



STUDENTS' ABILITY TO USE DEGREE OF COMPARISON

A CASE STUDY AT SMA NEGERI I DONGGALA



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Thesis
Submitted to the faculty of letters of
Hasanuddin University
In partial fulfillment of the requirements
To obtain a sarjana degree in English Department

BY

RASYITAH
F211 02 094

MAKASSAR 2007

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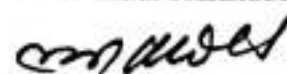

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ABSTRACT

Rasyitah, 2007- students' ability to use degree of comparison, a case study at SMA Negeri I Donggala (consultant I Drs. Simon Sitoto, M.A and consultant II Drs. Husein Hasyim, M.Hum).

The aim of this thesis is to obtain the description of students' ability to use degree of comparison at SMA Negeri I Donggala especially the third year students.

To collect the data, the writer uses library research and field research. In library research, the writer read books in order to get some relevant information in this thesis. In field research the writer gives written test which is consist of multiple choice tests and fill in test. To analyze the data, the writer uses descriptive qualitative and quantitative method.

Based on the result of analyzes of data, it is found that, the first, the highest score is "100" which is classified into "very good". While, the lowest score is "27,5" which is classified into "very poor". The second, students' ability to use degree of comparison is "poor" based on the students mean score "64, 16".

ABSTRAK

Rasyidah, 2007 – Students' ability to use degree of comparison, a case study at SMA Negeri I Donggala. (di bawah bimbingan Drs. Simon Sitoto, M.A dan Drs. Husain Hasyim, M.Hum).

Skripsi ini bertujuan untuk mengetahui kemampuan siswa SMA Negeri I Donggala khususnya kelas III IPA dalam menggunakan degree of comparison. Selain itu penulis juga menunjukkan kesalahan-kesalahan serta kesulitan yang dihadapi para siswa dalam menggunakan degree of comparison.

Untuk mencapai tujuan tersebut, penulis melakukan penelitian pustaka dan penelitian lapangan. Dalam penelitian pustaka, penulis membaca buku-buku yang berhubungan dengan tesis. Dalam penelitian lapangan, penulis memberikan tes tertulis yang terdiri dari multiple choice test dan fill in test sebanyak 30 item. Data dianalisis dengan menggunakan metode deskriptif kualitatif dan kuantitatif.

Berdasarkan analisis, maka diperoleh hasil sebagai berikut. Pertama; nilai tertinggi dari para siswa adalah 100 dan nilai terendah adalah 27,5. Kedua; kemampuan siswa rata-rata dalam menggunakan degree of comparison adalah masih kurang berdasarkan nilai rata-rata yang diperoleh para siswa yaitu 64,16.

CHAPTER I

INTRODUCTION

1. 1 Background

English language has many aspects that have to be mastered. One of the important aspects is grammar. If we want to improve our English, of course, we should know all aspects in grammar. One of the grammar aspect that we should learn is degree of comparison.

We use degree of comparison when we want to compare a thing or persons. Degree of comparison can be used in adjective and in adverb. There are three types of degree of comparison, they are; comparative degree, positive degree, and superlative degree. Positive degree is the simple form of the adjective and denotes a simple quality, quantity or relation. It has no special ending. Positive degree is used to compare two things with the same level. Comparative degree is used to compare two different things, and superlative degree is used to express a comparison between more than two entities. Each of these kinds have their own rules.

Degree of comparison have been thought since Junior high school, but actually there are still many students in senior high school do not know how to use it in a sentence or how to form comparative degree, positive degree and superlative degree. Beside that the students also can not distinguish the form of degree of comparison in adjective and in adverb. That is why the writer interested to know the students' ability to use degree of comparison.



1. 2 Problem of Identification

From the title, the writer can identify the problems that will be faced, they are:

1. Many students do not know how to form the positive, comparative and superlative degree in adjective and in adverb if the words consist of one, two or three syllables.
2. Many students do not know how to use positive, comparative and superlative degree in a sentence.
3. The students can not differentiate the form of degree of comparison in adjective and in adverb

1. 3 scope of Problem

From the identification of the problems, the writer limits her discussion on the three types of degree of comparison in adjective and in adverb, they are:

1. positive degree, particularly the using of as.....as (the same as)
2. comparative degree, particularly the using of -er and more
3. superlative degree, particularly the using of -est and most

Thus, the writer gives the test to the students in order to know their ability to use degree of comparison which is limited within those kinds mentioned above.

1. 4 Statement of the Problem

The statements of the problem of the thesis are:

1. How is the students' ability in forming positive degree, comparative and superlative degree if the words consist of one, two and three syllables?
2. Which types of degree of comparison are difficult for the students?
3. How is the students' ability to use degree of comparison in a sentence?

1. 5 The Objective of Writing

Dealing with the title of this thesis, the objectives of this thesis are:

1. To show the students' ability in forming positive degree, comparative and superlative degree if the words consist of one, two and three syllables.
2. To describe in what forms of degree of comparison that are difficult for student.
3. To describe the students' ability to use degree of comparison in a sentence.

1. 6 Sequence of Chapter

This thesis consists of five chapters. The first chapter is the introduction, which is consists of five parts. They are; background, problem of identification, scope of problem, statement of the problem, the objective of writing and sequence of chapter.

The second chapter is the review of literature which is consists of previous study and theoretical background. The third chapter is the methodology which is consists of four points. They are; library research, field research, population and sample and method for analyzing data.

The fourth a chapter is the presentation and analysis of data which is consists of three points. They are; presentation and analysis of data I, presentation and analysis of data II and table III and its description. The last Chapter is the conclusions and suggestions.

CHAPTER II

REVIEW OF LITERATURE

2.1 Previous Study

There are two theses the writers find in library that almost the same as this thesis, they are:

1. The problem in learning of comparison at second year students, a case at SMA Kristen Rantepao by Daud S Gauwan.
2. Students' knowledge of degree of comparison, a case study at SMEA Negeri Bantaeng by Sanah Pelita Aziz.

Two theses above are different with this thesis. The differences are; the object of the research; the object of research in this thesis is the third year students at SMA Negeri I Donggala and another different is the methodology of the research.

2.2 Theoretical Background

2.2.1 Definition of Degree of Comparison

Degree of comparison has many definitions. The New Hamlyn Encyclopedic World dictionary (1989: 195) state as follow:

“Degree of comparison: that functions as an adjective or an adverb used to indicate degrees of superiority or inferiority in quality, quantity or intensity”.

The Collin English dictionary (1985: 334) also states:

“Degrees of comparison are the listing of the positive, comparative, and superlative forms of an adjective or an adverb”.

A definition by Waldhorn and Zeiger (1981: 36 – 37) is present:

There are three degrees of comparison, the positive, the comparative, and the superlative. (1) The positive degree names the simple quality: **Socrates was a wise man**, (2) The comparative degree expresses the higher degree of quality: **Socrates was wiser man than Pythagoras**, (3) the superlative degree expresses the highest quality: **Socrates was the wisest of all**.

