributing to the effect.¹⁶

According to Gerot and Peter Wignell, the sentence is a unit of written language; it does not apply to spoken language. People do not speak in sentences. If you are ever tried to transcribe audio taped or videotaped language material, you will have come up against this fact very quickly. People do, however, speak in messages, which are realized grammatically in clauses and clause complexes.¹⁷

So, sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark or exclamation point. The sentence is a word or group of a word that expresses complete idea which have includes a subject and a predicate or verb.

B. Review of Related Findings

There were some findings related to this research as follows:

First, Misbahuljannah (2013), Research title “The Effect of Using Picture to Student’s Mastery in Learning Comparative Degree at grade VIII SMP Negeri 5 Padangsidempuan”. Based on the result about him thesis, he is concluded that there was significant effect of using pictures to students’ mastery in learning

¹⁶R.W. Zandvoort, *A handbook of English Grammar* (Singapore: Singapore Offset Printing, 1975), p. 195.

¹⁷Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: GerdStabler, 1994), p. 82.

comparative degree at grade VIII SMP Negeri 5 Padangsidimpuan. It means that, the hypothesis of the research was accepted.¹⁸

Second, the research by Nurhamidah, She did the research about “ An analysis of Student’s Difficulties in Mastering Degree of Comparison in SMA Negeri 1 HutaBargotKabupatenMandailing Natal”. Based on the result of the research in her paper, she concluded the research is failed in learning degree of comparison. There were some difficulties that faced in degree of comparison. The efforts by English teacher to overcome the students’ difficulties in degree of comparison were English teacher asked the students to mastery about adrective one syllable, two or more syllable by memorizing before learning English.¹⁹

Third, the research by AdinomoPrasetioHarahap, with the research title “Grade XI Students’ Ability in Using Degrees of Comparison at SMA Negeri 1 Sipirok. He concludes about the research as follows:

1. The average of students’ score on “Grade XI Students’ Ability in Using Degree of Comparison are 52. 83. It can be categorized into enough categorized.
2. The big problem that faced by students about the degree of comparison is how to use adjectives based on sentences formula.
3. The solution were given by the English teacher as follows: the English teacher gave the exercises to use the adjectives, then asked them to make sentences in

¹⁸Misbahuljannah, The Effect of Using Pictures to Student’s Mastery in Learning Comparative Degree at Grade VIII SMP Negeri 5 Padangsidimpuan, (*STAIN Padangsidimpuan*, 2013),p. 60.

¹⁹Nurhamidah, An analysis of Student’s Difficulties in Mastering Degree of Comparison in SMA Negeri 1 HutaBargot, KabupatenMandailing Natal, (*STAIN Padangsidimpuan*, 2012), p. 30.

positive, comparative and superlative degree using different adjectives. The English teacher asked the students to memorize the pattern of the adjectives and asked them to talk about the patterns before starting the lesson.²⁰

From the description above the comparative degree is very important and useful for students in making comparative degree. So that, the researcher is interested in do a further research about Comparative Degree in different place..

J. Conceptual Framework

Based on the explanation theoretical description above the researcher to look students'ability in using comparative degree in sentence. The big problem that faced by students about comparative degree is how to use adjective or adverbs and use one, two or more syllable in comparative degree to make a sentence.

²⁰AdinomoPrasetioHarahap, Grade XI Students' Ability in Using Degrees of Comparison at SMA Negeri 1 Sipirok, (*STAIN: Padangsidempuan*, 2011), p. 50.

CHAPTER III

RESEARCH METHODOLOGI

A. Location and Schedule of the Research

This research was conducted at SMP Negeri 5 Padang Bolak. It is located at Desa Batang Pane II Kecamatan Padang Bolak Kabupaten Padang Lawas Utara. The researcher was doing the research start on February until June 2014.

The researcher reasons to take the location because:

1. The researcher finds many problems in this location.
2. The school is easy to do research for purpose of collecting data.
3. The title is suitable for the research in this school.
4. The research has never conducted before in this school.
5. For to help problem solving in SMP Negeri 5 Padang Bolak.
6. The researcher is interest in choosing the school to do research.

