

**STUDENTS' MASTERY OF DEGREES OF
COMPARISON AT THE THIRD YEAR
OF SLTP N 2 RENGAT BARAT**



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ABSTRAK

Judul skripsi adalah Penguasaan Siswa Kelas 3 SLTP N 2 Rengat Bara Terhadap Tingkat Tingakat Perbandingan. Metode yang digunakan dalam penulisan ini adalah metode deskriptif kuantitatif, teknik dalam pengambilan data adalah tes dan angket.

Penelitian ini dilakukan di SLTP N 2 Rengat Barat. Jumlah populasi 82 siswa. Subjek penelitian ini adalah siswa kelas 3 SLTP N 2 Rengat Barat dan objeknya adalah penguasaan siswa kelas 3 terhadap tingkat tingkat perbandingan.

Dalam penelitian ini, penulis mencoba menemukan penguasaan atau kemampuan siswa terhadap tingkat tingkat perbandingan pada siswa kelas 3 SLTP N 2 Rengat Barat karena siswa kelas 3 masih merasa bingung dalam menentukan tingkat tingkat perbandingan seperti positive degree, comparative degree dan superlative degree. Dalam penelitian ini penulis menggunakan rumus masalah sebagai berikut:

- a. Bagaimana penguasaan siswa terhadap tingkat tingkat perbandingan?
- b. Factor apa saja yang mempengaruhi siswa kelas 3 SLTPN 2 Rengat Barat dalam memahami tingkat tingkat perbandingan?

Adapun hasil penelitian ini terhadap penguasaan siswa mengenai tingkat tingkat perbandingan masih rendah, ini dapat dilihat dari hasil nilai tes mereka yaitu 41, 58 % yang termasuk dalam kategori cukup.

ABSTRACT

This project paper is “Students’ Mastery of Degrees of Comparison at The Third Year of SLTP N 2 Rengat Barat”.The method used in writing this project paper is descriptive method quantitative; the techniques for collecting data were test and questioners.

This study was carried out at SLTP N 2 Rengat Barat. The populations of the study are 82 students. The subject of this study is the third year students at SLTP N 2 Rengat Barat and the object of this study is the student’s mastery of degree of comparison at the third year of SLTP N 2 Rengat Barat.

In this research the writer tried out to find students’ mastery of degree of comparison at the third year of SLTP N 2 Rengat Barat. The third year students still confuse to determine degrees of comparison like positive degree, comparative degree, superlative degree, and irregular comparison. This research writer used formulation as follows:

- a. How is the students’ mastery of degrees of comparison?
- b. What factors influence the mastering of degrees of comparison at the third year of SLTP N 2 Rengat Barat?

The data analysis has proved that students’ mastery of degree of comparison at the third year of SLTP N 2 Rengat Barat. They are in level fair classifications, it can be seeing of the result score is 41, 58%.

ملخص

الموضوع في هذا الكتابة هي " استعاب على ترقية المفرق الذي بإستعمال تلاميذ الفصل الثالث بالمدرسة المتوسطة الحكومية 2 ريعات بارت ". طريقة التي يستعمل في هذا البحث هو الدراسة الوصفية، و طريقة لجمع البيانات في هذا البحث هو الإختبار و الإستبيان (الأسئلة). كلو الطريقة لها الوظيفة. وظيفة الإختبار هو ليقدم الخبر عن استعاب على ترقية مفرق الذي يستعمل تلاميذ و الأسئلة لمعرفة العوامل يسبب الصعوب تلاميذ في الفهم ترقية مفرق.

الميدان في هذا البحث هو بالمدرسة المتوسطة الحكومية 2 ريعات بارت. عددهم تلاميذ 82 تلميذا. اخذات الباحثة كلو تلاميذ الفصل 1 الثالث لمثل البحث. افراد في هذا البحث هو تلاميذ الفصا الثالث بالمدرسة المتوسطة الحكومية 2 ريعات بارت و الموضوعه استعاب تلاميذ على ترقية مفرق بالمدرسة المتوسطة الحكومية 2 ريعات بارت.

في هذا البحث تجرب الباحثة ليقدم الفهم على ترقية مفرق الذي بإستعمال تلاميذ الفصل الثالث بالمدرسة المتوسطة الحكومية 2 ريعات بارت. ان تلاميذ لم يستطيع ان يفرق بين ترقية العدة و ترقية العليا و المفرق غير مرتيب. هذا البحث لها تكوين المشكلتين (2) فيمايلي :

1. كيف استعاب تلاميذ ان ترقية مفرق كترقية العدة و ترقية العليا و المفرق غير مرتيب. بناء على تكوين المشكلة، تخلص الباحثة في هذا البحث تقدم استعاب تلاميذ على ترقية مفرق غير جيد. هذا يستطيع ان ينظر بالنتيجة يقدر 58،41 تدل على غير جيد.

2. العوامل التي تؤثر في استعاب ترقية المفرق بالمدرسة المتوسطة الحكومية 2 ريعات بارت. تخلص الباحثة كلو تلاميذ لا مكرر الدرس في البيت حتى لا يفهم الدرس ترقية المفرق.

بناء على تحليل البيانات ان استعاب على ترقية المفرق الذي بإستعمال تلاميذ الفصل الثالث تدل على غير جيد و تدل كلفيكسي لم يستوعب.

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CHAPTER I

INTRODUCTION

A. The Background

Language is one of the tools of communication. There are many languages used in the world. One of the international languages is English. Brown (1994: 122) says, “English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research”. It shows us that English become a secular of our language.

Nowadays, in Indonesia educational institutions, English has been learned from the lowest educational level to highest level, it has been taught from kinder garden until university.