The superlative degree is used in comparing three or more persons or things.

From the definitions above, the writer can conclude that degree of comparison means comparing two things or person to know the superiority or inferiority of them. There are three kinds of degree of comparison, namely positive degree, comparative degree and superlative degree. They can be used in adjective and in adverb.

2.2.2 Degrees of Comparison of Adjective

Before discussing degree of comparison of adjective, the writer will first discuss about adjective.

There are some definitions about adjective. According to Miller (1960: 46) "adjective is a word used to describe or determine the person or thing named by its own". Another definition is also given by Swan (1980: 67) "adjective is a word like green, hungry, impossible, which is used when we describe people, things, events, etc. adjectives are used in connecting noun and pronouns".

To conclude, adjective can be used to modify something and it is used to describe the thing, person or events. There are eight kinds of adjective, they are:

1. Descriptive adjective: showing of what quality or in what state a thing is.

Example: The elephant is **big**

She is a **clever** student

2. Numeral adjective: showing how many things are meant (cardinal) and what order a thing stands (ordinal). Like *one, two, three etc (ordinal) and first, second, third, etc (cardinal)*.

Example: Arman has **two** cars and **one** motorcycle

He is in the **first** place in biology and the **third** place in English

3. Quantitative adjective: showing how much of a thing is meant.

Example: There are **many** girls

I have **a lot of** friend

4. Demonstrative adjective: showing which or what thing is meant.

Example: **The book** is red

This car is yours

5. Proper adjective is forming from a proper noun.

Example: **An Indonesian** product

The Japanese student

6. Interrogative adjective: asking or what thing is meant.

Example: **What** good is this?

Which book do you mean?

7. Possessive adjective: showing the owner of the things

Example: This is **my** car

Your baby cried

8. Distributive adjective: showing that the things named are taken separately the lots.

Example: **Each** student has to do that lesson

He comes here **every** Sunday

Adjective also divided based on the syllable. The adjective consist of monosyllabic, disyllabic, and three syllabic or more. The examples of the adjective are present as follows:

- a. Monosyllabic such as: *good, thin, weak, nice, clean, great, new, tall, black, fresh, dark, strong, cool, high, small, short, sweet, wise, soft, young, etc.*
- b. Disyllabic such as *lazy, easy, pleasant, narrow, happy, dirty, heavy, bitter, angry, famous, funny, correct, clever, shallow, simple, humble, crazy, funny, handsome, gentle, etc.*
- c. Three syllabic or more such as *interesting, dangerous, important, comfortable, selective, successful, imaginative, dependable, sorrowful, difficult, different, diligent, etc.*

All the examples above can change into positive degree, comparative degree, and superlative degree.

2.2.2.1 Positive Degree

Positive degree is the simple form of adjective and denotes a simple quality, quantity, or relation. It has no special ending. Positive degree is usually used to show the equality between two things or person.



According to Hornby (1975: 223):

When we compare two objects, persons, quality degree, etc, that are in some respects equal, we may use the comparison of quality. This is formed by the use of the adverb **as** before and the conjunction **as** after, the adjective or adverb.

The patterns of positive degree are:

1. In positive sentence we use **“as + adjective + as”**.

Example:

- 1) She is **as beautiful as** her sister
- 2) Lisa can read **as fast as** I can
- 3) Your park is **as big as** my park
- 4) Dony is **as fat as** Randy

2. In negative sentence we use **“not + so + adjective + as”** or **“less + adjective + than”**

Example:

- 1) His ruler is **not so long as** mine or his ruler **less long than** mine
- 2) Ares is **not so strong as** Hercules or Ares **less strong than** Hercules
- 3) Your park is **not so big as** my park or you park **less big than** my park

2.2.2.2 Comparative Degree

We use comparative degree to compare unequal things or persons. It shows the superiority of a person or a thing over another.

According to Zandvourt (1960: 180) “when a person or thing is compared or contrasted with a group of person or thing, we used the comparative if the person or thing that excels is presented as excluded from the group”.

The patterns of comparative degree are:

1. In positive sentence use “**comparative form + than**”

Example:

- 1) My car is **faster than** your car
- 2) Going by train is **more expensive than** by car
- 3) Gandy’s car is **cheaper than** Asrul’s car

2. In negative sentence is formed with “**less than**”

Example:

You put in **less effort than** Thomas

3. We usually use “**the.....the**”(with two comparatives) to say that one thing depends on another things.

Example:

The harder you study English, **the cleverer** you will be

4. We use “**irregular adjective + than**”

Example:

- 1) Tanya’s sing is **better than** you
- 2) Your paint is **worse than** mine

2.2.2.3 superlative degree

Superlative degree is used to compare more than two things or person with several others, or compare one part of a whole group to all the rest of the group.

The patterns of superlative degree are:

1. we use **“the + superlative form+ noun”**

Example:

- 1) He is **the cleverest student** in this class
- 2) What is **the longest river** in the world?

2. We use **“the + superlative form + of”** for period of time

Example:

- 1) Yesterday was **the hottest day of** the year
- 2) What was **the happiest day of** your life?

3. We use **“the + superlative form + adjective clause”**

Example:

- 1) Romi is **the most generous person I have ever known**
- 2) Physics is **the most difficult course I have ever taken**

4. We use **“most + adjective”** to mean very

Example:

- 1) The book you lent me was **most interesting**
- 2) Thank you for the money. It was **most generous**

5. we use “**the + irregular adjective**”

Example:

- 1) Your hair is **the worst** of all
- 2) John is **the oldest** son in his family

2.2.2.4 How to form degree of comparison of adjective

There are some ways to form degree of comparison of adjective, as we can see as follows:

1. Adjective in one syllable adding –er for comparative and –est for superlative

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
cheap	cheaper	cheapest
great	greater	greatest
tall	taller	tallest
high	higher	highest
near	nearer	nearest
short	shorter	shortest

2. Adjective ends in a single consonant preceded by a short vowel, the final consonant are doubled before –er for comparative and –est for superlative

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
big	bigger	biggest
wet	wetter	wettest
hot	hotter	hottest
thin	thinner	thinnest

sad	sadder	saddest
glad	gladder	gladdest

3. Adjective ending with -e just add -r for comparative and -st for superlative

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
wise	wiser	wisest
polite	politer	politest
brave	braver	bravest
large	larger	largest
wide	wider	widest

4. Adjective ending with -y just adding -er for comparative and -est for superlative

but the letter -y is changing into i.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
lucky	luckier	luckiest
easy	easier	easiest
pretty	prettier	prettiest
lazy	lazier	laziest
dry	drier	driest
heavy	heavier	heaviest