B. Research Design

This research used the qualitative research. Sumardi Suryabrata stated that “descriptive research is the research has a sense that perception descriptive about situation or events.”¹ Gay and Airasian state that “Qualitative approach is based

¹Sumardi Suryabrata, *Metode Penelitian*, (Jakarta: Raja Grafindo Persada, 1983), p.76.

on the collecting data and analysis of non numeral data such as observations, interviews, and other more discursive source of information”.²

The kind of this research was a descriptive method in this research the data analyzed by students’ answer to know how were theirs ability in using comparative degree. Descriptive research is a descriptive study determines and describes the way things are it may also compare how subgroups such as males and females experienced and inexperienced teachers view issues and topic.³ From the definition above the researcher can conclude that descriptive research is a research to describe human, objects and condition for systematically data accurate will be research.

C. Source of the Data

Source of the data in this research was the students of SMP Negeri 5 Padang BolakKabupaten Padang Lawas Utara at grade VIII students in 2013/2014 academic year. In this research there are 19 students as source of data.

D. Instrument of Collecting Data

The instrument of collecting data has been used in this research are:

1. Observation

Observation is a technique of collecting data which is used an observation to the object of research. Observation is ”teknikpengumpulan data yang dilakukanmelaluisuatupengamatan, dengandisertyaipencatatan-

²L. R. Gay and Airasian, *Educational Research Competence for Analysis and Application*, (USA: Prentice Hall, 2000), p. 9.

³*Ibid.*,p. 275.

pencatatan terhadap keadaan atau perilaku objek sasaran”.⁴ Observation is a technique of collecting data which is done through an observation and taking a note a condition or the aim of the object behavior observation can be done directly or indirectly. The researcher is directly observation, namely to observe the object directly without mediator.

So, the researcher concludes that observation is used to know how situation of the school, learning process, learning media and teaching method to use in teaching English in SMP Negeri 5 Padang Bolak also subject of research as supporting to increasing students’ ability in comparative degree at grade VIII SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara.

2. Interview

Interview is a conversation with the aims. Gay and Peter Airaisan state “Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person”.⁵ In this research, the researcher used structural interview. In structural interview the researcher prepared the question an alternative of the answer that is given to the interviewer.⁶ So, the researcher concludes interview is one of the techniques of collecting data by doing oral interview in individual meeting. The researchers to get information in this research, the researcher did the

⁴Abdurrahman Fathoni, *Methodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.

⁵*Ibid.*, p. 219

⁶Amirul Hadi and Haryono, *Methodology Penelitian*, (Bandung: Pustaka Setia, 1998), p. 136.

interview directly by the English teacher and the students in SMP Negeri 5 Padang Bolak.

3. Test

Test is an examination of knowledge or ability, consisting of questions for them to answer or activities for them to carry out: an IQ/ intelligence/ aptitude test, a test or irregular verbs. To pass/ fail a test, a good mark in the test.⁷ According to SuharsimiArikunto state that test is a group of the question that used to measure the skill, knowledge and intelligences ability or talent by individual or group.⁸ The researcher was used the test make the interest topics about in using comparative degree in sentence.

The researcher was used some tests get information about the students' ability in using comparative degree. The researcher was make 25 multiple choice and the score for each item are 4, it is mean that the totally of score for this test is 100.

Table VI.

| No | In Indicators | Items | Number test | Score |
|----|--|-------|-----------------------------------|-------|
| 1. | Students are able to use one syllable of comparative degree. | 13 | 1,3,5,7,9,11,13,15,17,19,21,23,25 | 100 |
| 2. | Students are able to use two or | | | |

⁷A.S. Hornby, *Oxford Learner Pocket Dictionary*, (Ney York: Oxford University, 2003), p. 1396.

⁸SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik*, (Yogyakarta: RinekaCipta, 2010), p. 193.

| | | | | |
|--|--------------------------------------|--|--------------------------------------|--|
| | more syllable of comparative degree. | | 2,4,6,8,10,12,14 ,16,18,20,22,24. | |
|--|--------------------------------------|--|--------------------------------------|--|

Based on above table, it can known that there 25 multiple choice as instrument of the research, the score of a question is 4 thus 25 x 4 is 100. It is mean that the score of all the questions. Further, the students can all the answer of question she/he was get 100 as the highest score.

