ERROR ANALYSIS IN USING COMPARISON DEGREE AT THE XI GRADE STUDENTS OF SMAN 3 PADANGSIDIMPUAN

A THESIS

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

Written by:

MUNAWAROH HASIBUAN
Reg. Num. 18 203 00019

ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

**ERROR ANALYSIS IN USING COMPARISON DEGREE
AT THE XI GRADE STUDENTS OF
SMAN 3 PADANGSIDIMPUAN**

A THESIS

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

Written by:

MUNAWAROH HASIBUAN
Reg. Num. 18 203 00019

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

ERROR ANALYSIS IN USING COMPARISON DEGREE
AT THE XI GRADE STUDENTS OF
SMAN 3 PADANGSIDIMPUAN

A THESIS

*Submitted to the English Educational Department of StateIslamic University Syekh
Ali Hasan Ahmad AddaryPadangsidimpuanas a Partial Fulfillment of the
Requirement for theGraduate Degree of Education (S.Pd.) in English*

Written by:

MUNAWAROH HASIBUAN
Reg Num. 18 203 00019

ENGLISH EDUCATION DEPARTMENT

ADVISOR I

Zainuddin, M.Hum.
NIP. 19760610200801 1 016

ADVISOR II

Sri Minda, M.Hum.
NIDN. 2018018801

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) examplars

Padangsidimpuan,   January 2023

a.n. **Munawaroh Hasibuan**

To: **Dean**

Tarbiyah and Teacher Training Faculty
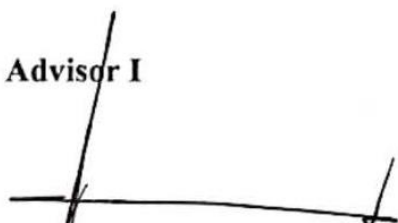
In-

Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Munawaroh Hasibuan**, entitled **"ERROR ANALYSIS IN USING COMPARISON DEGREE AT THE XI GRADE STUDENTS OF SMAN 3 PADANGSIDIMPUAN"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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

Wassalam'alaikumwr.wb.

Advisor I

Zainuddin, S.S, M.Hum
NIP. 19760610 200801 1 016

Advisor II

Sri Minda, M. Hum.
NIDN. 2018018801

AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : Munawaroh Hasibuan
Registration Number : 18 203 00019
Faculty/Department   : Tarbiyah and Teacher Training Faculty/TBI-1
Kind   : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Righton my thesis with entitled:" **Error Analysis in Using Comparison Degree at The XI Grade Students of SMA N 3 Padangsidimpuan**" With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan,   November 2022

The Signed

Munawaroh Hasibuan
Reg. Num. 18 203 00019

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:
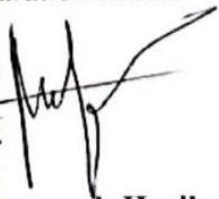
Name   :   Munawaroh Hasibuan

Registration Number   :   18 203 00019

Faculty/Department   :   Tarbiyah and Teacher Training Faculty/ TBI

The Tittle of Thesis   :   Error Analysis in Using Comparison Degree at The XI
Grade Students of SMA N 3 Padangsidimpuan

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 of State Islamic University Syekh Ali Hasan Ahmad AddaryPadangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad AddaryPadangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan,   November 2022

Declaration maker

Munawaroh Hasibuan
Reg. No. 18 203 00019

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name : Munawaroh Hasibuan

Registration Number : 18 203 00019

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI

The Tittle of Thesis : **Error Analysis in Using Comparison Degree at the XI Grade Students of SMAN 3 Padangsidimpuan**

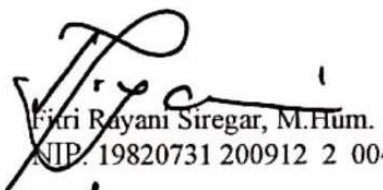Chief,   Secretary,

Fitri Rayani Siregar, M.Hum.   Rayendriani Fahmei Lubis ,M.Ag
NIP. 19820731 200912 2 004   NIP. 19710510 200003 2 001

Members,

Fitri Rayani Siregar, M.Hum.   Rayendriani Fahmei Lubis ,M.Ag
NIP. 19820731 200912 2 004   NIP. 19710510 200003 2 001

Zainuddin, M.Hum.   Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19760610 200801 1 016   NIP. 19851010 201903 2 007

Proposed:
Place   : Padangsidimpuan
Date   : December, 28th 2022
Time   : 08.00 WIB until finish
Result/Mark : 83.75 (A)
IPK   : 3.54
Predicate   : -

LEGALIZATION

Thesis	: Error Anaysis in Comparison Degree Use at Grade XI Students SMAN 3 Padangsidimpuan
Name	: **Munawaroh Hasibuan**
Reg. Num	: 18 203 00019
Faculty/Department	: **Tarbiyah and Teacher Training Faculty/TBI-1**

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan,26 Oktober 2022

M.Si.
200003 2 002

ABSTRACT

Name : **Munawaroh Hasibuan**

Reg. No : **18 203 000 19**

The Title : **Error Analysis in Comparison Degree Use at Grade XI**

Students of SMAN 3 Padangsidimpuan

Fac/Prodi : **Tarbiyah and teacher training faculty/TBI**

Year : **2022**

The research aims to know what the XI grade students problem in comparison degree and analyze what the errors students make. In this case many students still find difficulties in making or understanding of comparison degree even though distuinguish the form and the usage of each function. This research only investigates the types of students' error in comparison degree use and to find the reason why the students do such errors in comparison degree.

This research was done in SMAN 3 Padangsidimpuan. The kind of this research is qualitative approach. The sample will be limited only in IPS students Expecially in class IPS-2, the students here consists of 25 students. The instruments used to get the data were test and interview.

The result of the error analysis process showed the total frequencies of all errors committed 166 errors that were classified into four types of error: omission, addition, misformation and misordering. The findings showed that the most frequent error made by the students in comparison degree is misformation 64 errors with rated of (38.50%). Omission with 41 error rated (24,69%), addition with 56 rated (33.73%) and misordering with 5 rated (6,30%). The students admited that the way the teacher teaching them this topic it was not really comprensive and unclear and also the students lack of the practiceses, limited task related comparison degree so they have not enough practices on this topic.

Key words: Error Analysis and Comparison Degree

ABSTRACT

Name   : **Munawaroh Hasibuan**

Reg. No   : **18 203 000 19**

The Title   : **Error Analysis in Comparison Degree Use at Grade XI**

Students of SMAN 3 Padangsidimpuan

Fac/Prodi   : **Tarbiyah and teacher training faculty/TBI**

Year   : **2022**

Penelitian ini bertujuan untuk mengetahui apa masalah siswa kelas XI dalam perbandingan derajat dan menganalisis apa kesalahan yang siswa buat. Dalam hal ini banyak siswa masih menemukan kesulitan dalam membuat atau memahami derajat perbandingan meskipun tidak mengubah bentuk dan penggunaan setiap fungsi. Penelitian ini hanya menyelidiki jenis kesalahan siswa dalam perbandingan penggunaan derajat dan untuk menemukan alasan mengapa siswa melakukan kesalahan tersebut dalam perbandingan tingkat.

Penelitian ini dilakukan di SMAN 3 Padangsidimpuan. Jenis penelitian ini adalah pendekatan kualitatif. Sampel akan dibatasi hanya di siswa IPS khususnya di kelas IPS-2, siswa terdiri dari 25 siswa. Instrumen yang digunakan untuk mendapatkan data adalah tes dan wawancara.

Dari proses analisis kesalahan menunjukkan frekuensi total dari semuanya sebanyak 166 kesalahan yang dikelompokkan menjadi empat jenis kesalahan: omission, addition, misformation and misordering. Temuan ini menunjukkan bahwa kesalahan yang paling sering dilakukan oleh para siswa dalam perbandingan tingkat adalah misformation 64 dengan (38,50%). Omission dengan 41 kesalahan (24,69%), addition dengan 56 (33,73%) dan misordering dengan 5 kategori (6,30%). Para siswa menyatakan bahwa cara guru mengajarkan kepada mereka topik ini tidak comprensif dan sukar dipahami dan juga para siswa kurang mengerjakan latihan perbandingan derajat dengan tugas terbatas sehingga mereka tidak memiliki cukup praktik mengenai topik ini.

 Kata kunci: Analisa kesalahan dan tingkat perbandingan

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First and foremost, praises and thanks to the Almighty, for his shower of blessing, as well as the strength, peace of mind, and good health he bostowed upon me during my bechelor's degree, allow me to successfully complete the reasearch of work. Then, sholawat and salam be upon to the prophet Muhammad SAW that has brought human from the darkness are into the brightness era.

The writer would like to express the sincere gratitute to all lectures, institution, family and friends who have contributed in defferent ways. Therefore, in this chance the writer would like to express the deepest following peaple:

1. Mr Zainuddin, M.Hum, as the first advisor who has given motivation and guided me finishing this thesis and also has given me a million ideas and suggestion sincerly and pasiently during the process

2. Mrs. Sri Minda, M.Hum, as the secound advisor has guided, supported, advised, and suggested me with great patience to finish this thesis.

3. Rector UIN SYAHADA Padangsidimpuan as the administrator that has accepted researcher as the university student in UIN SYAHADA Padangsidimpuan.

4. Dean of Tarbiyah and Teacher Training Faculty who has done the best thing to improve the faculty various activity to increase students' skill.

5. Mrs. Fitri Ryani Siregar, M.Hum. as the chief of English Education Department who always helped me in complete this thesis.

6. All leacture and all the academic cavities on the UIN SYAHADA who have transfered knowladge to me during I studied in this university.

7. UIN Syahada Padangsidimpuan Librarian (Yusri Fahmi, S.S., M.Ag., M.Hum. and all of the staffs).

8. Big thanks to my beloved parents, my hero Mukhlis Said Hasibuan and also my angel without wings Rina Wati Tambunan who always suppost me a millioni loves , always pray the best to me so that I can survivebechelors'

degree officially I present to them, I love so bad my mom and my dad. Also thanks to my brother and my sister (M. Rifky Hsb, Mazidah Hsb S.Pd, Muhibbah Hsb S.Pd, Mawaddah Hsb S.pd, Miftahul Jannah Hsb S.Pd, Mega Mustika Hsb, Raudhothul Jannah Hsb and Salwa Assyifa Hsb that always support and pray to me, I love them so much.

9. The principal of SMAN 3 Padangsidimpuan, Herlinda lubis S.Pd, the English teacher, and the XI grade students, expecially in class IPS-2 of SMAN 3 Padangsidimpuan who allowed and helped to do the research in their school.

10. Big thanks to my beloved friends who have supported me and so much kindess and affection to me, they are Yuni Annisa Hafni Rambe, Asmida Yanti Sgr, Meydi Annisa, Erin Febryanna, Nurul Khofifah, Reska Gultom, Ismar Dhani, Alda Novita, Kiki Alipia and Wahyuni Sapriani. Love you guys.

11. My greats friends in TBI1 that I could not mention one by one, thanks for 4 amazing years for unforgettable memories that I got

12. Last but not least, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off for never qutting, I wanna thank me for always being a give and try give more than I recieve.

The research realize that there are many shortcomings in this thesis therefore, the researcher would be greatful for correction to level up thesis.