5. Adjective with two syllables and the voice stress in the second syllable, adding -er for comparative and -est for superlative

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
clever	cleverer	cleverest
polite	politer	politest
narrow	narrower	narrowest
complete	completer	completest
sincere	sincerer	sincerest
shallow	shallower	shallowest

6. Adjective with two syllables but the voice stress at the first syllable, adding more for comparative and most for superlative.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
famous	more famous	most famous
nervous	more nervous	most nervous
charming	more charming	most charming
modern	more modern	most modern
comfortable	more comfortable	most comfortable

7. Adjective with three or more syllables, add with more for comparative and most for superlative.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
careful	more careful	most careful
careless	more careless	most careless

readable	more readable	most readable
difficult	more difficult	most difficult
diligent	more diligent	most diligent

8. Irregular adjective also have irregular comparison

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
good	better	best
bad	worse	worst
ill	worse	worst
many	more	most
old	older/elder	oldest/eldest
far	further/farther	furthest/farthest
little	less	least
few	less	least

2.2.3 Degrees of Comparison of Adverb

Like an adjective, adverb also can be used in degree of comparison. The word adverb is suggesting the idea of adding to the meaning of verb. It is explained how, when or where something happens or is done.

Adverbs are divided into eight types, they are:

1. Adverb of manner; formed by an adjective with suffixes -ly. Such as *slowly, quickly, greedily, etc.*
2. Adverb of place; showing the place of the event or the action. Such as *here, there, above, across, abroad, along, etc.*

3. Adverb of time such as; *soon, now, then, after, before, when, etc.*
4. Adverb of frequency, such as *always, usually, sometimes, seldom, etc.*
5. Adverb of affirmation, such as *absolutely, yes, surely, etc.*
6. Adverb of degree, such as *very, much, too, quite, etc.*
7. Adverb of possibility, such as *perhaps, maybe, possibility, etc.*
8. Interrogative adverb, such as *when, where, how, how many, etc.*

2.2.3.1 Positive degree

Same as positive degree in adjective, in adverb positive degree also used to say that the two parts of comparison are equal or the same in some way.

The pattern of positive degree in adverb is "**as + adverb + as**".

Example:

- 1) She walks **as slowly as** him
- 2) Rina came **as quickly as** she could

2.2.3.2 Comparative degree

In adverb, the patterns of comparative degree are:

1. We use "**comparative form + than**".

Example:

- 1) I arrived **earlier than** they did
- 2) Mary speaks **more slowly than** wulan

2. We use "**irregular adverb + than**".

Example:

They wrote **worse than** us

2.2.3.3 Superlative degree

The pattern of superlative degree is “**the + superlative form**”

Example:

- 1) She dances **the most cleverly**
- 2) He is **the most strongly man** in this class
- 3) Sunny is **the most dearly** in her family

2.2.3.4 How to form degree of comparison of adverb

Like in adjective, there are also some ways to form degree of comparison of adverb, they are:

1. Adverb with one syllable form the comparative with –er and –est for superlative

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
fast	faster	fastest
hard	harder	hardest
long	longer	longest
near	nearer	nearest
deep	deeper	deepest

2. Adverb with two or more syllables that end in –ly just adding with more for comparative and most for superlative.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
bravely	more bravely	most bravely
clearly	more clearly	most clearly
gently	more gently	most gently

humbly	more humbly	most humbly
loudly	more loudly	most loudly
immediately	more immediately	most immediately

3. Irregular adverb also have irregular comparison

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
early	earlier	earliest
badly	worse	worst
far	farther	farthest
late	later	latest
little	less	least
well	better	best

From the explanations above, we can know how to form positive degree, comparative degree and superlative degree from adverb and adjective, and how to used them in a sentence.

CHAPTER III

METHODOLOGY

3.1 Library Research

To support this thesis the writer has to read and collected the materials in order to get some relevant information in this thesis. It is used to prepare the theories to back up the information of the subject matters of this thesis.

3.2 Field Research

Beside library research, the writer also uses field research to collect the data that is related to the thesis.

3.2.1 Method for Collecting Data

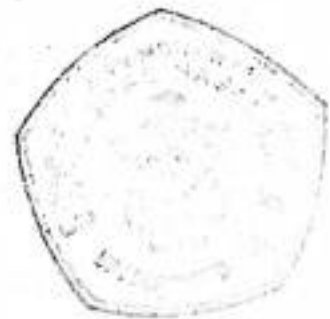
The method that the writer uses to collect the data is through the test. The tests consist of multiple choice tests and fill in test.

a. Multiple choice test

In multiple choice tests, the students are asked to choose the correct answer. This test consists of 20 items. The score of each items is 2,5. Each items consists of four options (a, b, c and d).

b. Fill in test

In fill in test, the students are asked to change the adjective or the adverb into degree of comparison (positive, comparative and superlative degree). this test consists of 10 items. The score of each item is 5.



3.2.2 Method for Analyzing Data

To analyze the data, the writer uses descriptive quantitative and qualitative method. In this method the writer uses three steps to analyze the data.

Step 1

In this step, the data are classified into two groups, that is data from test I (multiple choice test) and test II (fill in test).

Step 2

The writer continues to examine the students' answer than the writer presents the number of students who give the correct and incorrect answer for each test. After each number is presented, the analysis carries out the reasons of correct and incorrect answer. After that each test is tabulated and then put it in two tables. One table for test I and another for test II.

Step 3

In this step, the writer tabulates the students performance in both test I and test II in one table. The table describes the students' achievement and these achievements are classified into five levels by using criteria as follows:

Score: 86 -100	is classified as 'very good'
76 -85	is classified as 'good'
66 -55	is classified as 'fair'
56 -65	is classified as 'poor'
0 -55	is classified as 'very poor'

The writer shows the mean score of the students by using formula:

$$M = \frac{Fx}{N}$$

Where: M = mean score

Fx = the sum of total

N = number of students

3.3 Population and Sample

3.3.1 Population

Population of this research are the third year students of SMA Negeri I Donggala, especially class IPA I and IPA II. The number of students for each class is 37 and the total number of students at the third class is 74.

3.3.2 Sample

From the number of population above, the writer only takes 30 students as a sample. The sample is taking by random sampling technique.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the writer presents and analyzes the data about the students' ability in using degree of comparison. Those data are collected through the written test; multiple choice and fill in test. Multiple choice tests consist of 20 items, and fill in test consist of 10 items.

4.1 Presentation and Analyzes of Data I (Multiple Choice Test)

In this section the writer presents the data from multiple choice test which are consist of 20 items. The writer presents and analyzes those data based on the correct and incorrect answer of each items.

Note:

- The correct answer of each item is given in italic printed.
- The number that is given behind each option indicates the number of students who choose that option.
- The analysis of data is given after its presentation.