And then, English is a compulsory lesson which is taught at junior and senior high school. It functions to develop the students’ knowledge in science technology, art, and culture, thus they have already taken a part in this developing country. To anticipate the above mention role of English, Indonesia government states, in Junior High School curriculum, that English as foreign language should be taught as one of the compulsory subjects. The aim of studying English is to provide the students with the four language skills, namely: Listening, Speaking, Reading, and Writing.

In term of writing, it is an important thing for students because curriculum used right now is competency based curriculum. One of ways to achieve the goals of competency – based curriculum is achieving to write. Not only active in it, but

students also can use sentence structure in writing, even though students make mistakes in arranging sentences correctly. In order to be able to make sentences correctly, students have to learn grammar, as Hornby (1974: 375 in Hadi Imroni, 2003: 3) says that learning grammar has always been a central aspect of the foreign language.

In order to master the foreign language skills mentioned above, the students have to know English Grammar as suggested by Douglas (1994: 219). He says that there are four language skills, we should also master English components (i.e. grammar, Vocabulary Pronunciation, Phonology and Spelling). It is impossible to master English without studying grammar and other components of the language. According to Hornby (1989: 542), grammar is rules for forming words combining them into sentences. Good listening, speaking, reading and writing in English, the learners have to know required knowledge of grammar. In addition, according to Hughey (1983: 4), writing must be constructed more carefully, concisely and coherently to ensure the meaning is clear.

In the other hand, in writing not only focus on good form of sentence structure usage but also the way in describing the ideas and how to make the readers understand what the writer is talking about in the papers.

Considering grammar is one of the components that should be learned and mastered by the students in studying English, however most of Indonesia students especially students of SMP N 2 Rengat Barat still do not master it yet such as the teacher has explained degrees of comparison from the first year until the third year

but they are confused to determine degree of comparison, they often make mistake in making sentence as in the following sentences:

Shoes are expensiver than bag.

b. Andi is gooder than Ali.

c. Mary is most clever between them.

The correct sentence should be:

a. Shoes are more expensive than bag.

b. Andi is better than Ali.

c. Mary is the cleverest between them.

Based on description above, we know that students of SMP N 2 Rengat Barat, especially at the third year are still confused about understanding the degree of comparison. The writer has found the following phenomena:

a. Some of the students are not motivated to know more degree of comparison.

b. Some of the students are not able to determine degree of comparison like, positive degree, comparative degree, and superlative degree.

c. Some of the students are not active in studying degree of comparison.

Writer would like to research the ability of the third year in mastering degrees of comparison on the tile:

STUDENTS' MASTERY OF DEGREES OF COMPARISON AT THE THIRD YEAR OF SLTP N 2 RENGAT BARAT.

B. The Definition of Terms

1. Mastery means complete knowledge, a great skill (As. Hornby, 1995: 721). It means the students know to use degrees of comparison well.
2. Degree of comparison is an inflection that is used to compare one thing with another or other in respect of certain attribute. (Eckersley 1973: 70)

➤ Positive degree

The most basic form of adjective, positive because it does not relate to any superior or inferior qualities of other thing in speech. ([htt: // en. Wikipedia. Org/ wiki/ -er](http://en.Wikipedia.Org/wiki/-er))

➤ Comparative degree

It is used to compare things or people that are separate from each other. (Michael Swan, 1980: 144)

➤ Superlative degree

Superlative degree denotes the most, the largest, etc, by which differs from other things. ([htt: // en. Wikipedia. Org/ wiki/ -er](http://en.Wikipedia.Org/wiki/-er))

3. The student is a person enrolled for studying for at a school, college, etc. (Webster's new world college dictionary, 1995: 1330)

C. The Problems

1. Identification of the Problem

Based on the phenomena and writers' preliminary study, it is clear that some of the third year students of SLTP N 2 Rengat Barat still find the difficulties in

understanding the degrees of comparison. The problems found in this research will be identified as follows:

- a. Why are the students not motivated to know the mastery of degrees of comparison?
- b. Why are the students not able to determine the degrees of comparison?
- c. Why do not the students apply degrees of comparison?
- d. Why are the students not active in studying the degrees of comparison?
- e. What are the factors that influence students do not apply degrees of comparison?

2. Limitation of the Problem

In this research, it is necessary to limit the problem. The problem is limited to Students' Mastery of Degrees of Comparison at the third year of SLTP N 2 Rengat Barat. The degrees of comparison that will be discussed are:

- a. Degrees of comparison (positive degree in adjective, comparative degree in adjective, superlative degree in adjective) students at the third year of SLTP N 2 Rengat Barat.
- b. The factors that influence the mastering degrees of comparison by the students like positive degree, comparative degree and superlative degree at the third year of SLTP N 2 Rengat Barat.

3. Formulation of the Problem

The problems of the study are formulated as follows:

- a. How is the student's mastery of degrees of comparison?

- b. What factors influence the mastering of degrees of comparison at the third year of SLTP N 2 Rengat Barat?

D. The Objective and the Need for Research

1. The Objective

Based on the problems of the research above, the objectives of this research are as follow:

- a. To find out the student's mastery of degrees of comparison like positive degree in adjective, comparative degree in adjective, superlative degree in adjective.
- b. To identify the factors that influences the mastering of the sentence structure used by the students like positive degree in adjective, comparative degree in adjective, superlative degree in adjective.

2. The Need for the Research

The writer hopes that the finding of this study will give some contribution to the students concerning with their ability in using degrees of comparison. By having the information of students' ability in using degrees of comparison. The English teacher could get some knowledge of evaluation input of their teaching technique in structure or grammar further, they will be able to help to improve their students' mastery in learning English grammar, especially degrees of comparison.