Padangsidimpuan,   Desember 2022
Researcher

Munawaroh Hasibuan

TABLE OF CONTENT

REFERENCES
APPENDIXES

LIST OF TABLE

CHAPTER l

INTRODUCTION

A. The Background of Problem

Grammar is an English competence that must be mastered by students. Grammar that makes no difference and that serves to identify a language such as is literally used is called a 'descriptive' grammar.[1] Grammar is the orderly record of syntactic structures and a way they are utilized in standard English. It implies that grammar is the standard of linguistic thing that to use to in standar English. It will manual for focus in English language ability.[2]

Grammar is the important thing to be mastered so that people can master all skills in English. People can be confident to share the ideas in english if knowing the grammar rules. People can speak accurately, correctly without afraid to make some mistakes. However, the correct sentences are easier to be understood.

Grammar is concerned with rules, one of the rule in grammar called comparison degree. The comparison degree is a adjectives describe a quality or characteristic of a noun or pronoun. The comparison is the process for comparing thing, person or places through the level of quantity, quality or relation, it is very important for students to comprehend and express the fact that two things or people are similar or different. That are types of comparison

---

[1] Norbert Schmitt and Michael P H Rodgers, *An Introduction to Applied Linguistics* (Routledge, n.d.). P.19

[2] Burhansyah, *Analysis of Error Sources in L2 Written English by Indonesi Undergraduate Students*, Studies in English Language and Education, volume 6, No. 1, 2019,   p. 74.

degree; Equality comparison, Comparative comparison and Superlative comparison.

Foreign language learners' errors in terms of the differences between their utterance and the reconstructed version. Based on that, errors are classified into four categories: omission, addition, misformation, misordering of some elements.[3] Omission appears when a student leaves a required item for an utterance out of a sentence that student constructed. Addition is by adding unnecessary elements. Misformation can be done by selecting an incorrect element. misordering which can be done by misplacing the item or putting it in the wrong place.[4]

Based on curriculum 2013 for senior high school, students are able to identify social functions, text structures, and linguistic elements in the use of degree of comparison, students are able to distinguish positive degree, comparative degrees and superlative degrees and students are ableto determine social functions related to comparison the nature of people according to the context use.[5]

In process of learning comparison degree, many students still find difficulties in making or understanding of comparative or superlative forms even though distinguishing the form and the usage of each function. Students

---

[3] Corder, S. P, *Idiosyncratic Dialects and Error Analysis. In J. C. Richards (Eds.), Error Analysis: Perspectives on Second Language Acquisition (pp. 158–171)*. (London: Longman, 1974), P.117

[4] Ellis, R, *SLA Research and Language Teaching*. (Oxford: Oxford University Press, 1997) P. 197-199.

[5] *Curriculum 2013 Kompetensi Dasar Sekolah Menengah Atas (SMA)/Madrasah Aliyah*, Kementerian pendidikan 2013, P. 64.

sometimes confuse to put suffix *–er/-est* or prefix *more/most*, omit or misplaced the use of be (is, am, are, was, were) and the use of article the in the superlative form.

Based on pre-research did by the researcher in interview with the English teacher and some students of SMAN 3 Padangsidimpuan. First, from the interview with the English teacher, Herlinda Lubis S.Pd, she stated that students' understanding in comparison degree is still low. Students are confused in using forms of comparison degree.[6] Second, students stated that comparison degree is difficult to be understood because there are many rules that have to be learned. The students are confused about many rules in comparison degree.[7]

The researcher did further pre-research to the students in class XI IPS-2 of SMAN 3 Padangsidimpuan, the researcher gave a sentence about comparison degree, it was found that the students made some gramatical errors in comparison degree such as *She is tall than you*, the students wrote the wrong sentence, the sentence is included in comparative degree. Students are still influenced by target language, the word "tall" should be changed into "taller". The students do not add suffix –er to the adjective, so the error is called omission.

Actually, there are some previous researches that conducted similar research to this research. The first was conducted by Yunita Mirnanda with

---

[6]*Private Interview*, Herlinda Lubis S.Pd. English Teacher Of SMAN 3 Padangsidimpuan Private Interview, on 20th April 2022, At 10.00 AM.

[7]*Private Interview,* The Eleventh Grade Students Of SMAN 3 Padangsidimpuan Private Interview, On 20th April 2022, At 11.00 AM.

the tittle "An Analysis of the Students' Error in Using Degrees of Comparison of Adjective", a case study at eigth grade students of SMP Muhammadiyah Gunung Putri Bogor.[8] In this case study, the researcher has analyzed the errors made by students in using degrees of comparison of adjectives.

The second research was conducted by Hyachinta Handayani Purwita Sari with the title " Errors in the Use of Comparative and Superlative of Adjective by the Tenth Grade Students of SMK Marsudi Luhur II Yogyakarta". This study, concerning on the errors in the use of comparative and superlative degrees of adjectives, finally arrived at some conclusions. Based on the research which was done by the researcher, it was very obvious that many Glor of the students produced errors in the use of comparative and superlative form of adjectives. The most common errors made by the students were errors in comparative form and misformation form.[9]

The researcher connected the gaps to receive the answer to the problem. The researcher saw if the errors in comparison degree used by the students in SMAN 3 Padangsidimpuan have the same problem as the two previous researches. It means that this topic is happened in many areas. Some errors have been being a general problem in leraning comparison degree.

Base on the explanation presiously the researcher did this research to know what the XI grade students problems in comparison degree and analysis

---

[8] Yunita Mirnanda, *An a Nalysis on the Students' Errors in Using Degrees of Comparison of Adjectives*, 2014.

[9] Hyachinta Handayani Purwita Sari, 2008, Errors in the Use of Comparative and Superlative of Adjective by the tenth grade students of SMK Marsudi Luhur II Yogyakarta.

what the errors students made. So that is why the researcher chooses the tittle error analysis in comparison degree use at grade XI students SMAN 3 Padangsidimpuan.

B. The Limitation of the Problem

The sample limited only in IPS students especially in class IPS-2 . This research only invastigates the types of students' errors use in comparison degree and to find the reasons why the students make errors in comparison degree use.

C. Definition of Terminologies

The researcher discuss some points in this research, such as definition of errors and comparison degree.

1. Error

Errors are learner speech or writing faulty. People cannot learn language if not doing systematically committing errors first. There are some parts of conversation or composition that stray from some choosed norms of mature language performances.

2. Comparison Degree

People use adjectives to make comparisons among two or more people or things, or to describe someone or something with the highest (or lowest) degree of some qualities. To do this, we modify (change the form of) the adjectives to make comparative adjectives or superlative adjectives.

D. The Formulations of the Problem

The researcher formulate the problem of the reasearch as below:

1. What are the types of students error in comparison degree at grade XI IPS-2 students SMAN 3 Padangsidimpuan?

2. Why do the students do such errors in comparison degree at grade XI IPS-2 students SMAN 3 Padangsidimpuan?

E. The objectives of the problem

Based on formulation that researcher takes, there are two objective of the research that is presented, they are :

1. To know the types of students' error in comparison degree at XI IPS-2 grade SMAN 3 Padangsidimpuan.

2. To describe the reason why the students do such errors in comparison degree use at XI IPS-2 grade student SMAN 3 Padangsidimpuan.

F. The Significances of the Research

The researcher hopes that the study may give some benefits for many people. The benefits of the study are specified as follows:

1. English Teacher

The result of this study hopes gives benefit for English teachers to get clearly information about the types of students' errors in using comparison degrees. So they will give proper threatment to decrease students' errors in using degree of comparisons.

2. Other researchers

The researcher also expects this research will be usefull as the reference for the future researchers who wants to conduct similar research. Furthermore, the next researcher can make the better research by completing the disadventages of this research.

G. **Outline of the Thesis**

This thesis is explained in five chapters, which every chapter contains of several subtopics. The chapter one contains of background of the problems, limitation of the research. The chapter two reviews relevant literatures, chapter three is talked about research methodology and checking trustworthiness. The chapter four describes the result of the research. The chapter five is conclusion of the research and the suggestions given by the researcher herself.

CHAPTER II

THEORITICAL DESCRIPTION

A.   The Theoritical Review

1.   Definition of Error

Error analysis is a part of the systematic study of the learners' language which is itself necessary to an understanding of the process of the second language acquisition.[1] Error reflect gaps in a learners' knowledge, they occur because the learners do not know what is the correct. While errors are the learner speech or writing fault, human can not know language if not doing errors systematically first. There are parts of conversation or composition that stray from some choosed norms of mature language performance.[2] Error is the learner's linguistic system at given stage of learning systematic, learners do distortions characteristic consistently. In the speech or writing of a second or foreign language learner, the use of a linguistic item (e.g. a word, a grammatical item speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.[3]

It can be known that errors are natural and noticeable deviations that make the learners' language defect either speech or writing.

[1] Milton M. Azevedo and S. Pit Corder, "*Error Analysis and Interlanguage*," (*London*, 1983) P. 85.

[2] Henny Irawati, "Error Analysis On Grammatical Aspect Of Students' Narrative Writing," *Getsempena English Education*, Volume 2, No. 1, 2015, P. 7.

[3] Jack C. Richards, "Error Analysis: Perspectives on Second Language Acquisition," *Error Analysis: Perspectives on Second Language Acquisition*, 2015, https://doi.org/10.4324/9781315836003.

Students' errors would show the lack of the language knowledge or the learners weakness in comprehending the structural pattern.[4]

Error has different meaning with mistakes. A mistake refers to a performance, error either a random queues or a slip in that is a failure to utilize a known system correctly. An error is noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner.[5] Mistakes are imperfectness of utterances which refer to the language performance. Meanwhile, error is a mistake, especially one that causes problem or affects the result. The mistakes refer to the performance and errors refer to competence, that is making them different.[6] Mistakes reflect occasional lapses in performance, they occur because in a particular instance, the learner is unable to perform what he or she knows.

Based on explanation above the researcher concludes that the difference of errors and mistakes is errors are done because missunderstanding of rules sustainable. While mistakes are done temporary and unintentional. So, the people who do not know or not undestand the material at all is called errors, while the people who know

[4] Yusni Sinaga and Putri Ramadhani, "Students' Grammatical Error in Writing Narrative Text," *English Education : English Journal for Teaching and Learning* 08, no. 02 (2020): 190, jurnal.iain-padangsidimpuan.ac.id.

[5] rio Rini And Diah Moehkardi, "Grammatical And Lexical English Collocations : Some Possible Problems to Indonesian Learners of English" 14, no. 1 (2002): 53–62.

[6] AS Hornby, Principles Of Language Learning And Teaching (San Fransisco State University ; Pearson Longman, 2007),p. 1207

or understand the material but sometimes they make something wrong is called mistake.

2. Types of Errors

Erorr classified in to four types, omission, addition, misformation and misordering.[7]

a. Omission

Omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

It means that the learner omits the item that should appear in a good utterance. Omission has two types of morphemes. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. In the other hand, grammatical morphemes are little words that play a minor rule in delivering the meaning of a sentence. They include noun and verb inflections (the –s in birds, the –s in Mother's, the –ed in looked, the –ing in laughing), articles (a, the, an), verb auxiliaries (is, will, can, etc.); (is, was, am, etc.), copula, short plural, long plural and preposition (in, on, under, etc.).[8]

---

[7] Carl James, *Errors in Language Learning and Use Exploring Error Analysis* (New York: Routledge, 2013), 106–10.

[8] Dulay, H., Burt, M., & Krashen, S, *Language Two.* (New York: Oxford University, Press, 1982), P. 304.