The presentation and analysis of data I can be seen as follows:

1. A train is.....a bus
 - a. more fast -
 - b. faster 5
 - c. fastest -
 - d. *faster than* 25

In this item, there are 25 (83,3%) students who choose the correct answer (d) *faster than*, and 5 (16,6%) students choose the incorrect answer (b) *faster*, and there are not any students who choose option (a) *more fast* and option (c) *fastest*.

faster than is the correct answer because to form comparative, the adjective with one syllable added with -er. In a sentence, comparative is followed by 'than'.

more fast is the wrong answer because 'more' is only used in comparative if the adjective consist of two or three syllables. *faster* is wrong answer because it is not followed by 'than'. *fastest* is also wrong answer because it is the superlative form of fast.

2. Omar's pen is.....Tanya's pen

- | | |
|-----------------------|----|
| a. big | - |
| b. bigger | 6 |
| c. <i>bigger than</i> | 24 |
| d. the bigger | - |

In this item, there are 24 (80%) students who choose (c) *bigger than* as the correct answer, 6 (20%) students choose the wrong answer (b) *bigger*, and there is no student chooses option (a) *big* and option (d) *the bigger*.

bigger than is the correct answer because it is the same as number one, the sentence above is a comparative degree; therefore the word *big* is added with -er and followed by *than*.

bigger and *the bigger* are the incorrect answers because *bigger* is not followed by 'than' and we do not need to use 'the' in comparative.

3. She is as.....as her sister

- | | |
|---------------------|----|
| a. beauty | 4 |
| b. more beautiful | 10 |
| c. most beautiful | 10 |
| d. <i>beautiful</i> | 6 |

For this item, there are only 6 (20%) students who choose the correct answer (d) *beautiful*, 4 (13,3%) students choose option (a) beauty, 10 (33,3%) students choose (b) more beautiful, and 10 (33,3%) choose (c) most beautiful.

beautiful is the correct answer because 'as.....as' is used in positive degree. The use of positive degree in a sentence is "as + adjective + as". We do not need to add -er, -est, more or most. Therefore, *more beautiful* and *most beautiful* are wrong answers.

4. Mike came as.....as he could

- | | |
|-------------------|----|
| a. more quickly | |
| b. <i>quickly</i> | 24 |
| c. most quickly | |
| d. quickly than | 6 |

For this item, there are 24 (80%) students who choose the correct answer (b) *quickly*, 6 (20%) students choose the wrong answer (d) quickly than, while option (a) more quickly and (c) most quickly are not chosen by any students.

quickly is the correct answer because the use of positive degree in a sentence is "as + adverb + as". The sentence above uses an adverb; therefore the adverb can not be changed.

'more quickly' is the wrong answer because 'more' is used in comparative degree. 'quickly than' is the wrong answer because its form is not in accordance with the rule of degree of comparison. 'most carefully' is also wrong answer because 'most' is used in superlative.

5. He always use the.....knife to cut the meat.

- | | |
|--------------------|----|
| a. <i>sharpest</i> | 17 |
| b. most sharpest | 10 |
| c. sharper | 3 |
| d. more sharper | - |

For this item, there are 17 (56,6%) students who have the correct answer by choosing option (a) *sharper*, 10 (33,3%) students choose option (b) most sharpest, 3 (10%) choose option (c) sharper, and there are not any students who choose option (d) more sharper.

sharpest is the correct answer because the use of superlative degree is 'the + superlative form'. To form the superlative, adjective with one syllables is added with -est.

'most sharpest' is the wrong answer because 'most' is only used if the adjective consists of two or three syllables. 'Sharper' and 'more sharper' are also wrong answers because they are not in accordance with the rule of superlative degree.

6. She loves Alice the.....of all her children

- | | |
|-----------------------|----|
| a. more dearly | - |
| b. <i>most dearly</i> | 15 |
| c. dearly | 15 |
| d. dear | - |

In this item, there are 15 (30%) students who choose the correct answer (b) *most dearly*. Option (c) dearly as the wrong answer is chosen by 15 (30%) students. While option (a) more dearly and (d) dear are not chosen by any students.

most dearly is the correct answer because in superlative degree of adverb we do not need to change the adverb. We just added 'most'.

'more dearly' and 'dearly' are the wrong answers because 'more' is used in comparative degree and 'dearly' is used in positive degree.

7. Herlina works.....than Jimmy

- | | |
|---------------------------|----|
| a. diligently | 5 |
| b. <i>more diligently</i> | 23 |
| c. most diligently | 2 |
| d. the most diligently | - |

In this item, there are 23 (76,6%) students who have the correct answer by choosing option (b) *more diligently*, 5 (16,6%) students choose (a) diligently, 2 (6,66%) students choose (c) most diligently and option (d) the most diligently is not chosen by a student.

more diligently is the correct answer because 'diligently' is an adverb explaining verb (work) with four syllables and it is in accordance with the rule of comparative degree, adjective or adverb with three or more syllables added with 'more'.

'diligently', 'most diligently' and 'the most diligently' are the wrong answers because their forms are not in accordance with the rule of comparative degree. 'most' can not be used in comparative degree and it's used for superlative degree.

8. The boy wrote.....than before.

- a. carefully 9
- b. most carefully 10
- c. *more carefully* 11
- d. the most carefully -

For this item, there are only 11 (36,6%) students who choose the correct answer (c) *more carefully*, 10 (33,3%) students choose the option (b) most carefully, 9 (30%) students choose (a) carefully, and there are not any students who choose option (d) the most carefully.

more carefully is the correct answer because it is in accordance with the rule of degree of comparison, to form comparative degree of adverb, we add 'more' in adverb that end in -ly.

'most carefully' and 'the most carefully' are the wrong answers because they are use in superlative degree.

9. His painting is as.....as mine

- | | |
|----------------|----|
| a. <i>good</i> | 19 |
| b. better | 8 |
| c. best | 3 |
| d. the best | - |

In this item, there are 19 (63,3%) students who have the correct answer by choosing (a) *good*, 8 (26,6%) students choose option (b) better, 3 (10%) students choose (c) best, and there are not any students who choose option (d) the best.

good is the correct answer because, the question above is the positive form that uses irregular adjective. 'Better' and 'best' are wrong answers because they are irregular comparative and superlative of 'good'.

10. Did you put in as.....as you are told to?

- | | |
|----------------------|----|
| a. <i>much sugar</i> | 16 |
| b. many sugar | 10 |
| c. more sugar | - |
| d. most sugar | 4 |

For this item, there are 16 (53,3%) students who choose option (a) *much sugar* as the correct answer, 10 (33,3%) students choose option (b) many sugar and 4 (13,3%) choose option (d) most sugar as the wrong answer, and option (c) more sugar is not chosen by any students.

much sugar is the correct answer because the sentence above is also positive form. Similar to question before, it also uses irregular comparison. 'Much' is the irregular of positive degree.