E. The Reason of Choosing the Title

The writer is interested in carrying out this research because of some reasons:

- a. The third year students have learned this subject at the first year and also at the third year. It means the students should master it and answer the question from the teacher, but in fact, the students still confuse in using degrees of comparison even though they have learned this material. So, the writer is interesting in this problem.
- b. This title is important to be researched because it is able to inform to SLTP N 2 Rengat Barat about their students' mastery in degree of comparison.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Theoretical Framework

1. Degrees of Comparison

Carter and Skater (1990: 1) in Panjaitan (1998: 2) state the grammar of a language as a system of predictable pattern, words fit together form phrase, phrases are joined to form clauses, the clauses create sentence.

As Bowen et al (1985: 101 in Afdal, 2004: 10) say that when the numbers of the sentence are produced, the students begin to observe pattern on various level of analysis: sound, arrangement, structure, lexicon, and meaning. They observe the meaning of the utterances and how to make changed, they should express similar in similar sentence.

In addition Michael Swan (1980: XVI) students that grammar is the rule that says how word changes to show different meaning and how they are combined into sentence.

In order to be able to combine correctly sentence, students have to learn grammar. As Hornby (1974: 325) in Hadi Imroni, 2003: 3) says that learning grammar has always been a central aspect of foreign language. One of the aims of learning English is to an able the students to write in English. The students who learn

English are expected that they are able to listen, to read, to speak and to write in English.

Furthermore, Boey (1975:2 in Roza Norti 2004: 16) says that grammar has a great impact on language teaching.

Eckersly (1961: 2) also says that grammar taught has three major objectives. First it is used to make the students understand the grammar. Second it is used to get the students to comprehend and provide the answer of any grammatical problems in English. Third it is also used to make the students are able to practice the grammar in their daily life. These objectives indicate that grammar must be used and taught in teaching learning, especially in Degree of Comparison.

Based on explanation above degree of comparison is one components of grammar. Dealing with this, Hornby (1989: 542) says that grammar rules for forming word combining them into a sentence. To make a sentence by using degree of comparison we have to use a good structure.

According to Pyle and Munoz (1991: 109), comparison indicates degrees of difference with adjective and adverb and maybe equal or unequal. Furthermore, CE Eckersely (in Pyle and Munoz, 1991: 70) says that comparison is an inflection that is used to compare one thing with another or other in respect of certain attribute. Hornby says that comparison is used to compare two objects, persons, equalities, etc. We may use degree of comparison of adjective and adverb (A. Hornby, 1975: 223).

1. Positive degree

Positive degree is used two person or thing are the same in certain characteristic, we use positive degree by as...as or certain expression which has the same meaning. (Drs. Akh. Kardimin, M. Hum, 2005: 49)

Formula: *as* + *positive* + *as*

Example: This girl is as clever as that

2. Comparative degree

We use the comparative degree to compare two people or thing with another. (Drs. Rudy Hariyono, 2002: 70)

Formula: *comparative* + *than*

Example: My car is faster than his car

3. Superlative degree

We use the superlative to compare somebody or something with the whole group that the he / she / it belong to. (Michael Swan, 1995: 122)

Formula: *The* + *superlative* + *noun* + *in*

The + *superlative* + *of*

Example: He is the cleverest student in this class.

She is the most beautiful of all the girls.

Example:

Positive	Comparative	Superlative
Bad	Worse	Worst
Good	Better	Best
Well	Better	Best

Caution: Do not add- er, est or more, must to irregular forms. Worse, not worse or worse.

The ways to form the degrees of comparisons are as follows:

1. Monosyllabic form their comparative and superlative by ending –er and –est.

Positive	Comparative	Superlative
Tall	Taller	Tallest
Warm	Warmer	Warmest
High	Higher	Highest
Fast	Faster	Fastest
Hard	Harder	Hardest

2. Adjective ending –e.

Positive	Comparative	Superlative
Blue	Bluer	Bluest
True	Truer	Truest
Nice	Nicer	Nicest
Polite	Politer	Politest
Large	Larger	Largest

3. If an adjective ends in –y, change the –y to i and add –er.

(Betty Schramper Azar: 335)

Positive	Comparative	Superlative
Busy	Busier	Busiest
Pretty	Prettier	Prettiest
Shy	Shyer	Shyest

1. Adjective of three or more syllable form their comparative and superlative by putting more and most before the positive.

(J. Thomson & A. V. Martinet, 1986: 36)

Positive	Comparative	Superlative
Interested	More interested	Most interested
Frightening	More frightening	Most frightening
Expensive	More expensive	Most expensive

2. Adjective ending in er, y, le, ow, some and those with the stress on the second syllable add er and est. ([Http: //www. Geolities. Com/ College park/ square/ 6264/ index 162. htm](http://www.Geolities.Com/College%20park/square/6264/index162.htm))

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

3. Monosyllabic adjective ending consonant and before consonant there is vowel. So, adding double consonant and add er – est.

Positive	Comparative	Superlative
Big	Bigger	Biggest
Wet	Wetter	Wettest
Hot	Hotter	Hottest
Fat	Fatter	Fattest

4. Adjective ending –y and before y there is vowel, so no change y and adding er – est.

Positive	Comparative	Superlative
Grey	Greyer	Geyest
Lay	Layer	Layest

Irregular comparison

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Far	Farther	Farthest
	Further	Furthest
Old	Older	Oldest
	Elder	Eldest

2. The Mastery

Many linguists have different opinion about mastery. As Hornby (1995: 523) defines that mastery is a complete control of knowledge. While in oxford dictionary (1983: 256), Mastery is a great skill or knowledge. In wikipedia (2003: 2), it states that mastery is a great skillfulness and knowledge of some subject or activity. Mastery also means ability, expert knowledge eminent skill power as states in Webster dictionary (166).

Based on statements above, the writer concludes that mastery refers to students be able to determine or understand degree of comparison like positive degree, comparative degree, superlative degree, and irregular comparison.