E. Techniques of Data Analysis

In a research collection data is important to get the valid data, because it really correlates for the research and collection data must be composed according with the research and must be systematic. Based on the needs of data in this research the researcher used several steps as the collecting data. In this research the researcher used some techniques in gathering the data as follows:

- a. Proses menganalisa data dimulaidenganMenelaahseluruh data yang tersediadariberbagaisumber data.
- b. Reduksi data yang dilakukandenganjalanmembuatabstraksi.
- c. Menyusundalamsatuan-satuan.
- d. Dikategorisasikanpadalangkahberikutnya.
- e. Mengadakanpemeriksaankeabsahan data.
- f. Menadakantahappenafsiran data.⁹

It means:

- a. Starting from research about all data which consists ofsome source data.
- b. Reduction of the data with do the ways make abstraction.

⁹Lexy J. Moelong, *Methodology PenelitianKualitatif*, (Bandung: PT RemajaRosdakarya, 2000), p. 190.

- c. Arranging in one units.
- d. Categorization to the next steps.
- e. Holding investigation about validity of data.
- f. Making interpretation of data.

So, the researcher makes the technique analysis data for this research. The data had been analyzed by the following procedure:

- a. Classification of data, it is to classify of primary and secondary data.
- b. Checking data validity, it is done two seek the uncompleted data and out an unnecessary one.
- c. Talking about percentage of the data to calculated using the formula:

$$P = f/N \times 100 \%$$

Note: f : Frequency.

N: Sum of the samples.

P : Percentages.

- d. Description of data, it is done to describe or interpreted data that have been collected systematically.
- e. After calculating and scoring students' answer sheets, then score are consulted into the classification quality.
- f. Finally, the researcher takes conclusion. It is done to conclude the discussion solidity and briefly.¹⁰

F. Techniques of Data Trustworthiness

¹⁰AnasSudijono, *PengantarStatistikPendidikan*, (Jakarta: Raja GrafindoPersada, 1991), p. 43.

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradict the assumption of qualitative research is not scientific. To reduce the bias of the data, and to improve the validity of the data collected. Gay suggested several strategies as follows:¹¹

- a. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses
- b. Include additional participants to broaden the representativeness of the study and thus the database.
- c. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants.
- d. Try to recognize one's own biases and preferences and be honest with one self in seeking them out.
- e. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f. Allow participants to review and critique field notes or tape recording for accuracy and meaning, but only at the end of the entire data collection period.
- g. Use verbatim accounts of observation or interviews by collecting and recording data with tape recording or detailed field notes.
- h. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i. Examine unusual results for examination.
- j. Triangulate by using different data sources to confirm one another, as when interview, and recollection of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.

There are many techniques to determine the data trustworthiness but the researcher only used triangulation stated Triangulate by using different data source to confirm one another, as when interview, and recollection of other participants produce the same description of an event, or when a participant

¹¹ L. R. Gay and Airasian, *Op., Cit.*, p. 225.

responds similarly to a personal question asked on three different occasions.

Triangulation is used to check the trustworthiness data with compare the result of observation, interview and the result test.

CHAPTER IV
RESULT OF THE RESEARCH

A. Findings

1. General Finding

This research was conducted at grade SMP Negeri 5 Padang Bolak, the located of SMP Negeri 5 Padang Bolak in Desa Batang Pane II Kecamatan Padang Bolak Kabupaten Padang Lawas Utara and 30 km from Gunung Tua, post code 22753. This school was built by government on 1984 year in land X transmigration for humanity and child's of inhabitant. This school was National Standard School with the number 10220691. Headmaster is Rosibawati Siregar, S. Pd.

Table VII.