'many sugar' is wrong answer because 'many' is used with countable noun and it's not appropriate to use in positive degree. 'More sugar' and 'most sugar' are also wrong answers because their form is not in accordance with the use of positive degree in a sentence.

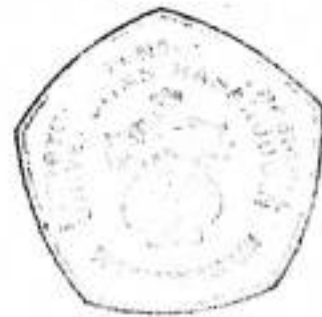
11. This class is...than that class

- | | |
|----------------------------|----|
| a. <i>more comfortable</i> | 27 |
| b. most comfortable | - |
| c. comfortable | 3 |
| d. the most comfortable | - |

In this item, there are 27 (90%) students who choose the correct answer (a) *more comfortable*. Option (c) comfortable as the wrong answer is chosen by 3 (10%) students. While, options (b) and (d) are not chosen by any students.

more comfortable is the correct answer because 'comfortable' is an adjective with two syllables and to form comparative, the adjective added with 'more'.

'most comfortable' and 'the most comfortable' are wrong answers because they are the superlative form.



12. Rina is.....student in this class

- | | |
|-------------------------|----|
| a. cleverer | 10 |
| b. <i>the cleverest</i> | 20 |
| c. the cleverer | - |
| d. most cleverest | - |

For this item, there are 20 (66,6%) students who have the correct answer by choosing option (b) *the cleverest*, 10 (33,3%) students choose the wrong answer (a) cleverer, and there are not any students who choose option (c) the cleverer and (d) most cleverest.

the cleverest is the correct answer because the pattern of superlative degree in a sentence is 'the + superlative form'. While, to form superlative degree adjective with one syllable is added -est and for two or three syllables words just added with 'most'. 'clever' is an adjective with one syllable. Therefore, 'cleverer' and 'most cleverer' are wrong answers.

13. This is.....place in Sukabumi

- | | |
|------------------------|----|
| a. noisier | - |
| b. noisiest | 10 |
| c. <i>the noisiest</i> | 14 |
| d. more noise | 6 |

In this item, there are only 14 (46,6%) students who choose the correct answer (c) *the noisiest*, 10 (33,3%) students choose the wrong answer (b) noisiest, 6 (20%) students choose (d) more noise, while option (a) noisier is not chosen by any students.

the noisiest is the correct answer because in superlative degree we use -est for adjective with one syllable and we use 'the' before superlative form if we want to use it in a sentence.

'noisier' is the wrong answer because it is the comparative form of 'noise'. 'noisiest' is the superlative form but it's not followed by 'the'.

14. Your hair is the.....of all.

- | | |
|---------------------|----|
| a. the bad | - |
| b. the worse | 11 |
| c. <i>the worst</i> | 19 |
| d. the more bad | - |

In this item, there are 19 (63,3%) students who give the correct answer by choosing option (c) *the worst*, 11 (36,6%) students choose the wrong answer (b) the worse, and there are not any students who choose option (a) and option (d).

the worst is the correct answer because the question above is about superlative by using irregular comparison. 'The worst' is irregular forms of 'bad' that is used in superlative degree.

'the worse' is the wrong answer because 'the worse' is the irregular form of comparative. 'the bad' and 'the more bad' are also wrong answers because their forms are not in accordance with the rule of superlative degree.

15. It is raining.....it did yesterday

- | | |
|-------------------------|----|
| a. heavily | 8 |
| b. <i>as heavily as</i> | 22 |
| c. most heavily | - |
| d. more heavily | - |

For this item, there are 22 (73,3%) students who have the correct answers by choosing option (b) *as heavily as*, 8 (26,6%) students choose the incorrect answer (a) heavily. While, option c and option d are not chosen by any students.

as heavily as is the correct answer because 'as.....as' is used to say that the two parts of comparison are equal, and the sentence above is compare the equal things. Therefore we use positive degree.

'heavily', 'most heavily' and 'more heavily' are the wrong answers because their forms are not in accordance with the rule of positive degree.

16. The teacher wants the work written.....than before

- | | |
|-----------------------|----|
| a. neatly | 11 |
| b. most neatly | 10 |
| c. the most neatly | - |
| d. <i>more neatly</i> | 9 |

For this item, there are 9 (30%) students who choose the correct answer (d) *more neatly*, 11 (36,6%) students choose option (a) neatly, 10 (33,3%) students choose (b) most neatly, and there are not any students who choose option (c) the most neatly.

more neatly is the correct answer because in comparative degree 'more' is used in adverbs that end in ly

'neatly' is the incorrect answer because it is used in positive degree. 'Most neatly' and 'the most neatly' are also wrong answers because they are the form of superlative degree.

17. Mary always comes.....than Jhon

- | | |
|----------------|----|
| a. early | 4 |
| b. earlier | 24 |
| c. earliest | - |
| d. as early as | 2 |

In this item, there are 24 (80%) students who have the correct answer by choosing option (b) *earlier*, 4 (13,3%) students choose option (a) *early*, 2 (6,66%) students choose (d) *as early as*. While, option (c) *earliest* is not chosen by a student.

earlier is the correct answer because the sentence above is the comparative degree by using irregular form. 'earlier' is irregular form of comparative. 'early' and 'earliest' are wrong answers because 'early' is the positive form and 'earliest' is the superlative form.

18. My shoes is the.....of all

- | | |
|-------------------|----|
| a. expensive | |
| b. more expensive | 7 |
| c. expensive than | |
| d. most expensive | 23 |

In this item, there are 23 (76,6%) students who choose the correct answer (d) *most expensive*, and 7 (23,3%) students choose the wrong answer (b) *more expensive*, while there are not any students who choose option (a) and (c).

most expensive is the correct answer because to form superlative degree we use 'most' for adjective with two or three syllables.

'more expensive' and 'expensive than' are the wrong answers because their form is not in accordance with the pattern of superlative degree.

19. Tony is.....than me

- | | |
|-------------------------|----|
| a. diligent | 2 |
| b. most diligent | - |
| c. the most diligent | - |
| d. <i>more diligent</i> | 28 |

For this item, there are 28 (93,3%) students who choose the correct answer (d) *more diligent*. Option (a) *diligent* as the wrong answer is chosen by 2 (6,6%) students. While, option b and c are not chosen by any students.

more diligent is the correct answer because if the adjective consists of three syllables 'more' is added to form comparative degree.

'most diligent' and 'the most diligent' are the wrong answers because 'most' is used to form superlative degree.