The factors influence that the students' mastery of degree of comparison cannot separated from learning. Syah 1997: 132 in Saparini 2008: 14 say that influence factor in learning are:

1. Internal factors

These factors come from the students themselves that consist of physiological aspect such as intelligent, attitude, interest, talent, and motivation of students.

2. External factors

These factors consist of social environment such as: house, school equipment and atmosphere.

3. Approaching to learning it consists of high approaching (analytic and deep) and low approaching (reproductive and surface).

Factors that Influence Students' in Mastering Degrees of Comparison

a. Intelligence

According to (Douglas, 2000:100) intelligence has traditionally been defined and measured in term of linguistic and logical- mathematical abilities. Besides, Ausubel's as cited by Douglas says that high intelligence would no doubt imply a very efficient process of storing items that are particularly useful in building conceptual hierarchies and system- ethically pruning those that are not useful.

Moreover, Douglas (2000:100) says that relating between intelligence to second language learning, we can say simply that a "smart' person will be capable of learning a second language more successfully because of greater intelligence. The quotation above explains that the greatest barrier to second language learning seems to boil down to a matter of memory, in the sense that if you could just remember anything you were ever taught, or you ever heard, you would be a very successful language learner.

2. Teacher Method

According to Eckkersly (1958:2 in Roza Norti, 2004:16), grammar must be used and taught. It has three major objectives such as:

1. Making the students understand the grammar especially degree of comparison.
2. Getting the students comprehend and to provide the answering of any grammatical problems in English.

3. Having the students to produce the grammar in their daily life.

In teaching structure course, lecturers have to be able to teach how to use structure especially degree of comparison. Lectures' Method in teaching have important role in determining or?

B. Relevant Research

To avoid plagiarism from another research, there are some researcher has conducted concerning to this research, one of them is "Muslehan (2003). His research is entitled: *"A study on the students' ability in understanding English comparison of adjective at the third year students of Islamic junior high school Kampar"*. In this qualitative research, he focused on the ability in understanding English comparison at adjective he found that the students are not yet master to understanding English comparison adjective.

C. The Operational Concept

Operational concept is a concept used to obtain the needed data in this research. In order to avoid misunderstanding, in this research the writer concludes several factors by giving some questioners to students.

- a. The students are able to use positive degree in adjective a sentence.
- b. The students are able to use comparative degree in adjective by using monosyllabic, disyllabic and three or more syllable.
- c. The students are able to use superlative degree in adjective by using monosyllabic, disyllabic, three or more syllable.

There are many factors that influence the students in using degrees of comparison; they are external and internal factors:

a. Internal factors

These factors come from the students themselves that consist of physiological aspect such as:

- Intelligent
- Attitude
- Interest, example: the students make a sentence degree comparison at home.
- Talent, example: the students have many vocabularies.

b. External factors

These factors consist of social environment such as:

- Family, example: motivations from their parents.
- Teachers, example: their teacher gives some homework, motivations, etc.
- Friends, example: motivation and discussion about subject especially degree of comparison.
- House, example: library at home, etc.
- School equipment, example: library, laboratory, etc.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The analysis is in the form of descriptive. The writer only wants to find out the students' of degrees of comparison and the factors that influence the students' mastery in degree of comparison.

B. Location and the time of the study

This study will be conducted at State Junior High School 2 Rengat Barat. The duration of time to conduct this research is from December until January 2008.

C. Subject and Object of the Study

a. Subject of Study

The subject of this study is the third year students' of SLTP N 2 Rengat Barat.

b. Object of Study

The object of this study is the students' mastery of degree of comparison at the third year of SLTP N 2 Rengat Barat.

D. Population and Sample of the Study

The population of this study is all of the students at the third year at SMP N 2 Rengat Barat. They are 82 students. They consist of three classes. As Arikunto (1996: 24) says, “If the amount of the subject is less of 100, it is better to take all”.

Table III.I

The number of the population and sampel

Class	Male	Female	Total
IX A	12	16	28
IX B	12	16	28
IX C	11	15	26
Total	35	47	82

Sources from: SLTP N 2 Rengat Barat

E. The Technique of Data Collection

In order to get data that are needed to support this study, the writer applies the techniques as follows:

a. Test

It is used to measure how students' mastery of degrees of comparison. To get the data, researcher gave some questions and respondents would answer. After the gaining the data, it is transcribed and written. After the data is analyzed.

b. Questionnaire

This question contents about some questions for the respondents dealing with the factors that influence the mastery of degree of comparison by the students at the third year of SMP N 2 Rengat Barat.

F. Technique of Data Analysis

The data is analyzed by using descriptive method. This technique is called descriptive quantitative. The writers want to find out how is the mastery of degree of comparison by the students.

To know percentage of achievement in each element of questionnaire, the writer uses the formulation as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Number of frequency

N = Number of respondents

(Hartono, 2004: 18)

To compute the average score from the test given, all scores are added and divided by the total number of students. So, the formula to get the Mean or average score is as follows:

$$M_x = \frac{\sum fx}{N}$$

Where:

M_x = Mean/ Average score

$\sum fx$ = The sum of frequency time to score

N = The Total Number of the Students

(Anas Sudijono, 1996: 78)

Table III.2

The classification of the students score

No	The Score	Code	Category
1	81 – 100	A	Very good
2	61 – 80	B	Good
3	41 – 60	C	fair
4	21 – 40	D	Bad
5	0 – 20	E	Very bad

Source from: (Irdavianti, 2003: 18)

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The main concern of this study was focused on students' mastery of degrees of comparison at the third year of SLTP N 2 Rengat Barat. Those data were acquired by using test and questionnaire.

a. Test

It is to measure students' mastery of degrees of comparison. The test consists of 20 item, they are in multiple choice.

b. Questionnaires

It is used to find out the factors that influence students' mastery of degrees of comparison. The writer has provided to the third year students of SLTP N 2 Rengat Barat by distributing some questions about motivation, knowledge, learning facilities and teacher behavior based on following options Always, Often, sometimes, seldom, and Never.