Example : Muna is smart than Caca. From the example above, there is an omission of the "er" in smart.

b. Addition

Addition errors Opposite of omission errors are addition errors. They can be identified by the presence of a component that is required for a well-formed utterance to exist. To indicate whether the noun it modifies is singular or plural and whether it is close to or remote from the speaker or writer. The three addition subtypes are as follows:

1) Regularization

It occurs when people learning a foreign language use a word's regular form rather than its irregular form. For instance, they would use eated instead of ate or sheeps for sheep. The application of a regular or an error indicates a piece of information that needs particular rules. Regularization mistakes that occur under the addition category are when an English exception is incorrectly marked with a marker that is generally added to linguistic objects.

2) Simple addition

If neither regularization nor double marking apply to an addition error. Simple addition mistakes do not fall within the categories of double marking or regularization. The subclass of additions is simple addition. If an addition error is neither a

double marking nor a regularization, it is referred to as simple addition. Simple additions don't have any unique characteristics outside the ones that apply to all addition mistakes. the usage of a word or phrase that shouldn't be used in a well-formed sentence.

Example : Caca is **more** kinder than Muna.

c. Misformation

Misformation error comes from the use of the wrong item of the morpheme or structure. In misformation errors the learner supplies something Although it is incorrect. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect, there are three types of misformations errors, they are:

1) Regularization

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in bring for run, hisself for himself for gooses for geese. For instance, in these following sentence:

He brieng bag

There has wrong change of verb brieng should be bring

He bring bag

2) Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. For instance, in this following sentence: This pencils are mine. This is not appropriate for plural, the appropriate one is these. (Correct) :These pencils are mine.

3) Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other. For instance, look at these sentence below:

I written a letter yesterday.

The form of the verb written is wrong, the correct one is wrote, because the example is past santence.

(Correct) : I wrote a letter yesterday.

d. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

Example : Muna is famous more than Uni.

3. Definition of Adjectives

An adjective is a word that refers to a characteristic of a noun,[9] and also adjective modifies a noun. Modify means to change a little.[10]

---

[9] Evelyn P. Altenberg & Robert M. Vago, English Grammar Understanding the basics), (Cambridge: Cambridge University Press), P. 58

[10] Betty Schramper Azar, *English Grammar*, (USA: Pearson Longman, 2003), P. 343.

People use adjectives to describe nouns specificly, also any phrases or part of speech that have function as a noun. Adjectives describe, identify, or give further information about a noun[11]. People are given more information about person, place or thing the noun names, or to tell the number or quantity. [12]

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.[13] Adjective (adjective) is a word that is used to give an attribute to a noun. Each adjective has a limiting power, and it can be defined as a word used to limit the use of a noun.[14] From the definition above, the researcher concludes that adjective is word which has function to modify, identify, and describe another word.

For example:

a. Muna is wearing red veil. (Red describe the noun veil).

b. A loud group of students passed by. (Loud describe the noun phrase group of students).

---

[11] Betty Schramper Azar, *Complete English...*,'' P. 238

[12] Soraya Grabiella Dinamika and Wina Viqa Sari, "Applied Error Analysis of Comparative Degree Sentence Construction of Students in Stim Sukma Medan," *Asian EFL Journal* 20, no. 7 (2018).

[13] Marcella Frank, *Modern English a practical reference guide,* (USA; Englewood Cliffs,1972) P.109.

[14] Moh. Kusnadi, *Exellen English Grammar*, (Surabaya: Bintang Usaha Jaya Publisher, 2011), P. 92.

c. This job required an excellent writing (Excellent describe the gerund writing).

4. Types of Adjectives

There are 11 types of adjectives :[15]

a. Descriptive Adjective

For the qualities or capabilities of individuals, creatures, items, or spots to depict their highlights.. Example: The charming man comes to my house.

b. Proper Adjective

To alter things broadly, it comes from proper noun, place or thing, and to modify noun in terms of the nationality, this type is originated from proper noun

Example: He gives me an English dictionary.

c. Quantitative Adjective

To alter things for a specific study in English and the subtleties of instruction in measurement. To modify noun for particular details in quantifying.Example: He has much money.

d. Numeral Adjective

---

[15] Jutharat Jitpranee, "A Study of Adjective Types and Functions in Popular Science Articles", *International Journal of Linguistics,* Volume 9, No. 2, 2017, P. 157.

To modify noun for particular details in exact quantifying and To adjust things for specific subtleties in the specific details that are isolated into three viewpoints:

1) Cardinal Numeral adjective

Ex. I have two ears for listening.

2) Ordinal Numeral adjective

Ex. The seventh day of january, I will go home.

3) Multiplicative adjective

Ex. Some book borrowed by me

e. Demonstrative Adjective (this, that, these, those)

Showing the adjusted thing is particular or plural and whether the thing is close or a long way from the one speaking or writing. Example: I ask that girl to go.

f. Interrogative Adjective

An interrogative *adjective* is an adjective that modifies a noun or pronoun in order to ask a question. For example, Example: What book is he giving me?

g. Possessive Adjective

Adjective that is used to show possession of nouns by someone or something.

Example: she is my bestfriend.

h. Distributive Adjective

To describe nouns by dividing or separating into different parts. Example: Every students is ontime in his place.

i. Emphasizing Adjective

Emphasizing Adjective is used for modifying noun by highlighting or emphasizing the texts.

Example: Udin is my own girl-friend.

j. Exclamatory Adjective

Exclamatory Adjective is used to modify noun by using interjection words that shows emotion.

Example: What a woman she is!

k. Relative Adjective

Relative adjecitive used for modifying noun and combining sentence which are related between the first and second sentences.

Example: Give me what money you have.

5. Syllables in Adjective

Syllables is in every word made up of more than a single sound at least one of the sounds is heard to be more the other(s). [16]

a. One syllable

If there is only one such 'prominent' sound, the sequence is said to consist of a single syllable.

Example: big, fat, long, tall, small etc.

b. Two or more syllables

---

[16] Daniel Jones, *The Pronounciation of English,* (London: Cambridge, 1986) P. 134.

If there are two, three, or more sounds which stand out more prominently than their immediate neighbours, the sequence is said to consist of two, three, or more syllables.

Table 2.1
Two or more syllables

No	Two syllables	Three syllables
1.	Awasome Aw→ $some$	Expensive ex→ $pen → sive$
2.	Handsome $hand → some$	Beuatiful Beau→ $ti → ful$
3.	Dirty Dir→ ty	Difficult Dif → $fi → cult$
4.	Tidy Ti→ dy	Delicious $de →$ li→ $cious$
5.	Ugly Ug→ ly	Excited ex→ $ci → ted$

6. **Definition of Comparison Degree**

A number of gradable adjectives and a few gradable adverbs have inflections that can be used to communicate the grammatical category of comparison.[17] The highest (or lowest) degree of a quality can be used to characterize someone or something, or an adjective can be used to compare two or more people or things.[18] Comparison degree is used to

---

[17] Sidney Granbaum, The Oxford English Grammar, (New York: Oxford University Press), P. 85.

[18] Peter Herring, *The Farlex Grammar Book : Complete English Grammar Rules FARLEX International*, 2016. P.310.

compare two things or person same or differen.[19] Degree of comparison is a term used to describe how one item compares to another and how two things relate to each other when comparing adjectives. [20]

One of the most basic and powerful of human cognitive processes is the ability to comprehend and express the fact that two things are similar or different. Often such similarity or difference is expressed in terms of degree, extent, or quantity.[21] Qualitative adjective is an adjective that describes the shape or state of an object. While the degree of comparison is the level of comparison of an object or the state of an object that we compare that is possessed by a qualitative adjective.[22] For example:

a.   I am clever. (basic adjective) .

b.   Mega is more clever than Muna. (comparative adjective).

c.   Bulan is the most clever in TBI1. (superlative adjective).

7.   Kinds of Comparison Degree

There are three types of comparison degree use, they are equality comparison, comparative comparison and superlative comparison.[23]

a.   Equality Comparison

---

[19]   Slamet Riyanto, Emilia NH, et.al., '*'A Handbook Of English Grammar''*, (Yogyakarta: Pustaka Pelajar,2007), P.37.

[20]   D V M Bishop, "Grammatical Errors in Specific Language Impairment : Competence or Performance Limitations ?" 15 (1994): 507–50.

[21]   Marianne Celce-Murcia & Dianne Larsen-Freeman, *The Grammar book: An ESL/EFL Teacher's Course*, (USA: Heinle & Heinle Publishing, Inc, 1999), 2nd ed, P. 717.

[22]   Irma Indrini, *Grammmar Itu Gampang Secara Otodidak,* (Jakarta, Dunia cerdas, 2014) P. 92.

[23]   Irma Indrini, "Grammmar Itu...", P. 92-93.

Equality comparison describes an equal comparison when comparing an subject. There are two types of equality comparison.

1) Positive Comparison

Adjectives describe a quality or characteristic of a noun or pronoun.

Subject + To be + As+ Adjective + Object

a) This book is as good as that book

b) Susan is as beautiful as Jane

c) Jhon is as clever as Peter

2) Negative Comparison

Subject +to be + Not+ As/so+ Adjectives+ Object

a) Muna is not beautiful as Caca

b) Caca is not ugly as Muna

c) Muna is not kind as Caca

b. Comparative Degree

Comparative adjectives are adjectives that compare differences between the attributes of two nouns.[24]

Comparative Degree is a comparison that compares two objects/people. Comparative degrees can be formed by adding the endings -er/more and than. Comparative degree means "more than".

Subject + To be+ more/er + adjectives + than + Object

---

[24] Herring, *The Farlex Grammar Book : Complete English Grammar Rules FARLEX International*. P. 363

1) Rina is kinder than Reva

2) I am older than you

3) Muna is taller than Meidy

4) Caca is more beautiful than Muna

5) Muna's shoes is more expensive than Caca's shoes.

In addition to the examples above, there is also a comparative arrangement that uses other formulas to express comparisons, namely: The + Adjectives+er/more+the+ adjective+er/more

1) The more expensive the better

2) The smarter the more appreciated

3) The more friendly the more preferable

c. Superlative Degree

Superlative describe a noun in an extreme way, such as being the most or least, or the best or worst. Generally, superlatives are used to compare an individual item to a group of a similar kind.[25] Superlative degree are adjectives that describe the attribute of a person or thing that is the highest (or lowest) in degree compared to the members of the noun's group. Superlative Degrees is a comparison that compares more than two things and has the meaning of "most". We use superlative degree to compare three things or more.

---

[25] Grant Barrett, *Perfect English Grammar* (California: Zephyros Press, 2016) P. 144.

Superlative adjectives either by adding "-est" to the end of the adjective, or by adding the word most before the adjective.

Subject + To be+ most/est + adjectives + complement

1) Muna is the cleverest girl in the class

2) This is the oldest cinema in Medan

3) It was the most beautiful house.

8. **Comparison Degree Forms**

These are the forms of comparison degree.[26]

a. The adjectives that consist of one syllable, we use –er for comparative degree and –est for superlative degree. See in the below:

Table 2.2
Adjective of One Syllable

No.	Positive Degree	Comparative Degree	Superlative Degree	Meaning
1.	Cheap	Cheaper	Cheapest	Murah
2.	Large	Larger	Largest	Luas
3.	Fast	Faster	Fastest	Cepat
4.	Short	Shorter	Shortest	Pendek
5.	Thin	Thinner	Thinnest	Tipis
6.	Rich	Richer	Richest	Kaya
7.	Strong	Stronger	Strongest	Kuat
8.	Tall	Taller	Tallest	Panjang

[26] Herring, *The Farlex Grammar Book : Complete English Grammar Rules FARLEX International*. P. 370

| 9. | High | High**er** | High**est** | Tinggi |

b. We use more and most for longer words (two sylables or more).