20. Alaska is.....state in United states

- | | |
|-----------------------|----|
| a. <i>the largest</i> | 19 |
| b. largest | 11 |
| c. larger | - |
| d. most largest | - |

In this item, there are 19 (63,3%) students who choose the correct answer (a) *the largest*, 11 (36,6%) students choose the wrong answer (b) largest. While, there are not any students who choose option (c) larger and option (d) most largest.

the largest is the correct answer because in a sentence we normally use 'the' before superlative. Therefore 'largest' is wrong answer because it is not begin with 'the'. 'larger' and 'most largest' are also wrong answers because 'larger' is comparative form of 'large' and 'most' is used if adjective consists of three or more syllables.

4.1.1 The table of data I

The following table shows the number of students who give the correct and incorrect answer in test I (multiple choice test).

Table 1. Student's performance in answering Test I (Multiple Choice Test)

Items	Number Of Students Who Give			
	Correct Answer	%	Wrong Answer	%
01	25	83	5	17
02	24	80	6	20
03	6	20	24	80
04	24	80	6	20
05	17	57	13	53
06	15	50	15	50
07	23	77	7	23
08	11	37	19	63
09	19	63	11	37
10	16	53	14	47
11	27	90	3	10
12	20	67	10	33
13	14	47	16	53
14	19	63	11	37
15	22	73	8	27
16	9	30	21	70
17	24	80	6	20
18	23	77	7	23
19	28	93	2	7
20	19	63	11	37

4.2 Presentation and Analysis of Data II (fill in test)

In this part, the writer presents and analysis the collected data from the test II. In the test II the students are asked to change the adjective or adverb into positive degree, comparative degree and superlative degree. These tests consist of 10 items. The writer presents and analysis the data based on the correct and incorrect answer for each items.

Note:

- The correct answer of each item is given in bold printed.
- The analysis of data is given after its presentation.

The presentation and analysis of the data can be seen as follows:

1. The weather in Palu.....(hot) than weather in Makassar

hotter	23
more hot	5
hottest	2

In this item, there are 23 (76,6%) students who answer correctly with **hotter**, while 7 (23,3%) students answer wrongly; 5 students answer **more hot** and 2 students answer **hottest**.

hotter is the correct answer because in forming comparative degree, the adjective in one syllable is added with -er. Hot is an adjective with one syllable. Therefore, the word 'hot → hotter'

more hot and **hottest** are the wrong answers because 'more' is used to form comparative degree if the adjective consists of two or three syllables, and -est is used in superlative degree.

2. Joshua ate.....(much) as I do

as much	21
muchest	9

For this item, there are 21 (70%) students who give the correct answer with **as much as**, and 9 (30%) students answer incorrectly with **muchest**.

as much is the correct answer because if we want to form the positive degree we do not need to change adjective but we can use "as.....as". Therefore, **muchest** is wrong answer. It is also ungrammatical.

3. He is the.....(greedy) man I have ever met

greediest	13
most greedy	15
greedier	2

For this item, there are only 13 (43,3%) students who answer correctly with **greediest** and 17 (56,6%) students answer incorrectly; 15 students answer **most greedy**, and 2 students answer **greedier**.

greediest is the correct answer because in accordance with the rule of superlative degree, the adjective with one syllable is added with -est. so, word "greedy → greediest".

most greedy is the wrong answer because 'most' is used in superlative if the adjective consist of two or three syllables. **Greedier** is also wrong answer because -er is added to form comparative degree.

4. These question are.....(difficult) than the one we did yesterday

more difficult 26

most difficult 4

In this item, there are 26 (86,6%) students who answer correctly with **more difficult** and only 4 (13,3%) students answer wrongly with **most difficult**.

more difficult is the correct answer because the sentence above compares unequal things. Therefore the adjective should be change into comparative degree. To form comparative degree adjective with two or three syllables is added with 'more'. 'difficult' is an adjective with three syllables. So, word 'difficult → more difficult'.

most difficult is the wrong answer because 'most' is added to form superlative degree.

5. Mount Everest is the.....(high) mountain in the world.

highest 22

higher 4

more high 4

In this item, there are 22 (73,3%) students who answer correctly with **highest** and there are 8 (26,6%) students who answer wrongly; 4 students answer **higher** and 4 students answer **more high**.

highest is the correct answer because word 'high' is an adjective with one syllable and in accordance with the rule of superlative degree 'high' is added with -est. So, word 'high → highest'.

higher is the wrong answer because it is used in comparative degree. **more high** is also wrong answer because 'more' is can not be used in adjective with one syllable.

6. The child slept.....(soundly) than his sister.

more soundly	21
most soundly	4
as soundly as	2
Soundlier	3

For this item, there are 21 (70%) students who answer correctly and 9 (30%) students answer wrongly; 4 students answer **most soundly**, 2 students answer **as soundly as**, and 3 students answer **soundlier**.

more soundly is the correct answer because the sentence above is comparing two different persons and it has to use comparative degree. To form comparative degree, we use 'more' with adverbs that end in -ly. So, 'soundly → more soundly'.

most soundly is the wrong answer because 'most' is used to form superlative degree. **as soundly as** is also wrong answer because 'as.....as' is used to form positive degree and **soundlier** is wrong answer because its form is not in accordance with the rule of comparative degree of adverb.

6. She sings.....(sweetly) as her sister

as sweetly 24

more sweetly 6

For this item, there are 24 (80%) students who answer correctly with **as sweetly as** and only 6(20%) students answer wrongly with **more sweetly**.

as sweetly is the correct answer because in accordance with the rule of positive degree, we use 'as.....as' and we do not need to change the adverb.

more sweetly is the wrong answer because 'more' is used to form comparative degree.

7. These mangoes are.....(sweet) than those

sweeter 11

more sweet 14

sweetest 5

In this item, there are only 11 (36,6%) students who answer correctly with **sweeter**, 19 (63,3%) students answer wrongly; 14 students answer **more sweet** and 5 students answer **sweetest**.

sweeter is the correct answer because to form comparative degree -er is added in adjective with one syllable. 'Sweet' is an adjective with one syllable,; therefore it should be added with -er. So, 'sweet → sweeter'.

more sweet and **sweetest** are wrong answers because 'more' is used to form comparative degree in adjective with two or three syllables, and -est is used to form superlative degree.



8. Your drawing is the(bad) of all.

worst	15
worse	8
badest	7

In this item, there are 15 (50%) students who answer correctly with **worst** and 15 (50%) students answer wrongly; 8 students answer **worse** and 7 students answer **badest**.

worst is the correct answer because the word 'bad' is an irregular adjective and in accordance with the rule of degree of comparison, irregular adjective or adverb also have irregular comparative and superlative. **worst** is irregular form of superlative.

worse and **badest** are the wrong answers because 'worse' is irregular comparative of bad and -est is can not be added in irregular adjective to form superlative.

9. The man shouted the(loudly) of all.

most loudly	22
more loudly	4
loudliest	4

For this item, there are 22 (73,3%) students who give the correct answer with **most loudly**, 8 (26,6%) students give the wrong answer; 4 students answer **more loudly** and 4 students answer **loudliest**.

most loudly is the correct answer because 'most' is used to form superlative degree in adverb that end in -ly.

more loudly is wrong answer because 'more' is used to form comparative degree **loudliest** also wrong answer because -est is can not be added in adverb that end -ly.