**a. Students' Mastery of Degree of Comparison at the Third Year of
SLTP N 2 Rengat Barat**

Table IV.1
**The students' score in the mastery of degree
of comparison**

No	Name	Correct Answer	N	Score
1	S 1	1	20	5
2	S 2	1	20	5
3	S 3	1	20	5
4	S 4	2	20	10
5	S 5	2	20	10
6	S 6	2	20	10
7	S 7	2	20	10
8	S 8	2	20	10
9	S 9	2	20	10
10	S 10	3	20	15
11	S 11	3	20	15
12	S 12	3	20	15
13	S 13	3	20	15
14	S 14	3	20	15
15	S 15	4	20	20
16	S 16	4	20	20
17	S 17	4	20	20
18	S 18	4	20	20

19	S 19	4	20	20
20	S 20	4	20	20
21	S 21	4	20	20
22	S 22	4	20	20
23	S 23	4	20	20
24	S 24	4	20	20
25	S 25	4	20	20
26	S 26	4	20	20
27	S 27	5	20	25
28	S 28	5	20	25
29	S 29	5	20	25
30	S 30	5	20	25
31	S 31	5	20	25
32	S 32	5	20	25
33	S 33	5	20	25
34	S 34	5	20	25
35	S 35	6	20	30
36	S 36	6	20	30
37	S 37	6	20	30
38	S 38	6	20	30
39	S 39	6	20	30
40	S 40	6	20	30
41	S 41	6	20	30
42	S 42	6	20	30
43	S 43	7	20	35
44	S 44	7	20	35
45	S 45	7	20	35

46	S 46	7	20	35
47	S 547	7	20	35
48	S 548	7	20	35
49	S 549	7	20	35
50	S 50	7	20	35
51	S 51	7	20	35
52	S 52	8	20	40
53	S 53	8	20	40
54	S 54	8	20	40
55	S 55	8	20	40
56	S 56	8	20	50
57	S 57	9	20	45
58	S 58	9	20	45
59	S 59	9	20	45
60	S 60	9	20	45
61	S 61	10	20	50
62	S 62	10	20	50
63	S 63	10	20	50
64	S 64	10	20	50
65	S 65	11	20	55
66	S 66	11	20	55
67	S 67	12	20	60
68	S 68	12	20	60
69	S 69	12	20	60
70	S 70	12	20	60
71	S 71	13	20	65
72	S 72	14	20	70

73	S 73	14	20	70
74	S 74	14	20	70
75	S 75	15	20	75
76	S 76	16	20	80
77	S 77	16	20	80
78	S 78	16	20	80
79	S 79	17	20	85
80	S 80	17	20	85
81	S 81	18	20	90
82	S 82	18	20	90

Table IV.2
The recapitulation of the student in the mastery of
degrees of comparison

No	Score	F	Fx	P %
1	5	3	15	3.65
2	10	6	60	7.31
3	15	5	75	6.09
4	20	12	240	14.63
5	25	8	200	9.75
6	30	8	240	9.75
7	35	9	315	10.97
8	40	5	200	6.09
9	45	4	180	4.87
10	50	4	200	4.87
11	55	2	125	2.43
12	60	4	240	4.87

13	65	1	65	1.21
14	70	3	210	3.65
15	75	1	75	1.21
16	80	3	240	3.65
17	85	2	170	2.43
18	90	2	180	2.43
Total		82	3.030	100%

Table IV.3

**The computation of the mean score of students' mastery
of degree of comparison in positive degree**

No	Score	F	F.X
1	100	5	500
2	80	9	720
3	60	8	480
4	40	22	880
5	20	38	760
Total		82	3.340

Table IV.4

The rate of percentage in positive degree

No	Classifications		Frequency	Percentage
	Rang	Ability level		
1	81 -- 100	Very good	5	6.09%
2	61 – 80	Good	9	10.97%
3	41 -- 60	Fair	8	9.75%
4	21 – 40	Bad	22	26.82%
5	0 - 20	Very bad	38	46.34%
Total			82	100%

Based on the table above, there are 38 student 46.34% obtained very bad level, 22 student 26.82% obtained bad level, 8 students 9.75% obtained fair level, 9 students 10.97% were good and 5 students 6.09% obtained very good.

Table IV.5

The computation of the mean score of students' mastery of degree of comparison in comparative degree

No	Score	F	F.X
1	100	4	400
2	80	6	480
3	60	15	900
4	40	17	680
5	20	40	800
Total		82	3.760

Table IV.6

The rate percentage in comparative degree

No	Classifications		Frequency	Percentage
	Rang	Ability level		
1	81 - 100	Very good	4	4.87%
2	61 – 80	Good	6	7.31%
3	41 - 60	Fair	15	18.29%
4	21 – 40	Bad	17	20.73%
5	0 - 20	Very bad	40	48.78%
			82	100%

Based on the table above, there is 38 student 46.34% % obtained very bad level, 19 student 23.17% obtained bad level, 13 students 15.83% obtained fair level, 7 students 8.53% is good and 4 students 4.87% obtained very good.