See the table below:

Table 2.3
Adjective two syllables or more

No	Positive degrees	Comparative Degree	Superlative Degrees	Meaning
1.	Dilligent	More Dilligent	The most delligen	Rajin
2.	Difficult	**More** Difficult	**The most** Difficult	Sulit
3.	Different	**More** Different	**The most** Different	Beda
4.	Carefull	**More** Carefull	**The most** Carefull	Hati-hati
5.	Exiciting	**More** Exiciting	**The most** Exiciting	Seru
6.	Careless	**More** Careless	**The most** Careless	Ceroboh
7.	Comfortable	**More** Comfortable	**The most** Comfortable	Nyaman
8.	Expensive	**More** Expensive	**The most** Expensive	Mahal

c. The adjectives that are ended by –y are added –er and –est and –y is

replaced by "i". See the table below:

Table 2.4
Adjective ended by -y

No	Positive degree	Comparative degrees	Superlative Degrees	Meaning
1.	Ugly	Ugli**er**	Ugli**est**	Buruk
2.	Funny	Funn**ier**	Funn**iest**	Lucu
3.	Lovely	Lovel**ier**	Lovel**iest**	Menyenangkan
4.	Curly	Curl**ier**	Curl**iest**	Keriting
5.	Holy	Hol**ier**	Hol**iest**	Suci
6.	Pretty	Prett**ier**	Prett**iest**	Cantik
7.	Early	Earl**ier**	Earl**iest**	Lebih awal

| 8. | Easy | Eas**ier** | Eas**iest** | Mudah |
| 9. | Lucky | Luck**ier** | Luck**iest** | Beruntung |

c. The adjectives that consist of two syllables, by ended "-er" or "-ow", we add with "-er" and "-est" after adjective. [27] See the table below:

Table 2.5
Adjective two syllabes ended –er

No.	Positive Degrees	Comparative Degrees	Superlative Degrees	Meaning
1.	Clever	Clever**er**	Clev**est**	Cerdik
2.	Slow	Slow**er**	Slow**est**	Lambat

d. The adjectives that consist of two syllables, by ended "-e", we add with "-r" and "-st" after adjective. See the table below:

Table 2.6
Adjective two syllables ended -e

No.	Positive Degrees	Comparative Degrees	Superlative Degrees	Meaning
1.	Simple	Simple**r**	Simple**st**	Sederhana
2.	Handsome	Handsome**r**	Handsome**st**	Tanpan
3.	Noble	Noble**r**	Noble**st**	Mulia
4.	Possible	Possible**r**	Possible**st**	Mungkin
5.	Wise	Wise**r**	Wise**st**	Bijaksana
6.	Polite	Polite**r**	Polite**st**	Sopan
7.	Impolite	Impolite**r**	Impolite**st**	Tidak sopan
8.	Brave	Brave**r**	Brave**st**	Berani
9.	True	True**r**	True**st**	Benar
10.	Complete	Complete**r**	Complete**st**	Lengkap

---

[27] Windy Novia, *Esential English Grammar*, (Gama Press, 2009), P. 180.

e. Exceptional in comparison degreee, a form of comparison degree that has no rule. See the table below:

Table 2.7
Exceptional in comparison degreee

No.	Positive Degree	Compaeative Degree	Superlative Degree	Meaning
1.	Good	Better	Well	Baik
2.	Bad	Worse	Worst	Jelek
3.	Far	Further	Furthest	Jauh
4.	Little	Less	Least	Seditit
5.	Much/many	More	Most	Banyak

B. The Review of Related Findings

There are some similar researches that concerned to this research. After looking for some similar researches to this research, finally the researcher takes 4 thesis to be key of this research.

The first study, entitled "An Analysis of Students' Grammatical Errors in Using Degree of Comparison,"[28]. The researcher discovered a number of findings, including that sources of errors include communication strategies (42.63%), intralingual (20.65%), and contextual learning (15.60%). Error types include misformation (54.28%), omission (19.56%), misorder (19.12%), addition (7.25%), and misformation (54.28%). It can be established that misinterpretations of error kinds and communication techniques used by error sources account for the majority of mistakes committed by MTS Al-Islamiyah Kebon Jeruk students..

---

[28] Hidayatullah, 2015, An Analysis on Students' grammatical errors in using Degree of Comparison.

The Analysis of Students' Errors in Using Degree of Comparison on Their Writing Ability at the Third Year of Junior High School 2 Cerenti was the title of Meldawati's second study.''[29]. It also discussed the mistakes made by students when comparing themselves to others in writing..

The third study, "Students' Errors In Constructing Degrees Of Comparison (A Study of the First Semester Students of English Teaching Department of IAIN Batusangkar Registered in 2018/2019 Academic Year)", was carried out by Agusti Kardini. The researcher discovered that students made 35 mistakes in sentence 1.34 mistakes in sentence 2.27 mistakes in sentence 3.37 mistakes in sentence 4, and 51 mistakes in sentence 5. The study also discovered four different sorts of errors in the students' comparisons of degrees. These errors are misordering (3 or 1.63%), addition (26 or 14.13%), omission (79 or 42.93%), and misformation (76 or 41.30%). Omission errors occur most frequently (79 errors, or 42,93%). Additionally, the researcher discovered sources of mistake in this degree of construction comparison. They are context of learning (93 or 50.54%), intralingual error (48 or 26.09%), and interlingual error (43 or 23.37%). Additionally, there are many causes of mistake in the learning context (93 or 50.54%).

---

[29] Meldawati, (2011) 'The Analysis of Students' Errors in Using Degree of Comparison on Their Writing Ability at the third Year of Junior High School 2 Cerenti.

The fourth study, "An Analysis On The Students' Ability In Mastering Degree Of Comparison At Grade X-Mas Al-Ansor Manunggang Julu Kota Padangsidimpuan," was completed by Anni Sakilah. Its findings revealed that the students' ability to master comparison was adequately categorized. It is clear from the percentage of students' mean scores that they received that their mean score was 65.8. There is enough room in the category "Students' Ability in Mastering Degree of Comparison at Grade X MAS Al-Ansor Manunggang Julu Kota Padangsidimpua

Based on the previous researches above, it is known that comparative and superlative degrees still become the most difficut material in degrees of comparison. Thus, four of this research are smillar research but the result and object are different. great in constribution in comparative degree, fair, and low category.   in this research, the researcher intends to analyze what type of errors that made by learners in applying comparative and superlative. By understanding the types of students' errors, the researcher expects that could give beneficial suggestions to solve students' problem in understanding comparative and superlative degrees of comparison, so the difficulty of understanding these material would be reduced.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research was conducted in SMAN 3 Padangsidimpuan in class IPS 2 from September until October 2022. Researchers conducted research at SMAN 3 Padangsidimpuan because the research location was a place or area that was easily accessible to find out or examine more deeply the problems to be reviewed.

B. Kind and Method of the Research

This research was qualitative approach, especially descriptive qualititave design. The research used the descriptive qualitative as the method to analyze the errors of the use comparison degrees occur at present. The researcher described the students' use errors in testing comparison degrees by using percentages of students' errors. The researcher came to the school in order to get data from students of SMAN 3 Padangsidimpuan. The researcher analyzed the test and students' interview to know why the students do such errors in comparison degree at XI grade SMAN 3 Padangsidimpuan.

The researcher described all the students' use errors in comparison degree and described students' interview did error in comparison degree. The result of the research was described transparently without any pressure from the researcher and make the students' problems in natural settings.

C. The Participant of the Research

The researcher took the data from grade XI IPS students of SMAN 3 Padangsidimpuan. The XI IPS Grade consists of six classes they were

XI IPS-1, XI IPS -2, XI IPS -3, XI IPS -4,XI IPS -5, XI IPS -6. The researcher focused on XI IPS -2. So, the partcipants of this research were the students in XI IPS -2. The students here consisted of 25 students. The researcher took the data from them and analyzed it transparantly. The researcher choosed XI IPS -2 because the teacher stated that XI IPS -2 students often made error in comparison degree.

D. The Sources of Data

The data of this study was collected through test and interview process which were asked to the teacher. The students' answer of the test systematically analyzed for the data that strengthen the interview and the interviewee's response was recorded by the researcher, so that the data could be transcribed and analyzed easily then. The instrument was described in the following subsection:

1. Test

One of the instruments of this research was a test. The test were completion, translating the sentence and writing test (making the sentences). The completion consisted of 10 questions, from number 1 until 10, translating the sentense consisted of 5 quetions, from number 11 until 15 and writing test consists 10 questions, from number 16 until 25.

Table 3.1

Types of Test scheme

No.	Types of Test	Number of item	Total
1.	Completion	1 - 10	10
2.	Translating the Sentence	10 – 15	5
3.	Making the Setence	16 –25	10
	Total		**25**

Before the research was carried out, the researcher provided 30 questions to be tested in other classes which were not researched for the purpose of validation of the questions after that the researcher collected answers and looked at questions that were often wrong or not answered, and the researchers taken 25 questions that students are able to answer as questions for researcher to research.

Table 3.2

The Indicator of Test Scheme

No	Indicator	Test
1.	Students do omission in comparison degree	Test positive degree, comperative degree and superlative degree in omission
2.	Students do addition in comparison degree	Test positive degree, comperative degree and superlative degree in addtion
3.	Students do misformation in comparison degree	Test positive degree, comperative degree and superlative degree in misformation
4.	Students do misordering in comparison degree	Test positive degree, comperative degree and superlative degree in misordering

2. Interview

The researcher did interview to support the test result. The interview have done in face to face. The researcher invited the students and asked some questions that related to students' use error in comparison degree. The researcher obtained more information by interviewing the students. Beside, the researcher used one type of sampling, namely stratified sampling.[1] stratified sampling is "the population consists of a number of subgroups, Stratified sampling helped the researcher choose the students. Therefore, the researcher chose five students to be interviewed based on the various types of errors.

E. The Technique of Data Collection

In this research, the researcher used some techniques for collecting the data. This researcher used these techniques in order to serve how the data were collected before they were analyzed. Here were some procedures that the researcher literally did for collecting the data, as follows:

1. Test

The test was given to the students that consisted of 25 questions. The classification of the test questions was finding the comparison degree. The test question that was given were completion test starting from number 1-10, Translating the sentence started from 11-15 and writing test (making a sentence) started from number 16-25.

---

[1] Ary, D., Jacobs, L.C. & Sorensen, C.K. *Introduction to research in education* (8th e .Wadsworth: Cengage Learning, 2010). P. 153.

Furthermore, the researcher also calculated the number of errors by each student. Then, the researcher only used percentage to see the students who highest, moderate, and least number of errors. The formula is as follow: $P = F/N \times 100\%$

P : Percentage

F : Frequency of error occurred

N : Total frequent

2. Interview

After doing test, the data was supported by the interview result. The data was analyzed to answer the research question. Here were some steps in interview, they were :

a. The researcher prepared some questions that were asked to students. There were 5 questions in this interview.

b. The researcher asked those questions to students.

c. The researcher recorded the students' answers.

d. After doing the interview, the researcher analyzed the students' answer.