SMP Negeri 5 Padang Bolak has some equipment and facilities are:¹

| No | Facilities | Total |
|----|------------------------|-------|
| 1 | Headmaster office | 1 |
| 2 | Teacher office | 1 |
| 3 | Headmaster vice office | 1 |
| 4 | Classrooms | 9 |
| 5 | Administration office | 1 |
| 6 | Library | 1 |

¹Rosibawati, S. Pd., headmaster of SMP Negeri 5 Padang Bolak, *private interview*, 23 may 2014.

| | | |
|----|-------------------|---|
| 7 | Laboratories. | 3 |
| 8 | Basket ball court | 1 |
| 9 | Mushollah | 1 |
| 10 | Bath room | 3 |

Based on the above facilities the researcher can conclude, SMP Negeri 5 Padang Bolak has adequate facilities and infrastructure in continuity of teaching learning process.

First, the researcher was observing of all school. Second, the researcher was observing classroom, students' learning process and situation of students'. Third, the researcher used for test and interview.

In order to get the real data the researcher handed down to the field to see how are the students' situation in the learning process. For the first time the researcher see some of students in the class only still listening, the class quietly but it happened only in the earlier time. After the teacher finish to explain the subject and the teacher give them task.

Student is person who learns and a student is one of the most important components in education because without students the learning process is impossible to be implemented. Below is description of students' data in SMP Negeri 5 Padang Bolak.

Table VIII.

Data of Students in SMP Negeri 5 Padang Bolak are²:

| NO | CLASS | STUDENTS | | |
|-------|-------|----------|--------|-------|
| | | MALE | FEMALE | TOTAL |
| 1. | VII | 36 | 30 | 66 |
| 2. | VIII | 35 | 29 | 64 |
| 3. | IX | 39 | 27 | 66 |
| TOTAL | | 110 | 86 | 196 |

In this research, the students that made as participants were all of the class VIII-C students of SMP Negeri 5 Padang Bolak. The total of them were 19 students, they were 11 students were boys and 8 students were girls. The researcher take 19 students as a sample because the researcher just to analysis and do not compare. The names of class VIII-C students as follow:

Table IX.

Students' data in Class VIII-C.

| | | | |
|----|-------------------|-----|----------------|
| NO | NAMA | No | NAMA |
| 1. | Andi | 11. | Mainem |
| 2. | Alan Iqbal | 12. | NingrumUtari |
| 3. | ArisSetiawan | 13. | PopyCindyaWati |
| 4. | Dewi Yana Lestari | 14. | Rosmawati |

²*Ibid.*

| | | | |
|-----|--------------------------------|-----|-----------------------|
| 5. | Devi FitriArta | 15. | SamsulAsari |
| 6. | DoniSaputra | 16. | SaipullkhwanSiregar |
| 7. | DaniPatmawati | 17. | Sutiyoko |
| 8. | HendraSalim Perkasa Siregar | 18. | Satriawan |
| 9. | Irma Kristianti | 19. | Zainuri. ³ |
| 10. | IrwanAghliSyaputra | | |

2. Specific Findings

a) The description of an analysis on the Students' ability in using comparative degree in sentence

The researcher has analyzed the test of the students and the result was found by researcher categorized low (31%) see in appendix VI is the result of students' ability test. The students in answer the test that has given by researcher showed that between 1 until 25 items.

From the test number 1, the researcher describe the student's ability in using comparative degree in sentence, it can be known that there was 0 student (0 %) who used "*best*" in the sentences, there were 5 students (26.31 %) who used "*better*" in the sentences, there were 12 students (63.15 %) who used "*more best*" in the sentences and there were 2 students (10.52 %) who used "*more better*" in the sentences. So based on the

³*Ibid.*

formula by looking from of the sentences, the adjective that used in the sentences is *better*. In the data above students' just correct answer 5 students.

Test number 2, there were 3 students (15.78 %) who used "*intelligent*" in the sentences, there were 3 students (15.78 %) who used "*intelligently*" in the sentences, there were 8 students (42.10 %) who used "*more intelligent*" in the sentences and there were 5 students (26.31 %) who used "*more intelligences*" in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more intelligent*. So, the students answer correct just 5 students (26.31%).

Test number 3, it can be known that there were 6 students (31.57 %) who used "*easy*" in the sentences, there were 6 students (31.57 %) who used "*more easier*" in the sentences, there were 2 students (10.52 %) who used "*more easy*" in the sentences and there were 5 students (26.31 %) who used "*easier*" in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *easier*.