Table IV.7

**The computation of the mean score of students' mastery of degree
of comparison in superlative degree**

No	Score	F	F.X
1	100	4	400
2	80	7	560
3	60	13	780
4	40	19	760
5	20	38	760
		82	3.260

Table IV.8
The rate percentage in superlative degree

No	Classifications		Frequency	Percentage
	Rang	Ability level		
1	81 - 100	Very good	4	4.87%
2	61 – 80	Good	7	8.53%
3	41 - 60	Fair	13	15.83%
4	21 – 40	Bad	19	23.17%
5	0 - 20	Very bad	38	46.34%
			82	100%

Based on the table above, there are 38 student 46.34% obtained very bad level, 19 student 23.17% obtained bad level, 13 students 15.83% obtained fair level, 7 students 8.53% were good and 4 students 4.87% obtained very good.

Table IV.9
The computation of the mean score of the mastery of degree of comparison in irregular comparison by the students

No	Score	F	F.X
1	100	4	400
2	80	6	420
3	60	14	840
4	40	23	920
5	20	35	700
Total		82	3.280

Table IV.10

The rate of percentage in irregular comparison

No	Classifications		Frequency	Percentage
	Rang	Ability level		
1	81 - 100	Very good	4	4.87%
2	61 – 80	Good	6	7.31%
3	41 - 60	Fair	14	17.07%
4	21 – 40	Bad	23	28.04%
5	0 - 20	Very bad	35	42.68%
			82	100%

Based on the table above, there is 35 student 42.68% % obtained very bad level, 23 student 28.04% obtained bad level, 14 students 17.07% obtained fair level, 6 students 7.31% is good, and 4 students 4.87% obtained is very good level.

b. The factors influence the students in mastering degree of comparison

Table IV.11

The students prepare to study before join the class

Option	Alternative	F	P
A	Always	17	20.73
B	Often	12	14.63
C	Sometime	15	18.29
D	Seldom	32	39.02
E	Never	6	7.31
Total		82	100%

Based on the table above, there are 40 student 48.78% obtained very bad level, 17student 20.73% obtained bad level, 15 students 18.29% obtained fair level, 6 students 7.31% were good, and 4 students 4.87% obtained very good level.

Table IV.7

The computation of the mean score of students' mastery of degree of comparison in superlative degree

No	Score	F	F.X
1	100	4	400
2	80	7	560
3	60	13	780
4	40	19	760
5	20	38	760
		82	3.260

Table IV.8

The rate percentage in superlative degree

No	Classifications		Frequency	Percentage
	Rang	Ability level		
1	81 - 100	Very good	4	4.87%
2	61 – 80	Good	7	8.53%
3	41 - 60	Fair	13	15.83%
4	21 – 40	Bad	19	23.17%
5	0 - 20	Very bad	38	46.34%
			82	100%

Based on the table above, there are 38 student 46.34% obtained very bad level, 19 student 23.17% obtained bad level, 13 students 15.83% obtained fair level, 7 students 8.53% were good and 4 students 4.87% obtained very good.

b. The Factors Influence the Students in Mastering Degree of Comparison

Table IV.11
The students prepare to study before join the class

Option	Alternative	F	P
A	Always	17	20.73
B	Often	12	14.63
C	Sometime	15	18.29
D	Seldom	32	39.02
E	Never	6	7.31
Total		82	100%

The table above shows the varieties answers among the respondents, 39.02% of the respondents stated seldom. 20.73% stated always. 18.29% stated sometime. 14.63% stated often. 7.31% stated never. The conclusion is the majority of the students seldom prepare to study before join the class.

Table IV.12
The students pay attention to the course during
The teaching and learning process

Option	Alternative	F	P
A	Always	12	14.63
B	Often	12	14.63
C	Sometime	18	21.95
D	Seldom	33	40.24
E	Never	7	8.53
Total		82	100%

The table above shows the varieties answers among the respondents, 14.63% of the respondents stated always. 14.63% of the respondents stated often. 21.95% stated sometime. 40.24% stated seldom. 8.53% sated never. The conclusion is the majority of the students always pay attention to the course during the teaching and learning.

Table IV.13
The students concentrate in learning grammar
Process especially degree of comparison

Option	Alternative	F	P
A	Always	14	17.07
B	Often	21	25.60
C	Sometime	25	30.48
D	Seldom	12	14.63
E	Never	10	12.19
Total		82	100%

The table above show the varieties answer among the respondents. 17.07% of the respondents stated always. 25.60% the respondents stated often. 30.48% sated sometime. 14.63% stated seldom. 12.19% stated never. The conclusion is the majority of the students always concentrate in teaching learning grammar process especially degree of comparison.

Table IV.14
The students review the subject dealing with subject
Degree of comparison at home

Option	Alternative	F	P
A	Always	9	10.97
B	Often	13	15.85
C	Sometime	17	18.29
D	Seldom	32	39.02
E	Never	6	7.31
Total		82	100%

The table above show the varieties answer among the respondents. 39.02% of the respondents stated seldom 18.29% the respondents stated sometime. 15.85% sated often. 10.97% stated always 7.31% stated never. The conclusion is the majority of the students seldom to review the subject dealing with subject degrees of comparison at home.

Table IV.15
The students do the tasks about subject degrees
of comparison given by their teacher

Option	Alternative	F	P
A	Always	18	21.95
B	Often	13	15.85
C	Sometime	19	23.17
D	Seldom	21	25.60
E	Never	11	13.41
Total		82	100%

The table above show the varieties answer among the respondents. 25.60% of the respondents stated seldom. 23.17% the respondents stated sometime. 21.95% sated always. 15.85% stated often. 13.41% stated never. The conclusion is the students seldom do the task about subject degrees of comparison given they teacher.

Table IV.16
The students answer the task about subject
degrees of comparison by them self

Option	Alternative	F	P
A	Always	19	23.17
B	Often	17	20.73
C	Sometime	20	24.39
D	Seldom	15	18.29
E	Never	11	13.41
Total		82	100%

The table above shows the varieties answers among the respondents. 24.39% of the respondents stated sometime. 23.17% the respondents stated always. 20.73% sated often. 18.29% stated seldom. 13.41% stated never. The conclusion is the majority the students sometime to answer the task about subject degrees of comparison by they self.