F. **Technique of Checking Trustworthiness**

In qualitative research, trustworthiness is important thing it indicates that the data is accurate. In order to obtain reasonable explanation, the researcher employed triangulation to examine the research's trustworthiness and to confirmed the data's reliability. Triangulation is a data validity approach that compares data obtained with data obtained from other sources.

Data source triangulation is the use of a variety of data sources, including time, space and persons, in a study. Data source triangulation involves the collection of data from different types of people, including individuals, groups, families, and communities, to gain multiple perspectives and validation of data. The process of comparing or re-measuring the degree of dependability of information collected from several sources is known as source triangulation.

In this research, the researcher used source triangulation. Because, the researcher collected the data through interview with individuals, the selection of the type of interview depend on the purpose of the study and the resources available.

G. Technique of Collecting the Data

In this research, the researcher uses some techniques for collecting the data. This researcher uses these techniques in order to serve how the data are collected before they are analyzed. Here are some procedures that the researcher literally wants to do for collecting the data, as follows:

1. Test

The test was given to the students that consisted of 25 questions. The classification of the test questions was to find the comparison degree. The test question were given completion test start from number 1-10, Translating the sentence start from 11-15 and writing test (making a sentence) start from number 16-25.

2. Interview

      After doing test, the data was supported by the interview result. The data was analyzed to answer the research question. Here are some steps in interview, they are :

a. The researcher prepared some question that will be asked to students. There are 5 question in this interview.

b. The researcher asked those questions to students

c. The researcher recorded the students' answers.

d. After doing the interview, the researcher analyzed the students' answer.

H. **Technique of Data Analysis**

      The data was analyzed through the six steps that following steps were:

1. Preparing and organizing the data.

2. Exploring and coding the database.

3. Describing findings and forming themes

4. Representing and reporting database

5. Interpreting the meaning of the findings.

6. Validating the accuracy of the findings.

    a) The Data from Test

      The data from the test was analyzed qualitatively. This techniques were applied to find the participants' knowledge in mastering comparison degree. The steps for analyzing the data were as follows:

    1) The researcher checked the students' answers.

2) The researcher checked the students' use error in comparison degree

3) The researcher classified the students' use error in comparison degree.

4) The researcher checked the dominant students' use error in comparison degree that made by students'.

5) The researcher made the conclusion for getting the final result.

The table for the data analysis was illustrated as follows:

Table 3.3

Description of Errors (Format)

Errors	Kind of comparison	Incorrect	Correct	Students	Total
Omission	1. Positive	1. 2. 3.	1. 2. 3.		
	2.Comparative	1. 2. 3.	1. 2. 3.		
	3. Superlative	1. 2. 3.	1. 2. 3.		
Addition	1. Positive	1. 2. 3.	1. 2. 3.		
	2.Comparative	1. 2. 3.	1. 2. 3.		
	3. Superlative	1. 2. 3.	1. 2. 3.		
Misformation	1. Positive	1. 2. 3.	1. 2. 3.		
	2.Comparative	1. 2.	1. 2.		

Errors	Kind of comparison	Incorrect	Correct	Students	Total
		3.	3.		
		1.	1.		
		2.	2.		
	3. Superlative	3.	3.		
Misordering	1. Positive	1.	1.		
		2.	2.		
		3.	3.		
	2.Comparative	1.	1.		
		2.	2.		
		3.	3.		
	3. Superlative	1.	1.		
		2.	2.		
		3.	3.		

b) The Data from Interview

The students' answer was analyzed by the researcher to know the students' errors in comparison degree and the reason why the students used errors in comparison degree. There were several steps done, they were:

1) Transcribing data obtained by interviewing.

To make sure the students' answers were written down by the researcher to make easier in arranging the result.

2) Identifying through coding process.

This step was used to generate the description of the participants.

3) Description.

The data that have been gotten was described, interpreted and summarized descriptively.

CHAPTER IV

RESULT

This chapter described the research findings and provided the discussion results concerning the findings which were focused on the two research problems. There were two main parts, namely, the part dealing with the errors produced by the students of SMAN 3 Padangsidimpuan.

A. General Findings

1. History of SMAN 3 Padangsidimpuan

   SMAN 3 was founded in 1977, Science and Social Studies majors or specializations range of classes X IPA, X IPS, XI IPA, XI IPS, XII IPA, XII IPS. SMAN 3 PADANG SIDEMPUAN has accreditation A, based on certificate 740/BAP-SM/LL/XI/2016

2. Geographical location of MAN 1 Padangsidimpuan

   SMAN 3 PADANG SIDEMPUAN is an educational unit with a high school level in PADANGMATINGGI, Kec. Padang Sidimpuan Selatan, Padang Sidimpuan City, North Sumatra. In carrying out its activities, SMAN 3 PADANG SIDEMPUAN is under the auspices of the Ministry of Education and Culture. SMAN 3 PADANG SIDEMPUAN is located at JL. PERINTIS INDEPENDENCE NO: 56, PADANGMATINGGI, Kec. Padang Sidimpuan Selatan, Padang Sidimpuan City, North Sumatra, with zip code 22727.

3. Vision and mission of MAN 1 Padangsidimpuan

   very educational institution has a vision and mission to become the basis

   and objectives of the learning process held at the institution. SMAN 3

   Padangsidimpuan has the following vision and mission

   a. Vision of MAN 1 Padangsidimpuan

      Excel in achievement, competitive, Faithful, Virtuous, and cultured

   b. Mission of MAN 1 Padangsidimpuan

      1) Improving the Quality of Implementation of PBM

      2) Improving the Understanding and Practice of Religious Values
         as well as Diverse Characters

      3) Improving the Quality of Labor

      4) Improving the Quality and Quantity of Facilities and
         Infrastructure

      5) Increasing the Intensity of Student Development,
         Entrepreneurship and a Healthy Living Environment

      6) Improving the Functions and Roles of the School Committee

4. Students of MAN 1 Padangsidimpuan

Table 4.1

Students of SMAN 3 Padangsidimpuan

Classes	Number of classes	Boys	Girls	Result
X	10	146	221	367
XI	8	134	196	330
XII	12	178	269	447
Results	30	458	686	1144
In the academic year of 2021/2022				

B. Specific Findings

1. Types of error were committed by students of SMAN 3 Padangsidimpuan, especially in grade XI-2 of IS ware omission, addition, misformation and misordering.

   a. Error Analysis in Omission Type in Comparison Degree Use

   Based on the result of the test given to participants, it was found omission errors in positive, comparative and superlative degree at the grade XI IPS-2 of SMAN 3 Padangsidimpuan.The result can be see as below:

Table 4.2
Students' Error in Omission

Kind of comparison	Incorrect	Correct	Students	Total
Positive	Your bag is big as miftah's bag	Your bag is as big as Miftah's bag	**AAS, PZ,TP**	3
Comparative	Borobudur temple is famous than Bahal temple	Borobudur temple is more famous than bahal temple	**MB, LL, NSD, RH, RYN, SIS**	6
	Klasan temple is famous than Bahal Temple	Klasan temple is more famous than Bahal Temple	**MB, LL, NSD, RH, RYN, SIS**	6
	Borobudur temple is famous than Klasan temple	Borobudur temple is more famous than Klasab temple	**MB, LL, NSD, RH, RYN, SIS**	6
	Riko fater than Joni	Riko is fatter than Joni	**IM**	1
	Joni Fater than Andi	Joni is fatter than Andi	**IM**	1

Kind of comparison	Incorrect	Correct	Students	Total
	Your room is big as Maryam's bedroom	Your room is big as Maryam's bedroom	**MI**	1
	Ahmad works harder ali	Ahmad works harder than Ali	**MI**	1
	Train faster than bus	Train is faster than bus	**MI**	1
	Riko is fater than Andi	Riko is fatter than Andi	**RAH**	1
	The laptop is expensive than handphone	The laptop is more expensive than handphone	**TP**	1
	Roki is fat than andi	Roki is fat than Andi	**TP**	1
	Riko is fat than Joni	Riko is fat than Joni	**TP**	1
Superlative	She wants most expensive ring in the world	She wants the most expensive ring in the world	**IM**	1
	My brother created the wonderful song to the film	My brother created the most wonderful song to the film	**MI, RAH SA, SH, HSN, FB, DPN**	7
	I think climbing wall is the dangerous sport	I think climbing wall is the most dangerous sport	**AAS**	1
	Salwa is smartest in the class	Salwa is the smartest in the class	**MI**	1
	Meli smarter than Meli	Meli is smarter than Meli	**MI**	1
Total Omission				41

The description students' error in positive sentence can be seen like this: AAS got 1 error, PZ got 1 error, TP got 1 error, the total of students do error in positive sentence are 3 students with 3 errors in omission.

In comparative sentences, MB got 3 errors, LL got 3 errors, NSD got 3 errors, RH got 3 errors, RYN got 3 errors, SIS got 3 errors, IM got 2 errors, MI got 3 errors, RAH got 1 error, TP got 3 errors. The total errors in comparative were 27 errors.

In superlative sentence, IM got 4 errors, RAH got 1 error, SA got 1 error, SH got 1 error, HSN got 1 error, FB got 1 error, DPN got 1 error, ASS got 1 error. The total errors in superlative were 11 errors.

Based on the description above it could be known that from 25 students as the participants of this research there were 18 students do errors in comparison degree use with the total of errrors in omission were 41 errors (24.69%).

b. Error Analysis in Addition Type in Comparison Degree Use

Based on the result of the test given to participants, it was found addition errors in positive, comparative and superlative degree at the grade XI IPS-2 of SMAN 3 Padangsidimpuan. The result can be seen below:

Table 4.3

Students' Error in Addition

Kind of comparison	Incorrect	Correct	Students	Total
Positive	She is as taller as his aunty	She is as tall as his aunty	RYN, RAH, SAL, SIT, SH, T, RH, P, NSD, M, LL, K, A, AF, FB, HSN, DPN,	17
	She is as tallest as his aunty		AAS	1
	Your bag is as bigger as Miftah's bag	Your bag is as big as Miftah's bag	RYN, RAH, SA, T, RH, NSD, MI, M, LL, K, AF, FB, HSN, DPN	14
	Your room is as bigger as maryam room	Your room is as big as maryam room	RYN, RAH, SA, FB, HSN, DPN	6

Kind of comparison	Incorrect	Correct	Students	Total
	Your room is as bigges as maryam room		**SIT, M**	2
	Your room is as biggest as maryam room		**RH, NSD, LL**	3
	Your bedroom is as bigger as than Maryam		**AAS**	1
Comparative	My book is more thinner than Ayu's book	My book is thinner than Ayu's book	**P**	1
	Ahmad works more harder than Ali	Ahmad works harder than Ali	**P**	1
	Riko is the fatter than Andi	Riko is fatter than Andi	**P**	1

Kind of comparison	Incorrect	Correct	Students	Total
	Candi Bahal is the more famous than candi Klasan	Candi Bahal is more famous than candi Klasan	**IM**	1
	Candi borobudur is the more famous than candi Bahal	Candi borobudur is more famous than candi Bahal	**IM**	1
Superlative	This doll is the a cutest thing I have	This doll is the cutest thing I have	**SH, T, AF**	3
	This doll is the cuteist thing I have	This doll is the cutest thing I have	**MR, IM**	2
	Riko is the most fattest.	Riko is the fattest.	**P, TP**	2
Total Addition				56

The description students' error in positive sentence can be seen like this: RYN got 3 errors, RAH got 3 errors, SAL got 1 error, SIT got 2 errors, SA got 3 errors, T got 2 errors, RH got 3 errors , P

got 1 error, NSD got 3 errors, M got 3 errors, LL got 3 errors, K got 2 errors, A got 1 error, AF got 2 errors, FB got 3 errors, ASN got 3 errors, DPN got 3 errors, MI got 1 error, ASS got 2 errors. The total of students do error in positive sentence were19 students with the total of errors in addition were 44.