Test number 4, it can be known that there were 2 students (10.52 %) who used "*more honestly*" in the sentences, there were 9 students (47.36 %) who used "*more honest*" in the sentences, there were 6 students (31.57 %) who used "*honest*" in the sentences and there were 2 students

(10.52 %) who used “*honestly*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more honestly*.

From test number 5, it can be known that there were 7 students (36.84 %) who used “*faster*” in the sentences, there were 2 students (10.52 %) who used “*fast*” in the sentences, there were 4 students (21.05 %) who used “*more faster*” in the sentences and there were 6 students (31.57 %) who used “*more fast*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *faster*.

From test number 6, it can be known that there were 2 students (10.52 %) who used “*difficult*” in the sentences, there were 6 students (31.57 %) who used “*difficulties*” in the sentences, there were 8 students (42.10 %) who used “*more difficult*” in the sentences and there were 3 students (15.78 %) who used “*more difficulties*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more difficult*.

From test number 7, it can be known that there was 1 student (5.26 %) who used “*tall*” in the sentences, there were 4 students (21.05 %) who used “*taller*” in the sentences, there were 10 students (52.63 %) who used

“more taller” in the sentences and there were 4 students (21.05 %) who used *“more tall”* in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *taller*.

From test number 8, it can be known that there were 10 students (52.63 %) who used *“more beautiful”* in the sentences, there were 3 students (15.78 %) who used *“beautiful”* in the sentences, there were 6 students (31.57 %) who used *“more beautifully”* in the sentences and there was 0 student (0 %) who used *“beautifully”* in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more beautiful*.

From test number 9, it can be known that there were 6 students (31.57 %) who used *“more smaller”* in the sentences, there were 8 students (42.10 %) who used *“more small”* in the sentences, there was 1 student (5.26 %) who used *“smaller”* in the sentences and there were 4 students (21.05 %) who used *“small”* in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *smaller*.

From test number 10, it can be known that there were 3 students (15.78 %) who used *“carefuller”* in the sentences, there were 3 students (15.78 %) who used *“carefully”* in the sentences, there was 1 student (5.26 %) who used *“more carefuller”* in the sentences and there were 12

students (63.15 %) who used “*more carefully*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more carefully*.

From test number 11, it can be known that there was 1 student (5.26 %) who used “*cheap*” in the sentences, there were 10 students (52.63 %) who used “*cheaper*” in the sentences, there were 4 students (21.05 %) who used “*more cheap*” in the sentences and there were 4 students (21.05 %) who used “*more cheaper*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *cheaper*.

From test number 12, it can be known that there were 2 students (10.52 %) who used “*expensive*” in the sentences, there were 3 students (15.78 %) who used “*expensively*” in the sentences, there were 6 students (31.57 %) who used “*more expensive*” in the sentences and there were 8 students (42.10 %) who used “*more expensively*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more expensive*.

From test number 13, it can be known that there were 3 students (15.78 %) who used “*rich*” in the sentences, there were 3 students (15.78 %) who used “*richer*” in the sentences, there were 8 students (42.10 %)

who used “*more rich*” in the sentences and there were 5 students (26.31 %) who used “*more richer*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *richer*.

From test number 14, it can be known that there were 2 students (10.52 %) who used “*famous*” in the sentences, there were 6 students (31.57 %) who used “*famouser*” in the sentences, there were 3 students (15.78 %) who used “*more famous*” in the sentences and there were 8 students (42.10 %) who used “*more famouser*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more famous*.

From test number 15, it can be known that there were 7 students (36.84 %) who used “*faster*” in the sentences, there were 10 students (52.63 %) who used “*more faster*” in the sentences, there was 1 student (5.26 %) who used “*more fast*” in the sentences and there was 1 student (5.26 %) who used “*fast*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *faster*.