4.2.1 The table of data II

The following table shows the number of students who give the correct and incorrect answer.

Table 2 : Students performance in answering Test II (Fill In Test).

Items	Number Of Students Who Give			
	Correct answer	%	Incorrect answer	%
01	23	77	7	23
02	21	70	9	30
03	13	43	17	57
04	26	87	4	13
05	22	73	8	27
06	21	70	9	30
07	24	80	6	20
08	11	37	19	63
09	15	50	15	50
10	22	73	8	13

4.3 Table 3 and its description

Table 3 consists of the result of table I and table II. Before the writer describing it more detail, the writer presents the formula and the criteria to determine the students' achievement and their score in using degree of comparison.

The writer uses the formula as given below:

Total score = score of test I + score of test II

In test I the students get 2,5 point for each the correct item

In test II the students get 5 point for each the incorrect item

Where : - Score of test I is : number of correct answer times 2,5. The total score of test I is 50

- Score of test I is: number of correct answer times 5. The total score f test II is 50

Therefore, the total score for both tests are 100. Meanwhile, the formula to determine the students' mean score is:

$$M = \frac{F_x}{N}$$

Where: M = Mean score

F_x = The sum of total

N = Number of students

Besides that, the writer uses five criteria to determine the students' achievement, as follow:

86 – 100 is classified as 'Very good'

75 – 85 is classified as 'Good'

66 – 75 is classified as 'Fair'

56 – 65 is classified as 'Poor'

0 – 55 is classified as 'Very poor'

Table 3: Students' scores in answering Test I and Test II

STUDENTS	TEST I		TEST II		TOTAL SCORE	F	Fx
	NCA	SCORE	NCA	SCORE			
01	20	50	10	50	100	3	300
02	20	50	10	50	100		
03	20	50	10	50	100		
04	18	45	9	45	90	1	90
05	17	42,5	9	45	87,5		
06	15	37,5	10	50	87,5	2	175
07	17	42,5	8	40	82,5		
08	17	42,5	8	40	82,5	2	165
09	14	35	9	45	80		
10	14	35	9	45	80	2	160
11	16	40	7	35	75	1	75
12	15	37,5	7	35	72,5		
13	13	32,5	8	40	72,5		
14	13	32,5	8	40	72,5	3	217,5
15	12	30	7	35	65		
16	10	25	8	40	65	2	130
17	8	20	8	40	60	1	60
18	9	22,5	7	35	57,5	1	57,5
19	10	25	6	30	55		
20	6	15	8	40	55	2	110

21	12	30	3	15	45			
22	12	30	3	15	45	2	90	
23	11	27,5	3	15	42,5	1	42,5	
24	12	30	2	10	40			
25	10	25	3	15	40			
26	8	20	4	20	40	3	120	
27	7	17,5	4	20	37,5			
28	7	17,5	4	20	37,5	2	75	
29	6	15	3	15	30	1	30	
30	9	22,5	1	5	27,5	1	27,5	
The sum of total (F) X								1925

Note: NCA is number of correct answer

The table above shows the highest score is 100 and the lowest score is 27,5.

The description of the table can be seen as follows:

There are 3 students who get 20 correct answers in test I and 10 correct answers in test II and they get 100 point for 30 correct answers out of 30 items. They are classified as 'very good'.

There is 1 student who gets 18 correct answers in test I and 9 correct answers in test II and he gets the total score 90 for 27 correct answers out of 30 items. He is classified as 'very good'.

There are 2 students who get the same total scores; 87,5 but they have different number of correct answer in both test I and test II. They are:

- 1 student has 17 correct answers in test I and 9 correct answers in test II. So, the total score is 87,5 for 26 correct answer out of 30 items. He is classified as 'very good'.
- 1 student has 15 correct answers in test I and get score 37,5. 10 correct answers in test II and get score 50. So, the total scores in two tests is 87,5. He is classified as 'very good'.

There are 2 students who get 17 correct answers in test I and 8 correct answers in test II. The score in test I is 42,5 and the score in test II is 40. So, their total scores in both test I and test II are 82,5. They are classified as 'good'.

There are 2 students who get 14 correct answers out of 20 items in test I and 9 correct answers out of 10 items in test II. The scores of test I is 35 and test II is 45. So, their total scores are 80 which are classified as 'good'.

There is only 1 student who gets 16 correct answers in test I and 7 correct answers in test II. He gets total scores 75 for 23 correct answer out of 30 items. He is classified as 'fair'.

There are 3 students who get the same total scores; 72,5 but they have different number of correct answer in both test I and test II. They are:

1. 1 student has 15 correct answers out of 20 items in test I and 7 correct answers out of 10 items in test II. He gets total scores 72,5 for 22 correct answers out of 30 items and he is classified as ' fair'.

2. 2 students have 13 correct answers out of 20 items in test I and 8 correct answers out of 10 items in test II. Their total scores are 72,5 for 21 correct answers out of 30 items and they are classified as 'fair'.

There are 2 students who get the same total scores: 65 but they have different number of correct answers in both test I and test II. They are:

1. 1 student gets 12 correct answers out of 20 items in test I which is equal to the score of 30 and in test II he gets 7 correct answers out of 10 items which is equal to score of 35. So, total score of the student in two tests is 72,5. He is classified as 'poor'.
2. 1 student gets 10 correct answers out of 20 items in test I which is equal to the score of 25 and 8 correct answers out of 10 items in test II which is equal to score of 40. So, total score of the student in two tests is 65. He is classified as 'poor'.

There is 1 student gets 8 correct answers out of 20 items in test I which is equal to the score of 20 and 8 correct answers out of 10 items in test II which is equal to the score of 40. So, total scores in two tests are 60. He is classified into 'poor'.

There is 1 student who gets 9 correct answers in test I and 7 correct answer in test II. The score of test I is 22,5 and score of test II is 35. So, total scores is 57,5 which is classified into 'poor'.

There are two students who get the same total scores; 55 but they have different number of correct answer in both test I and test II. They are:

1. 1 student has 10 correct answers out of 20 items in test I which is equal to the score of 25 and 6 correct answers out of 10 items in test II which is equal to the score of 30. So, the total score in two tests are 55. It is classified into 'very poor'.
2. 1 student gets 6 correct answers out of 20 items in test I which is equal to the score of 15 and 8 correct answers out of 10 items which is equal to the score of 40. So, the total score in two tests are 55. It is classified into 'very poor'.

There are 2 students who have 12 correct answer out of 20 items in test I and 3 correct answers out of 10 items in test II. The score in test I is 30 and score in test II is 15. So, their total score in two tests are 45. They are classified as 'very poor'.