In comparative sentences, P got 3 errors, IM got 2 errors. The total of students do error in comparative sentence were2 students with the total of errors in addition were 5.

In superlative sentence, SH got 1 error, T got 1 error, AF got 1 error, MR got 1 error, IM got 1 error, P got 1 error, TP got 1 error. The total of   students do error in comparative sentence were 7 students with the total of errors in addition were 7.

Based on the description above it could be known that from 25 students as the participants of this research there were 25 students do errors in comparison degree use with the total of errrors in omission were 56 errors. (33.73%).

c. Error Analysis in Misformation Type in Comparison Degree Use

Based on the result of the test given to participants, it was found misformation errors in positive, comparative and superlative degree at the grade XI IPS-2 of SMAN 3 Padangsidimpuan. The result ca be seen in below:

Table 4.4
Students' Error in Misformation

Kind of Comparison	Incorrect	Correct	Students	Total
Positive	Your bedroom is bigger than Maryam	Your bedroom is as big as Maryam	**AF, K, T, SH**	4
	Your bag is biggest as Miftah's bag.	Your bag is as big as Miftah's bag.	**A, NK, SIS**	3
Comparative	Roni's design is badder than other designs		**TP, AF, AAS, K, MI, P, T, SH, SPL**	9
	Roni's design is worst than other design	Roni's design is worse than other designs	**AY, IM**	2
	Roni's design is baddest than other designs		**A**	1
	My book is thinnest than Ayu's book	My book is thinner than Ayu's book	**A**	1

Kind of Comparison	Incorrect	Correct	Students	Total
	My book is more thinner than Ayu's book		**SPL**	1
	Roni's is more fat than Andi	Roni's is fatter than Andi	**AY**	1
	Joni is more fat than Dian	Joni is fatter than Dian	**AY**	1
	Dian is more fat than Andi	Dian is fatter than Andi	**AY**	1
	The laptop is most expensive than handphone	The laptop is the most expensive than handphone	**AAS, LL**	2
	Andi is fattest than Dian	Andi is fatter than Dian	**IM**	1
	Riko is fattest than others.	Riko is fatter than others.	**MI**	1
	Riko is the more fat than Joni.	Riko is fatter than Joni.	**P**	1

Kind of Comparison	Incorrect	Correct	Students	Total
	Candi Bahal is most famous than Candi Klasan	Candi Bahal is more famous than Candi Klasan	**P**	1
	The train is fastest than the bus	The train is faster than the bus	**SIS**	1
	Ahmad works more harder than Ali	Ahmad works harder than Ali	**SPL**	1
Superlative	My brother created more wonderful song to the film	My brother created the most wonderful song to the film	**TP, AF, AAS, LL, NK, RH, T, RAN**	8
	My brother created wonderfullest song to the film		**A, IM**	2

Kind of Comparison	Incorrect	Correct	Students	Total
	My mother's cooking is the more delicious in other food	My mother's cooking is the most delicious in other food	**AF, IM, K, T, SH**	5
	I think climbing wall is the more dangerous sport	I think climbing wall is the most dangerous sport	**AF, IM, K, T, SH**	5
	Riko is most fat	Riko is fattest	**IM**	1
	For engangement, she wants more expensive ring in the world	For engangement, she wants the most expensive ring in the world	**K, SH**	2
	She wants expensiver ring in the world		**T**	1
	Salwa is the most smart	Salwa is the smartest	**P**	1

Kind of Comparison	Incorrect	Correct	Students	Total
	This doll is the most cute thing I have	This doll is the cutest thing I have	**LL, M, NSD, NK, RH, SIS, RAN**	7
Total Misformation				64

The description students' error in positive sentence can be seen like this: AF got 1 error, Kgot 1 error, Tgot 1 error, SHgot 1 error, A got 1 error, NK got 1 error, SIS got 1 error. The total of students do error in positive sentence were 7 students with the total of errors in misformation were 7.

In comparative sentences, TP got 1 error, AF got 1 error, AAS got 2 errors, K got 1 error, MI got 2 errors, P got 3 errors, T got 1 error, SH got 1 error, SPL got 3 errors, AY got 4 errors, IM got 2 errors, A got 2 errors, LL got 1 error, SIS got 1 error. The total of students do error in misformation sentence were 14 students with the total of errors in misformation were 25.

In superlative sentence, TP got 1 error, AF got 3 errors, ASS got 1 error, LL got 2 errors, NK got 2 errors, RH got 2 errors, T got 4 errors, NSD got 1 error, SIS got 1 error, RAN got 2 errors, A got 1 error, IM got 4 errors, K got 3 errors, SH got 3 errors, P got 1 error, M got 1 error. The total of students do error in misformation

sentence were 16 students with the total of errors in misformation were 32

Based on the description above it could be known that from 25 students as the participants of this research there were 22 students do errors in comparison degree use with the total of errrors in misformation were 64 errors (38.57%).

d. Error analysis in misordering type in comparison degree use.

Based on the result of the test given to participants, it was found misordering errors in positive, comparative and superlative degree at the grade XI IPS-2 of SMAN 3 Padangsidimpuan.. The result can be seen in below:

Table 4.5
Students' Error in Misordering

Kind of Comparison	Incorrect	Correct	Students	Total
Positive	-	-	-	-
Comparative	My sister always gets a winner in the class. She is dilligent more than my brother	My sister always gets a winner in the class. She is more dilligent than my brother	**AAS**	1
	Salwa is smart more than Meli	Salwa is smarter than Meli	**AAS**	1
	Meli is smart more than Dika	Meli is smarter than Dika	**AAS**	1
Superlative	For engangement, she wants the ring is more expensive ih the world	For engangement, she wants the most expensive ring in the world	**LL**	1
	My mother's cooking is delicious the	My mother's cooking is the	**AAS**	1

Kind of Comparison	Incorrect	Correct	Students	Total
	most in other cooks	most delicious in other cooks		
Total Misordering				4

The description students' error in comparative sentence ASS got 3 errors, in superlative sentence LL got 1 error and ASS got 1 error.

Based on the description above it could be known that from 25 students as the participants of this research there were 2 students do errors in comparison degree use with the total of errrors in misordering were 5 (3.01%).

After analysing the frequency of error in comparison degree use include positive, comparative, superlative sentence. Based on the research of the test given to participants, there are 25 students that answered the test about comparison degree use, there are four types of errors happened on comparison degree use. The data description below :

Table 4.6
The Percentage of the Data on Students' Error
in Four Types of Error

No.	Types of errors	Total of errors	Percentages
1.	Omission	41	24. 69%
2.	Addition	56	33.73%
3.	Misformation	64	38.50%
4.	Misordering	5	1.20%
	Total	166	98.12%

From the table above it the researcher found that the total frequencies of all errors made in using degrees of comparison of adjective are 166 errors. can be concluded that the highest error is in misformation type with 64 cases (38.50%), then error in omission type with 41 cases (24. 69%) in addition with 56 cases (33.73%) and the last the lowest error is in misordering with 5 cases (3,01%).

2. The reason of the students do such error in comparison degree use at XI grade student SMAN 3 Padangsidimpuan.

In this reasearch, the researcher interviewed with the students to verify the data, the researcher conducted in-deep interviews with participants how error were made in comparison degree use and what kind of error were most frequently or dominant that studetent made. The researcher chose 2 students from the highest score, 1 students from upper score and 2 students from lowest score. She conducted on Wednesday, September 2022. The researcher asked the students some question about problem in learning comparison degree.

The researcher interviewed the students by asking the question, the researcher got the result like students answers as follows: **Nur Khadijah** stated that have not understood perfectly about comparison degree use because confused many rules in material comparison degree. She said *"I personally think that this material (comparison degree) is*

hard to understand because it has different rules for different words, I can't remember all the material''.[1]

In fact, there are so many forms of degrees of comparison, which are; adjective with one syllable, two syllables, more than two syllables, and irregular form of some adjectives that have different rules. Meanwhile, in the usage of degrees of comparison.

Khairunnisa stated feel difficult in distinguish to dicide forms base on syllble adjective and she said *"I think this material (comparison degrees) is hard for me and all of my classmate, it is feel difficult in distinguish to dicide forms base on syllble adjective and when the English teacher did not provide practice questions in the lesson.*[2]

Mubarok stated he not understand about this material because he did not pay attention when the teacher explaining the lesson. He said *"When I am told to write in English, I write the sentence in Indonesian first and then translate it to English. I usually use English-Indonesian dictionary when I face difficulty"*[3]. The error occurred because poof of close attention.

Tiurma stated confused to put suffix –er/est or prefix more/most and difficult in distinguish to dicide forms base on syllble adjective the source of the error accures. She said *''When The teacher has taught the*

---

[1] Nur Khadijah**,** the student of XI IPS-2, *research writen interview*, on Wednesday, september, 2022, at 9.15 am.
[2] Khirunnisa, the student of XI IPS-2, *research writen interview*, on Wednesday, september, 2022, at 9.15 am.
[3] Mubarok, the student of XI IPS-2, *research writen interview*, on Wednesday, september, 2022, at 9.15 am.

material clearly. But if I can be honest, the explanation about the material (comparison degrees) is too plain and boring. It's hard to concentrate and understand when I got no motivation''.[4]

Saiful Anwar stated forgot the formula because many rules and poor the vocabolary so he confused in comprehending this lesson.[5] The source of the error accures of the lack of repeating the lessons and do pratice test.

From the students' interviews the researcher found that most faced difficulty in learning comparison degree of adjective. Students got difficult in expressing superlative form, comparative form and irregular form. Because students did not understand in teacher explanation and English teacher does not provide practice questions in the lesson. Those are the data are use in this research. The researcher only analyzed data from the test and data from interview to support final result of this research.

C. Analysis of the Research

After doing the reseach at grade XI-2 IS of SMAN 3 Padangsidimpuan, the researcher found some findings from the test and the interview.

1. Test

---

[4] Mubarok, the student of XI IPS-2, *research writen interview*, on Wednesday, september, 2022, at 9.15 am.
[5] Tiurma, the student of XI IPS-2, *research writen interview*, on Wednesday, september, 2022, at 9.15 am.

After giving a test to students, the researcher found that students did omission, addition, misformation and misordering in comparison degree and the researcher checked the students' answer in comparison degree. The total frequencies of all errors made in using comparison degree of adjective are 166 errors.

From the errors was gotten in omission error occurs when the learner omitted a necessary element of word. There were 41 errors with rate of 24. 69% of all errors occurring in the students' answer sheets, in addition errors occur when the students presented an unnecessary element to the sentences. In this research, the researcher found 56 errors or 33.73% of all errors occurring in the students' answer sheets, in misformation is the dominant type of errors which found in this research. There were 64 errors or 38.50% of whole errors occurring in students answer sheets. In misordering the researcher found 5 errors or 1.20% of all errors occurring in the students' answer sheets. Misordering error occurred when the student put an utterance in wrong order. This research was supported with other similar research that was conducted by Tambunan and Nababan, the finding of research was they found that the most dominant error in comparison degree is misformation with percentage 43.28%.[6]

---

[6] Bonari HR Tambunan and Juandi Nababan, "Error of Using Degrees of Comparison In Adjectives" International Journal of English Literature and Social Sciences, Vol.3, No.1, 2018, P.159.