Table IV.17

The students understand degree of comparison in sentence

Option	Alternative	F	P
A	Always	13	15.85
B	Often	17	20.73
C	Sometime	14	17.07
D	Seldom	22	26.82
E	Never	16	19.51
Total		82	100%

The table above shows the varieties answers among the respondents. 15.85% of the respondents stated always 20.73% the respondents stated often. 19.51% sated never. 17.07% stated sometime. 26.82% stated never. The conclusion is the students always understand about degree of comparison in sentence.

Table IV.18

The teachers give motivations to students before study

Option	Alternative	F	P
A	Always	18	21.95
B	Often	22	26.82
C	Sometime	26	31.70
D	Seldom	9	10.97
E	Never	7	8.53
Total		82	100%

The table above shows the varieties answers among the respondents. 21.95% of the respondents stated always. 26.82% the respondents stated often. 31.70% sated sometime. 10.97% stated seldom. 8.53% stated never. The conclusion is the students always get motivation by teacher before studying.

Table IV.19

**The teacher explained the material subject
degrees of comparison in teaching clearly**

Option	Alternative	F	P
A	Always	16	19.51
B	Often	25	30.48
C	Sometime	7	8.53
D	Seldom	18	21.95
E	Never	16	19.51
		82	100%

The table above shows the varieties answers among the respondents, 30.48% of the respondents stated often. 21.95% the respondents stated seldom. 19.51% stated always. 19.51% stated always. 19.51% stated never. The conclusion is the teachers often give technique in mastery degree of comparison to the students.

Table IV.20

The facilities for studying are available in the class

Option	Alternative	F	P
A	Always	23	28.04
B	Often	15	18.29
C	Sometime	18	21.95
D	Seldom	17	20.73
E	Never	9	10.97
Total		82	100%

The table above shows the varieties answers among the respondents. 28.04% of the respondents stated always 21.95% the respondents stated sometime. 20.73% sated seldom. 18.29% stated often. 10.97% stated never. The conclusion the facilities are available at the school.

B. Data Analysis

a. The students' mastery in degrees of comparison.

After the writer presented the percentage of the students' mastery of degree of comparison in the data presented in previous table, then writer will analyze to answer the first formulation of the problems.

To find out the students ability, mastery degree of comparison is categorized in to five classifications, namely: 81- 100 is very good, 61- 80 is good, 41- 60 is fair, 21- 40 is bad, and 0- 20 is very bad.

To know the mean score of the students' mastery of degree of comparison, the writer used formula as follows:

$$M = \frac{\sum fx}{N}$$

Where:

M = Mean/ Average score

$\sum fx$ = The sum of frequency time to score

N = Total Number of Students

a. The mean score of the mastery of degree of comparison in positive degree

$$M_1 = \frac{\sum fx}{N}$$

Where:

M = Mean/ Average score

$\sum fx$ = The sum of frequency time to score

N = Total Number of Students

$$M_1 = \frac{3.340}{82}$$

$$M_1 = 40.73$$

It means that the mastery of positive degree is categorized in fair level.

- b. The mean score of students' mastery of degree of comparison in comparative degree

$$M_2 = \frac{\sum fx}{N}$$

Where:

M = Mean/ Average score

$\sum fx$ = The sum of frequency time to score

N = Total Number of Students

$$M_2 = \frac{3.760}{82}$$

$$M_2 = 45.85$$

It means that the mastery of comparative degree is categorized in fair level.

- c. The mean score of the mastery of degree of comparison in superlative degree

$$M_3 = \frac{\sum fx}{N}$$

Where:

M = Mean/ Average score

$\sum fx$ = The sum of frequency time to score

N = Total Number of Students

$$M_3 = \frac{32.60}{82}$$

$$M_3 = 39.75$$

It means that students' mastery of superlative degree is categorized in bad level.

Table IV.21
The recapitulations of the factors students'
of mastery of degree comparison

No	Part of degree of comparison	Frequency	Percentage
1	Positive degree	3.340	40.73%
2	Comparative degree	3.760	45.85%
3	Superlative degree	3.260	39.75%
Total		10.360	166.33%

Based on the table above, the mean score of the mastery of the kinds of degree comparison can be calculated as follows:

$$M_x = \frac{M_1 + M_2 + M_3 +}{N \times 3}$$

$$M_x = \frac{3.340 + 3.760 + 3.260}{82 \times 3}$$

$$M_x = \frac{10.360}{246}$$

$$M_x = 42, 1$$

The percentage level of the students' mastery of degree of comparison is located at category 41-60 .So, the category of the third year students SLTP N 2 Rengat Barat in students' mastery of degree of comparison is fair level.

b. The Factors that Influence the Students' in Mastering Degree of Comparison.