From test number 16, it can be known that there were 3 students (15.78 %) who used “*diligent*” in the sentences, there were 12 students

(63.15 %) who used “*more diligent*” in the sentences, there were 4 students (21.05 %) who used “*diligently*” in the sentences and there was 0 student (0 %) who used “*more diligently*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more diligent*

From test number 17, it can be known that there were 3 students (15.78 %) who used “*small*” in the sentences, there were 9 students (47.36 %) who used “*smaller*” in the sentences, there were 5 students (26.31 %) who used “*more small*” in the sentences and there were 2 students (10.52 %) who used “*more smaller*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *smaller*.

From test number 18, it can be known that there were 4 students (21.05 %) who used “*handsome*” in the sentences, there were 3 students (15.78 %) who used “*handsomer*” in the sentences, there were 9 students (47.36 %) who used “*more handsome*” in the sentences and there were 3 students (15.78 %) who used “*more handsomer*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more handsome*.

From test number 19, it can be known that there were 3 students (15.78 %) who used “*red*” in the sentences, there were 7 students (36.84 %) who used “*redder*” in the sentences, there were 8 students (21.05 %) who used “*more red*” in the sentences and there were 5 students (26.31 %) who used “*more redder*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *redder*.

From test number 20, it can be known that there were 8 students (42.10 %) who used “*more courageous*” in the sentences, there were 5 students (26.31 %) who used “*more courageouser*” in the sentences, there were 3 students (15.78 %) who used “*courageouser*” in the sentences and there were 3 students (15.78 %) who used “*courageous*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more courageous*.

From test number 21, it can be known that there were 2 students (10.52 %) who used “*fat*” in the sentences, there were 6 students (31.57 %) who used “*fatter*” in the sentences, there were 4 students (21.05 %) who used “*more fat*” in the sentences and there were 7 students (36.84 %) who used “*more fatter*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *fatter*.

From test number 22, it can be known that there were 3 students (15.78 %) who used “*important*” in the sentences, there were 9 students (47.36 %) who used “*importantter*” in the sentences, there were 2 students (10.52 %) who used “*more important*” in the sentences and there were 5 students (26.31 %) who used “*more importantter*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more important*.

From test number 23, it can be known that there was 1 student (5.26 %) who used “*large*” in the sentences, there were 3 students (15.78 %) who used “*larger*” in the sentences, there were 9 students (47.36 %) who used “*more large*” in the sentences and there were 6 students (31.57 %) who used “*more larger*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *larger*.

From test number 24, it can be known that there was 0 student (0 %) who used “*more stupid*” in the sentences, there were 5 students (26.31 %) who used “*stupid*” in the sentences, there were 4 students (21.05 %) who used “*stupider*” in the sentences and there were 10 students (52.63 %) who used “*more stupider*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *more stupid*.

From test number 25, it can be known that there were 5 students (26.31 %) who used “*happy*” in the sentences, there was 0 student (0 %) who used “*happier*” in the sentences, there were 4 students (21.05 %) who used “*more happy*” in the sentences and there were 10 students (52.63 %) who used “*more happier*” in the sentences. So based on the formula by looking from of the sentences, the adjective that used in the sentences is *happier*.

To determine of an analysis on the students’ ability in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara can be seen on the criteria below:

Table X: Criteria Score Interpretation Students’ Ability in Using Comparative Degree in Sentence

| Percentage | Criteria |
|-------------|-------------------------|
| 0 % - 20 % | Very low |
| 21 % - 40 % | Low |
| 41 % - 60 % | Enough |
| 61 % - 80 % | High |
| 81% - 100 % | Very high. ⁴ |

⁴Riduan, *Belajar Mudah Penelitian Untuk Guru – Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p. 89.

Based on the calculating score (see appendix V) the researcher took a conclusion the mean score of the test using comparative degree in sentence is 31. It means the students' ability in SMP Negeri 5 Padang Bolak Kabupaten Padang Lawas Utara, it can be categorized into *low* category.

b) The Result of Students' Ability

The researcher interviewed students and teacher and the result of students' ability are:

The difficulties were lack of vocabulary and grammar. It approached with result of interview with Saipulikhwan Siregar stated that he likes learning English because he hopes to speak English, and the situation in learning English is pleasant because in learning English often makes conversation. She never learned about comparative degree and she said she knew the formula of comparative degree. He said comparative degree was difficult in learning especially in sentence because he less understood about one syllable, two syllable and more syllable. He has tried to overcome his problems with study or review the lesson in the home. He hoped his teacher can teach with good so that more easy to understand.⁵

⁵Saipulikhwan Siregar, Student of SMP Negeri 5 Padang Bolak VIII-C class, *Private Interview*, 24 May 2014.