2. Interview

Based on the interview, the students stated that degrees of comparison was hard to be understood both the usage and the form. In the usage of comparison degrees, the students explained that they got difficulties in using comparative degree, superlative degree, and in differentiating whether the sentence was comparative or superlative degree. Focus on the form of comparison degrees, students were confused when they should use suffix –er/-est, and when they should use prefix more/most. They stated that the form of degrees of comparison was difficult to be mastered because there are many forms; adjectives with one syllable, two syllable, and more than two syllables have different form, and there was also irregular form for some adjectives.

In other hand, the teacher had no variation in teaching even the teacher was out of topic, so that is why the students did not understand well about the material. The teacher were seldom to give some exercises to students as well as so the students not comprehensive.

The similar case was happened with Hadisi and friends that stated there is a significant of teacher's teaching creativity on students comprensive[7]. Then the students also stated that students lack of the practices, students did limited task for their comprehending. According

---

[7] Lahadisi and friends. " Pengaruh kreativitas Mengajar guru Terhadap Daya Serap Siswa di SMKN 3 Kendari" Journal Al- Ta'dib, Vol.1o, No.2, 2017, P.159.

Kamal and Triana stated that activity learning with give exercise to students involves students indevelopment their comprending the lesson where they learn to actualize themselves naturally creative and develop their curiosity.[8]

Based on the data from the test and the data from interview that students' error in comparison degree. The student have not understood about comparison degree include positive form, comparative form and superlative form.

D. Checking the Data Trustworthiness

Based on the findings of the previously presented research, the data indicated that there were four types of errors committed by students in the study they were omission, additions, misformation and misordering. Percentage of misformation 41 or 24,69%, addition 56 or 33.73%, misformation 64 or 38.57% and misordering 5 or 3.01%. On the highest error was misformation and the lowest error was misordering.

In data validity checking, triangulation researchers used triangulation to compare data from students. By comparing various sources of information on the same subject, researchers in triangulation evaluated the reliability of data. Based on the results, the data were same from the interviews and tests, participants who come from interviews and written

---

[8] Sirajuddin Kamal and Novita Triana, "penggunaan metode drill dalam pembelajaran bahasa inggris" journal bahasa dan satra" Vol.1, No.2, 2011, P.167.

tests were the same from teacher interview, individual understanding and assessment.

E. The Threats of The Research

In this study, researchers discovered many of the threats of research. So researchers know it's far from the best. From proposal to thesis completion. Researchers had taken steps to look into the matter and to examine the nature of the case. But to get a good result researchers need data and information related to the case to be investigated. Finally this research had been done because the helping from the entire advisor, principal and English teacher.

However, the researcher had done the best in this research. The researcher was very aware of the treats that exist in this paper but with hard work, this paper could be fully resolved. Therefore, to get a fix for this chapter, the researcher expected from teachers, friends, and readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After getting the result of the research, the researcher gives the conclusion as follows:

1. Based on analysis it was found that there are four types of students' error in comparison degree they are omission, addition, misformation and misordering which is 25 participants was found the totsl sll the error were 166 errors. There were 41 omission error (24.69%), addition errors consist 56 erro (33.73%), misformation error consist 64 (38.50%) and misordering consist 5 errors (3,01%). The students got error in positive degree, comperative degree, and superlative degree in comprehending the rules. The dominant error made by the participants is misformation error consist 64 with precentage (38.50%)

2. The reason why the students do such errors were about their unclear understanding about comparison degree because students admit that the way the teacher teaching them this topic it was not really comprensive and it was not really unclear and also the students lack of the practiceses, students do limited task related comparison degree so they have not enough practices on this topic.

B. Suggestion

Base on the conclusion of the research, the researcher purposes some suggestion as follow:

1. The researcher on this occasion hopes that other researcher will conduct a research related to the topic study.

2. The researcher suggests the same as the feedbacks mentioned before. The teacher helps students by introducing and providing various adjectives with different syllables, and gives detail explanations how adjectives with their own syllables (one, two, or three) change to their form comparison degree. If students are already able to identify the adjectives based on their syllables, it may ease students to use the form comparison degree of adjectives correctly. Students should pay more attention to the exception of two-syllable adjectives with ending –y. The teacher gives more exercises to drill students in using this rule are actually needed.

The researche also encourages students to pay attention in learning degrees of comparison of adjectives. It can be better if they not only depend on what their teacher provides, but also try to explore some sources such as grammar books, English course, etc. in order to develop their grammatical ability more.

References

Altenberg, Evelyn P. & Robert M. Vago, English Grammar Understanding the basics), (Cambridge: Cambridge University Press.

Azevedo, Milton M. and S. Pit Corder, "*Error Analysis and Interlanguage*," (*London*, 1983).

Bishop, D V M. "Grammatical Errors in Specific Language Impairment : Competence or Performance Limitations ?" 15 (1994): 507–50.

Burhansyah, *Analysis of Error Sources in L2 Written English by Indonesian Undergraduate Students*, Studies in English Language and Education*,* volume 6, No. 1, 2019.

Celce-Murcia, Marianne & Dianne Larsen-Freeman, *The Grammar book: An ESL/EFL Teacher's Course*, (USA: Heinle & Heinle Publishing, Inc, 1999), 2nd ed.

D, Jacobs, Ary, L.C. & Sorensen, C.K. *Introduction to research in education* (8th e .Wadsworth: Cengage Learning, 2010).

Dinamika, Soraya Grabiella, and Wina Viqa Sari. "Applied Error Analysis of Comparative Degree Sentence Construction of Students in Stim Sukma Medan." *Asian EFL Journal* 20, no. 7 (2018).

Dewi, Ni Luh Desy Suari, *Comparison Dregree of Adjective*, Jakarta: Litera Jurnal Bahasa dan Sastra, 2016.

Frank, Marcella *Modern English a practical reference guide,* (USA; Englewood Cliffs,1972).

Granbaum, Sidney, The Oxford English Grammar, (New York: Oxford University Press).

Handayani Purwita Sari, Hyachinta, 2008, Errors in the Use of Comparative and Superlative of Adjective by the tenth grade students of SMK Marsudi Luhur II Yogyakarta.

Herring, Peter. *The Farlex Grammar Book : Complete English Grammar Rules FARLEX International*, 2016.

Hornby, AS Principles Of Language Learning And Teaching (San Fransisco State University ; Pearson Longman, 2007

Indrini, Irma, *Grammmar Itu Gampang Secara Otodidak,* Jakarta*:* Dunia cerdas, 2014.

Irawati, Henny, Error *Analysis On Grammatical Aspect Of Students' Narrative Writing*, Getsempena English Education, Volume 2, No. 1, 2015.

Hidayatullah, 2015, An Analysis on Students' grammatical errors in using Degree of Comparison.

James, Carl. *Errors in Language Learning and Use Exploring Error Analysis*. New York: Routledge, 2013.

Jitpranee, Jutharat, *A Study of Adjective Types and Functions in Popular Science Articles*, USA: International Journal of Linguistics, Volume 9, No. 2, 2017.

Jones, Daniel, *The Pronounciation of English,* (London: Cambridge, 1986).

Kardini, Agusti,(2020) 'Students' Errors In Constructing Degrees Of Comparison (A Study of the First Semester Students of English Teaching Department of IAIN Batusangkar Registered in 2018/2019 Academic Year).

Kusnadi, Moh, *Exellen English Grammar*, (Surabaya: Bintang Usaha Jaya Publisher, 2011).

Manroa, Grace, *English Grammar*, (Surabaya: Greisinda Press, 2003).

Mirnanda, Yunita. *An a Nalysis on the Students' Errors in Using Degrees of Comparison of Adjectives*, 2014.

Meldawati, (2011) 'The Analysis of Students' Errors in Using Degree of Comparison on Their Writing Ability at the third Year of Junior High School 2 Cerenti

Murphy, Raymond *English Grammar in Use* (Cambridge: Cambridge University Press, 2019).

Novia, Windy *Esential English Grammar*, (Gama Press, 2009).

Rod, Ellis, *SLA research and language teaching*. (Oxford: Oxford University Press, 1997).

Richards, Jack C. "Error Analysis: Perspectives on Second Language Acquisition." *Error Analysis: Perspectives on Second Language Acquisition*, 2015. https://doi.org/10.4324/9781315836003.

Rini, Rio, and Diah Moehkardi. "GRAMMATICAL AND LEXICAL ENGLISH COLLOCATIONS : SOME POSSIBLE PROBLEMS TO INDONESIAN LEARNERS OF ENGLISH" 14, no. 1 (2002): 53–62.

Riyanto, Slamet, Emilia NH, et.al., ''*A Handbook Of English Grammar*'', (Yogyakarta: Pustaka Pelajar,2007.

Sakilah, Anni (2018)'An Analysis On The Students' Ability In Mastering Degree Of Comparison At Grade X-Mas Al-Ansor Manunggang Julu Kota Padangsidimpuan.

Schmitt, Norbert, and Michael P H Rodgers. *An Introduction to Applied Linguistics*.

Routledge, n.d.

Sinaga, Yusni, and Putri Ramadhani. "Students' Grammatical Error in Writing Narrative Text." *English Education : English Journal for Teaching and Learning* 08, no. 02 (2020): 190. jurnal.iain-padangsidimpuan.ac.id.

S. P, Corder, *Idiosyncratic Dialects and Error Analysis. In J. C. Richards (Eds.), Error Analysis: Perspectives on Second Language Acquisition (pp. 158–171).* (London: Longman, 1974).