Table IV.22
The recapitulation the factor that influence of the mastery of degree comparison by the student

No	A (5)		B(4)		C (3)		D (2)		E (1)		Total	
	F	p	F	p	F	p	F	p	F	p	F	P %
1	17	20.73	12	14.6	15	18.2	32	39.02	6	7.31	248	52.92
	85		48		45		64		6			
2	12	14.63	12	14.6	18	21.9	19	40.24	21	8.53	221	53.90
	60		48		54		38		21			
3	14	17.07	17	20.7	23	28.0	18	21.95	10	12.19	253	64.15
	70		68		69		36		10			
4	9	10.97	13	15.8	17	20.7	13	15.85	30	24.39	204	49.75
	45		52		51		26		30			
5	13	15.85	18	21.9	19	23.1	21	25.60	11	13.41	247	61.46
	65		72		57		42		11			
6	7	13.41	10	12.1	24	29.2	22	26.82	19	23.17	264	64.40
	35		40		72		44		19			
7	8	9.75	9	10.9	16	19.5	25	30.48	24	29.26	198	48.29
	40		36		48		50		24			
8	18	9.75	22	26.8	26	31.7	9	10.97	7	8.53	281	68,53
	90		88		78		18		7			
9	16	19.51	25	30.4	7	8.53	18	21.95	16	19.51	259	65.60
	80		100		21		36		16			

10	23		15		18		17		9			
	115	28.04	60	18.2	54	21.9	34	20.73	9	10.97	272	66.34

Where:

Always	:	5
Often	:	4
Sometime	:	3
Seldom	:	2
Never	:	1

Based on the table above we can explain that:

1. The item number 7 the students understand degree of comparison in sentence; the total number is 198 and the percentage 48.29%.
2. The item number 4 the students review the subject dealing with subject degree of comparison at home. The total number is 204 and the percentage 49.75%.
3. The item number 1, the students prepare to study before joining the class. The total 248 and the percentage 52.92%.
4. The item number 2, the students pay attention to the course during the teaching and learning process. The total 221 and percentage 53.90%.
5. The item number 5, the students do the task about subject degree of comparison given my teacher. The total 247 and the percentage 61.46%.
6. The item number 3, he students concentrate in teaching learning grammar process especially degree of comparison. The total 253 and the percentage 64.15%.

7. The item number 6, the students answer the task about subject degree of comparison by their self. The total 264 and the percentage 64.40%.
8. The item number 9, the teacher explained the material subject degree of comparison in grammar teaching clearly. The total 259 and the percentage 5.60%.
9. The item number 10, the facilities for studying are available in the class. The total 272 and the percentage 66.34%.
10. The item number 8, the teacher gives the students motivation before study. The total 281 and the percentage 68.53%.

Based on the explanation above, it can be conclude. That high and low students' mastery of degrees of comparison at the third year of SLTP N Rengat Barat is strongly influenced by many factors. It means that there are some factors influence the mastery of degree of comparison used by the students. One of them is an individual factor.

The factors can be interpreted as following:

- a. the total percentage is $> 50\%$ = The factors is influential
- b. the total percentage is $< 50\%$ = The isn't factors influential

From the table and explanation above, it can be seen from the item number 7 and 4:

1. The first factor influencing students' mastery of degrees of comparison is the students do not understand degree of comparison in sentence.

The total numbers of item is 198 and the percentage 48.29% it means $< 50\%$.

2. The second factor influencing students' mastery of degree of comparison is the students do not review the subject dealing with degree of comparison at home.

The total number of this item is 204 and percentage 49.75%, it means $< 50\%$.

3. The third factor influencing students' mastery of degrees of comparison is the students prepare to study before joining the class.

The total number of this item is 248 and the percentage 52.92%, it mean $> 50\%$.

4. The fourth factors influencing students' mastery of degrees of comparison is the students pay attention to the course during the teaching and learning process.

The total number of this item is 221 and percentage 53.90%, it means $> 50\%$.

5. The five factors influencing students' mastery of degrees of comparison do the task about subject degrees of comparison given my teacher.

The total number this item 247 and the percentage 61.46%, it means $> 50\%$.

6. The six factors influencing students' mastery of degree of comparison is the students concentrate in teaching learning grammar process especially degree of comparison.

The total number of this item is 253 and the percentage 64.15%, it means $> 50\%$.

7. The seven factors influencing students' mastery of degree of comparison is the students answer the task about subject degree of comparison by their self.

The total numbers of this item is 264 and the percentage 64.40% it means > 50%.

8. The eight factors influencing students' mastery of degree of comparison used by the teacher explained the material subject degrees of comparison in grammar teaching clearly.

The total number of this item is 259 and the percentage 5.60%, it means > 50%.

9. The nine factors influencing students' mastery of degree of comparison the facilities for studying are available in the class.

The total number of this item is 272 and the percentage 66.34%, it means > 50%.

10. And the last factors influencing students' mastery of degree of comparison used by the teacher gives the students' motivation before study.

The total numbers of this item is 281 and the percentage 68.53% it means > 50%.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the presentation and data analysis presented in chapter V, it can be concluded that some of the students of the third year at SLTP N 2 Rengat Barat, still make mistakes in determine the Degree of Comparison. The detail conclusions can be drawn as in the following:

1. Degree of comparison used by the students at the third year of SLTP N 2 Rengat Barat is (41.58%) in fair level.
2. Superlative Degree is that the first difficult part for students because they have difficult to determine in monosyllabic, three syllable and more syllable, it is (39.75%) in bad level.
3. Irregular comparison is the second difficult part for students, it is (40%) in bad level.
4. Positive degree is the third difficult part for students, it is (40.73%) in bad level.
5. Comparative degree is the easier part of students, it is (45.85%) in fair level.

There are some factors that influence the mastery of degree of comparison used by the students at the third year of SLTP N 2 Rengat Barat are follows:

- The students do not understand degree of comparison in sentence.
- The students do not reviewing the subject dealing with subject degree of comparison at home.

B. Suggestion

Due to the fact that there are four types of degree of comparison (positive degree, comparative degree, superlative degree, and irregular comparison). For the reason, the writer gives suggestion as follows:

1. The English teacher should explain about degree of comparison (positive degree, comparative degree, superlative degree and irregular comparison) clearly in order the students understand.
2. The English teacher needs to give more exercises about degree of comparison and the methods or techniques to the mastery degree of comparison for the students.
3. The students have to be usual reviewing degree of comparison at the home.
4. The students have to master grammar especially degree of comparison (positive degree, comparative degree, superlative degree, and irregular comparison).

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