The result interview by IrwanAghliSaputra with Saipul is almost some, and have the different reason, he said he likes learning English becausehe want to be a tour guide. He also learning about comparative degree, but he has difficult in make sentence and difficulties in add *-er* and *more*. He feel comparative degree very hard in learning and can't to combine the sentences. He has tried to overcome his problems with make time for learning and study in home, and he need English course.⁶

Students' difficulties lack in formula of comparative degree. it is approach in interview result to the student by PopyCindyaWati stated Sometime she like English sometime she does not like it. In comparative degree sheknows about one syllable, two or more syllable. But in using to sentence she feel difficult she has problems about formula sometime she forgot the formula of comparative degree. She choose study hard, ask to the teacher, and brave to solve her problem. Then she need English course todevelop her English ability.⁷

The researcher interview to the English teacher stated the students have problems in English learning. She said in learning comparative degree must given emphasize the mean some of students is difficult in sentence because they are not understand in using comparative degree in sentence, and

⁶IrwanAghliSaputra, Student of SMP Negeri 5 Padang Bolak VIII-Cclass, *Private Interview*, 24 May 2014.

⁷PopyCindyaWati, Student of SMP Negeri 5 PadangBolak VIII-C class, *Private Interview*, 24 May 2014.

she said in class VIII-C, it is special class which have low ability. So, teacher must be motivation, slow in explain English learning and make method interest thus students feel enjoy and they are can understand in English learning especially in comparative degree.⁸

c) Students' Difficulties in Using Comparative Degree at SMP Negeri5 PadangBolak

From the interview above there were some difficulties that usually that faced by students' difficulties in using comparative degree are:

First, many students did not know the formula of the comparative degree and they did not know make comparative degree word in sentence.

Second, the students were confused to different the adjective one syllable, two syllables or more syllable.

Third, the students were to lack vocabulary mastery, thus they did not understand the mean of sentences.

d) Students' Solution for difficulties in Using Comparative Degree

Based on the result of English teacher's interview above, the students' difficulties in learning comparative degree in sentence are:

1) The students' difficulties in using comparative degree in adjectives.

⁸ArmiatiSiregar, S.Pd.,M.Si., English teacher of SMP Negeri 5 Padang Bolak, *PrivateInterview*, 24 may 2014

- 2) The students' difficulties in changing adjectives in sentences.
- 3) The students' difficulties in using the patterns of comparative degree.

To overcoming the students' difficulties in using change of adjective in sentences of one syllable, two syllables and more syllables the teacher gave the exercises to use the adjective. In making sentences teacher explained used adjectives and order them for make the sentence using different adjective. Students' difficulties in patterns of comparative degree form, the teacher must be memorize to students about the patterns of the adjectives and asked to students about the patterns before starts the lesson.

B. The Threats of the Research

In this research, the researcher believed that there were threats of that researcher faced doing this thesis. It is cause many aspects, such as techniques of analyzing data and processing the data. The researcher knew that it was so far from excellence thesis.

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 test seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and describing the data to “An analysis on the students’ ability in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang Bolakkabupaten Padang Lawas Utara” the researcher gives conclusion as follows:

1. The students’ ability in using comparative degree in sentence at grade VIII SMP Negeri 5 Padang BolakKabupaten Padang Lawas Utara can be categorized into *low* categorized because means score was 31.
2. The big problem is Students’ difficulties different between one syllable, two syllable and more syllables, the students’ difficulties in formula of comparative degree in sentence thus they did not make in sentence.

B. Suggestion

Based on the conclusions above, the researcher give some suggestions to:

1. The headmaster of SMA Negeri 6 Padangsidimpuan, to motivate the English teachers to increase their ability in teaching English.
2. The English teacher, to motivate the students’ to improve their abilities especially in learning comparative degree, so that the teacher always effort

until the students can understand what we say. The teacher must to apply the suitable methods and do speaking in teaching-learning process.