CURRICULUM VITAE

A. Identity

Name	: Munawaroh Hasibuan
Reg. Number	: 18 203 000 19
Place/ Birth	: Kelapa Rakyat, March 23th 2000
Sex	: Female
Religion	: Islam
Address	: Kelapa Rakyat, Desa Sei Sentang, Kecamatan Kualuh Hilir, Kabupaten Labuhan Batu Utara

B. Parents

Father's Name	: Mukhlis Said hasibuan
Mother's Name	: Rina Wati Tambunan

C. Educational Background

1. Elementary School : SD Negeri 114338 Sei Sentang , 2012
2. Junior High School : SMP Negeri 1 Kualuh Hilir, 2015.
3. Senior High School : SMA Negeri 1 1 Kualuh Hilir, 2018.
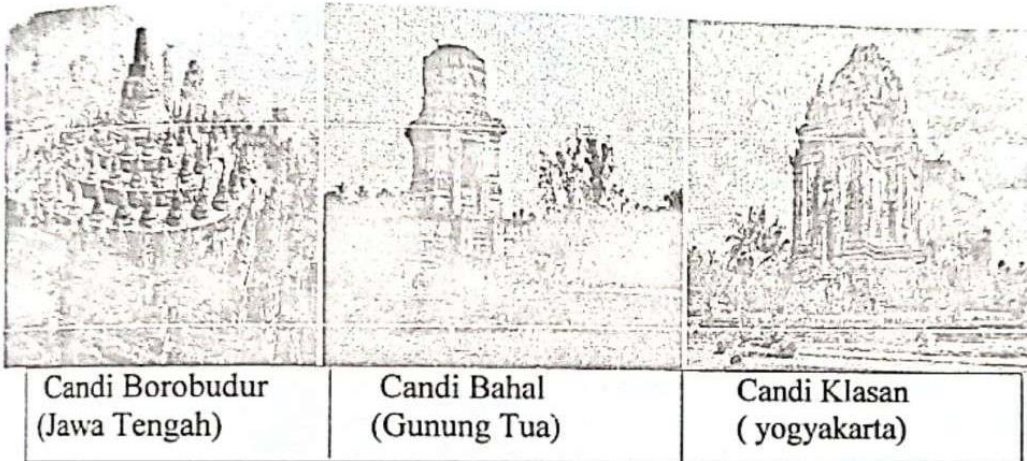4. University : IAIN Padangsidimpuan, 2018

DOCUMENTATIAONS

Name	Score
Salwa	90
Meli	87
Dika	80

➢ Smart

35. .... Positive
36. .... Comperative
37. .... Superlative

| Candi Borobudur (Jawa Tengah) | Candi Bahal (Gunung Tua) | Candi Klasan (yogyakarta) |

➢ Famous

38. .... Positive
39. .... Comperative
40. .... Superlative

The question quide to interview for the students

1. What do you think about comparison degree material?
2. Which level is the most difficult for you to understand in the comparison degree material?
3. Why do you find it difficult at this level?
4. From the question given, which number do you think is the most difficult?
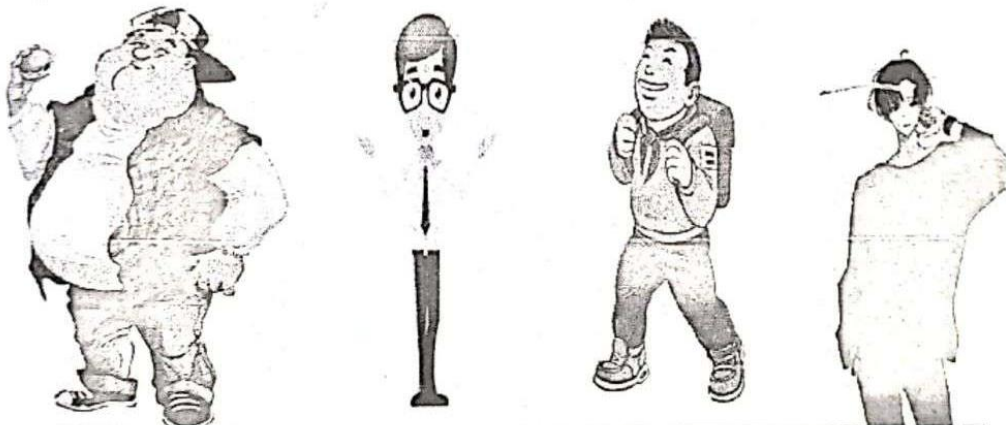5. Why do you think this quetion is very difficult

Name :

Class :

A. Fill in the blank with positive, comparative or superlative form based on the adjective in the parenthesis!

1. Rony's design is .... than other designs.   (bad)
2. My brother created .... song to the film.   (wonderful)
3. She is as .... as his auty   (tall)
4. This doll is the .... thing I have   (cute)
5. My book is .... than ayu's book
6. Your bag is .... as miftah's bag   (thin)
7. The laptop is.................. than handphone (expensive)   (big)
8. My mother's cooking is the .... in other food. (delicious)
9. I think climbing wall is the...................... sport   (dangerous)
10. My sister always gets a winner in the class. She is .... than my brother. (dilligent)

B. Translate this sentence into English by using comparison degree

1. Kamarmu sebesar kamar Maryam
2. Ahmad bekerja lebih keras dibandingkan ali
3. Kereta api lebih cepat daripada bus
4. Untuk pertunangan, dia menginginkan cincin termahal didunia
5. Doni adalah siswa yang paling berani dikelas

I. Make 10 sentence using the comparison degree in positive, comperative and uperlative from the image below! By using adjective fat, famous, dilligent
Example: riko is fat ....

RIKO	ANDI	DIAN	JONI
60 KG	40 KG	45 KG	50 KG

➤ Fat

31. .... Positive
32. .... Comperative
33. .... Comperative
34. .... Superlative

Name : Tiarana

Class : XI IPS-2

A. Fill in the blank with positive, comparative or superlative form based on the adjective in the parenthesis!

1. Rony's design is ...badder... than other designs. (bad) M5
2. My brother created more wonderful song to the film. (wonderful) M5
3. She is as taller as his auty (tall)
4. This doll is the cuter thing I have (cute)
5. My book is thinner than ayu's book (thin) ✓
6. Your bag is bigger as miftah's bag (big)
7. The laptop is more expensiver than handphone (expensive) ✓
8. My mother's cooking is the delicious in other food. (delicious) M5
9. I think climbing wall is the dangerous sport (dangerous) M5
10. My sister always gets a winner in the class. She is more diligent than my brother. (dilligent) M5

B. Translate this sentence into English by using comparison degree

11. Kamarmu sebesar kamar Maryam — Your bedroom is bigger than Maryam. M5
12. Ahmad bekerja lebih keras dibandingkan ali — Ahmad works harder than Ali ✓
13. Kereta api lebih cepat daripada bus — Train is faster than bus ✓
14. Untuk pertunangan, dia menginginkan cincin termahal didunia — for Engangment She works extensiver in the world. M5
15. Doni adalah siswa yang paling berani dikelas — Doni is the most brave student in the class. ✓

II. Make 10 sentence using the comparison degree from the image below! By using adjective fat, famous, dilligent
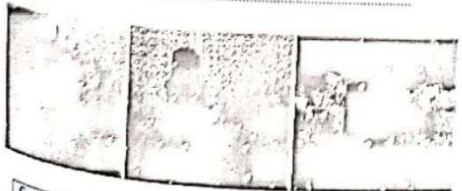
Example: riko is fat

RIKO	ANDI	DIAN	JONI
60 KG	40 KG	45 KG	50 KG

➤ Fat

16. Andi is thinner than Riko ✓
17. Dian is happier than Andi ✗
18. Joni is the most coller than others
19. Riko is fatter than Joni M5

Name	Score
Salwa	90
Meli	87
Dika	80

➤ Smart

20. Salwa is more short than Meli
21. Meli is more beautiful than Dika
22. Dika is handsome than Salwa.

Candi Borobudur (Jawa Tengah)	Candi Bahal (Gunung Tua)	Candi Klasan (yogyakarta)

➤ Famous

23. Candi Borobudur is larger than Candi Bahal.
24. Candi Bahal is taller than Candi Borobudur.
25. Candi Klasan is more bigger than Candi Bahal.

Appendix I

Name : Saisabrina Harkuan

Class : XI IPS-2

A. Fill in the blank with positive, comparative or superlative form based on the adjective in the parenthesis!

C 1. Rony's design is ...badder... than other designs. (bad) Ms

S 2. My brother created ...more wonderful... song to the film. (wonderful) Dm

P 3. She is as ...taller... as his auty (tall) AＱ

S 4. This doll is the ...a cutest... thing I have (cute) AＱ

S 5. My book is ...thiner... than ayu's book (thin) ✓

C 6. Your bag is ...bigger... as miftah's bag (big) AＱ

P 7. The laptop is ...more expensive... than handphone (expensive) ✓

C 8. My mother's cooking is the ...delicious... in other food. (delicious) ms

S 9. I think climbing wall is the ...dangerous... sport (dangerous) won ms

C 10. My sister always gets a winner in the class. She is ...diligent... than my ms brother. (dilligent)

B. Translate this sentence into English by using comparison degree

11. Kamarmu sebesar kamar Maryam → your bedroom is bigger than Maryam

12. Ahmad bekerja lebih keras dibandingkan ali → Ahamad works harder than Ali

13. Kereta api lebih cepat daripada bus → Train is faster than bus

14. Untuk pertunangan, dia menginginkan cincin termahal didunia → for engagement she wants more expensive ring in in the world

15. Doni adalah siswa yang paling berani dikelas → Doni is stude the most brave students in the class

II. Make 10 sentence using the comparison degree from the image below! By using adjective fat, famous, dilligent
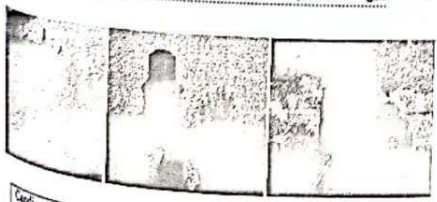
Example: riko is fat ___

RIKO	ANDI	DIAN	JONI
60 KG	40 KG	45 KG	50 KG

➤ Fat
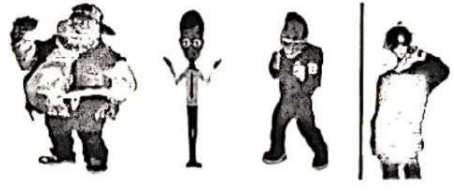
16. Andi is tinner than Riko ✓
17. Dian is bigger than Andi ✓
18. Joni is the more diligens than Andi ms
19. Riko is fatter than Andi ns

Name	Score
Salwa	90
Meli	87
Dika	80

➤ Smart

20. Salwa is more dengent than Meli
21. Meli is more famous than Dika
22. Dika is more hansome than Sawa and Meli

| Candi Borobudur (Jawa Tengah) | Candi Bahal (Gunung Tua) | Candi Klasan (yogyakarta) |

➤ Famous

23. Candi borobudur is more beautiful than candi klasen
24. Candi bahal is most famous than candi klasan
25. candi klasan is more famous than candi bahal

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 3
Jalan Perintis Kemerdekaan No.56 Padangmatinggi. Kode Pos : 22727
Email : smantigapadangsidimpuan@gmail.com . Website : https://sman3padangsidimpuan.sch.id/
KOTA PADANGSIDIMPUAN

SURAT KETERANGAN
Nomor :421.3/63Y/ SMA-3/ 2022

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

1. Nama : **MUNAWAROH HASIBUAN**
2. NIM : 1820300019
3. Program Studi : Tadris Bahasa Inggris

Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan yang dilaksanakan mulai tanggal 22 – 28 September 2022 untuk penulisan Skripsi dengan judul " **Error Analysis in Comprasion Degree Use at the Grade Studetns SMAN 3 Padang Sidimpuan**" Sesuai dengan surat Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor : B-2816/In.14/E.1/TL.00/09/2022 tentang izin mengadakan Penilitian Lapangan .

Demikian Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 28 September 2022
Kepala SMA Negeri 3
Padangsidimpuan,

Pembina Tk. I/IV-b
NIP.19680715 199412 1 004

Nomor : B - 2846 /ln.14/E.1/TL.00/09/2022
Hal   : Izin Penelitian
        Penyelesaian Skripsi.

Yth. Kepala SMA Negeri 3 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Munawaroh Hasibuan
Nim	: 1820300019
Fakultas	: Tarbiyah Dan Ilmu Keguruan'
Program Studi	: Tadris Bahasa Inggris
Alamat	: Desa Sei Sentang Kecamatan Kualuh Hilir

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Error Analysis in Comprasion Degree Use at the Grade Students SMAN 3 Padangsidimpuan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidimpuan, 21 September 2022
a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Hj. Rayanti Syafrida Siregar, S.Psi, MA
NIP. 19801224 200604 2 001