There is 1 student who gets 11 correct answer out of 20 items in test I which is equal to the score of 27,5 and 3 correct answer out of 10 items in test II which is equal to the score of 15. So, total score in two tests are 42,5. It is classified into 'very poor'.

There are 3 students who have the same total score; 40 but they have different number of correct answer in both test I and test II. They are:

1. 1 student gets 12 correct answers in test I but only 2 correct answers in test II. The score in test I is 30 and score in test II is 10. So, total score in two tests are 40. It is classified into 'very poor'.

2. 1 student gets 10 correct answers in test I and 3 correct answers in test II.

The score of test I is 25 and score of test II is 15. So, total score in two tests are 40. It is classified into 'very poor'.

3. 1 student gets 8 correct answers in test I and 4 correct answers in test II.

The score of test I is 20 and score of test II is 20. So, total score in two tests are 40. It is classified into 'very poor'.

There are 2 students who get 7 correct answers out of 20 items in test I which is equal to the score of 17,5 and 4 correct answers out of 10 items in test II which is equal to the score of 20. So, their total score in two tests are 37,5 which is classified into 'very poor'.

There is 1 student who has 6 correct answers out of 20 items in test I which is equal to the score of 15 and 3 correct answers out of 10 items in test II which is equal to the score of 15. So, total score of the student in two tests is 30 and he is classified as 'very poor'.

There is 1 student who has 9 correct answers out of 20 items in test I which is equal to the score of 22,5 and only 1 correct answer out of 10 items in test II which is equal to the score of 5. So, total score of the student in two tests is 27,5 and he is classified into 'very poor'.

Next, the writer determines the students' mean score in using degree of comparison by using the formula which has mentioned above.

From the table 3 we can see that:

$$F_x = 1925$$

$$N = 30$$

$$\begin{aligned} \text{Therefore, the mean score is: } M &= \frac{1925}{30} \\ &= 64,16 \end{aligned}$$

So, the average score of the students to use degree of comparison is 64, 16. It can be conclude that the students' ability to use degree of comparison is "poor".

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer discusses two parts. The first is deal with conclusions and the second one deal with suggestions.

5.1 Conclusions

After analyzing the data and discussing the result of data analysis, the writer can conclude that:

1. The students' ability to use degree of comparison is "Poor". It can be seen in their achievement based on the criteria that are used.
2. There are still many students who make some errors in answering the question.

The errors often done are as follows:

- a. Some of students, in forming positive degree do not use 'as.....as' but they form the adjective or the adverb by adding -er or -est.
 - b. In forming comparative degree, there are still many students who form the adjective with one syllable by adding 'more'.
 - c. In forming superlative degree, some students still do not understand when we have to add -est or most.
 - d. Some students change the adverb into comparative and superlative degree by adding -er or -est.
3. There are still many students who difficult to form superlative degree and use it in a sentence. Even tough in adjective, adverb and the irregular type.

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 - d. Some students change the adverb into comparative and superlative degree by adding -er or -est.
- 3 There are still many students who difficult to form superlative degree and use it in a sentence. Even tough in adjective, adverb and the irregular type.

- 4 The students highest score is 100 and classified as 'very good' and the lowest score is 27,5 and classified into 'very poor'.
- 5 The mean score of the student is 64,16. It is classified into criteria 'poor'. These criteria also represent the students' ability to use degree of comparison.

5.2 Suggestions

Based on the result of data an analysis the writer would like to give some suggestions, they are:

1. The students are suggested to learn about degree of comparison particularly and grammar generally to improve their English.
2. The students are suggested to read more English grammar books; therefore they will know many things about English grammar.
3. The teacher of English at SMA Negeri I Donggala is suggested to always reminding the students about the important of learning English.
4. For further researchers who interested in doing the same or similar research, the writer suggests to investigate the students' ability to use degree of comparison.

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APPENDIX I (multiple choice test)

Isilah titik-titik di bawah ini dengan jawaban yang benar!

1. A train is a bus
 - a. more fast
 - b. faster
 - c. Fastest than
 - d. *Faster than*
2. Omar's pen is Tanya's pen
 - a. big
 - b. bigger
 - c. *Bigger than*
 - d. The biggest
3. She is as.....as her sister
 - a. beauty
 - b. more beautiful
 - c. most beautiful
 - d. *beautiful*
4. Mike came as.....as he could
 - a. more quickly
 - b. *quickly*
 - c. most quickly
 - d. quickly than
5. He always use the knife to cut the meat
 - a. *sharpest*
 - b. most sharpest
 - c. sharper than
 - d. more sharper
6. She loves Alice the of all her children
 - a. more dearly
 - b. *most dearly*
 - c. dearly
 - d. dear

7. Herlina works than Jimmy
- a. diligently c. most diligently
b. *more diligently* d. the most diligently
8. The boy wrote than all of them
- a. carefully c. *more carefully*
b. most carefully d. the most carefully
9. His painting is as.....as mine
- a. *good* c. best
b. better d. the best
10. Did you put in as.....as you are told to?
- a. *much sugar* c. more sugar
b. many sugar d. most sugar
11. This class is.....than that class
- a. *more comfortable* c. comfortable
b. most comfortable d. the most comfortable
12. Rina is.....student in this class
- a. cleverer c. the cleverer
b. *the cleverest* d. most cleverest
13. This is.....place in sukabumi
- a. noisier c. *the noisiest*
b. noisiest d. more noise

14. Your hair is.....of all

- a. the bad c. *the worst*
- b. the worse d. the more bad

15. It is raining.....it did yesterday

- a. heavily c. most heavily
- b. *as heavily as* d. more heavily

16. The teacher wants to the work written.....than before

- a. neatly c. The most neatly
- b. most neatly d. *more neatly*

17. Mary always comes.....than John

- a. early c. earliest
- b. *earlier* d. as early as

18. My shoes is the.....of all

- a. expensive c. expensive than
- b. more expensive d. *most expensive*

19. Tony isthan me

- a. diligent c. the most diligent
- b. most diligent d. *more diligent*

20. Alaska is....state in the United States

- a. *the largest* c. larger
- b. largest d. most largest

APPENDIX II (Fill in test)

Lengkapi kalimat di bawah ini dengan merubah adjective atau adverb yang ada di dalam kurung ke dalam bentuk degree of comparison(menambahkan more, most, -er, -est, as....as, dan bentuk irregular)

1. The weather in Palu is.....(hot) than the weather in Makassar
2. Joshua ate(much) as I do
3. He is the.....(greedy) man I have ever met
4. These questions are....(difficult) than the one we did yesterday
5. Mount Everest is the.....(high) mountain in the world.
6. The child slept....(soundly) than his mother
7. She sings(sweetly) as her sister
8. These mangoes are(sweet) than those
9. Your drawing is the(bad) of all
10. The man shouted the(loudly) of all