3. The students, to study English hard using comparative degree in sentence.
4. The readers, especially English learners more improve their knowledge in learning using comparative degree in sentence.

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TABLE OF CONTENTS

| | Page |
|---|-------------|
| COVER PAGE | i |
| ADVISORS' DECLARATION PAGE..... | ii |
| ADVISORS' LEGALIZATION PAGE | iii |
| DECLARATION LETTER OF WRITING OWN THESIS | iv |
| SCHOLAR MUNAQOSAH EXAMINATION..... | v |
| DEAN LEGALIZATION OF TARBIYAH AND PEDAGOGY FACULTY | |
| ABSTRACT | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENT | viii |
| LIST OF TABLE | ix |
| LIST OF APPENDIXES..... | x |
| | |
| CHAPTER I. INTRODUCTION | |
| A. Background of the Problems | 1 |
| B. Focus of the Research | 2 |
| C. Formulation of the Problems | 2 |
| D. The Aim of the Research..... | 3 |
| E. Significances of the Research | 3 |
| F. Definition of Terminologies..... | 4 |
| G. Thesis Outline | 8 |
| | |
| CHAPTER II. THEORETICAL DESCRIPTION | |
| A. Theoretical Description | |
| 1. Student Ability | 10 |
| 2. Comparative Degree..... | 10 |
| 3. Sentence..... | 12 |
| B. Review of Related Finding | 21 |
| C. Conceptual Framework | 23 |

| | |
|--|----|
| CHAPTER III. RESEARCH METHODOLOGY | |
| A. Place and Time of the Research | 24 |
| B. Research Design..... | 24 |
| C. Sources of the Data | 25 |
| D. Instruments of The research | 25 |
| E. The Technique of Data Analysis | 28 |
| F. The technique of Data Trustworthiness | 29 |
| | |
| CHAPTER IV.RESULT OF THE RESEARCH | |
| A. Findings | 32 |
| 1. General Findings | 32 |
| 2. Specific Findings..... | 34 |
| a. The Description of Students' Ability in using Comparative Degree in Sentences at Grade VIII SMP N 5 Padang Bolak Kabupaten Padang Lawas Utara | 35 |
| b. The Students' Difficulties in Using Comparative Degree in Sentence..... | 58 |
| c. The Teacher's Efforts to Overcome Students' Difficulties in Using Comparative Degree in Sentence..... | 59 |
| d. The Threats of the Research | 48 |
| | |
| CHAPTER V. CONCLUSIONS AND SUGGESTIONS | |
| A. The Conclusion | 49 |
| B. The suggestion | 50 |
| | |
| REFERENCES | |
| CURRICULUM VITAE | |
| APPENDIXES | |

LIST OF TABLES

| | Page |
|--|-------------|
| Table I : Adjective of one syllable, add – <i>er</i> | 14 |
| Table II : Adjective of one syllable and two of the last words are Consonant, vowel, double the last consonant and add – <i>er</i> | 14 |
| Table III : Adjective of syllables end – <i>y</i> , before – <i>y</i> is consonant, we change the – <i>y</i> into <i>i</i> , and then add – <i>er</i> | 16 |
| Table IV : Adjective of syllables end – <i>y</i> , before – <i>y</i> is vowel, we don't change – <i>y</i> into <i>i</i> , add – <i>er</i> | 17 |
| Table V : Form Irregular comparative | 18 |
| Table VI : Test of indicator | |
| Table VII : Some equipment and facilities in SMP Negeri Padang Bolak | |
| Table VIII : Data of Students in SMP Negeri 5 Padang Bolak | 33 |
| Table IX : Students' data in Class VIII-C | |
| Table X : Criteria score interpretation students' Ability in Using Comparative Degree in Sentence | |

LIST OF APPENDIXES

- Appendix I : Observation Guidance.
- Appendix II : Interview Guidance.
- Appendix III : Test Guidance.
- Appendix IV : Key answer of Test.
- Appendix V : The Students' Score in Using Comparative Degree in Sentence at Grade VIII SMP Negeri 5 Padang Bolak.
- Appendix VI : Tables