

***THE ABILITY OF THE SIXTH SEMESTER STUDENTS OF
ENGLISH STUDY PROGRAM FKIP-UR IN CONSTRUCTING
COMPARATIVE AND SUPERLATIVE DEGREES***

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Abstract: *This descriptive research was aimed at finding out the ability of the sixth semester students of English Study Program FKIP-UR in constructing comparative and superlative degrees. This research focuses on students' ability in constructing comparative and superlative degrees based on the form, such as one-syllable adjectives, two-syllable adjectives, adjectives with three or more syllables, irregular adjectives, and adverb. The data were collected using a grammar test. The test contained 20 items. The population was the sixth semester students of English Study Program FKIP UR in academic year 2016/2017 that consist of 89 students. The sample size was 31 students who are from Class B, chosen by using cluster sampling technique. The needed data were collected by giving grammar test that consist of tables containing data for the students to construct 2 sentences, comparative and superlative degrees in try out and real test. The try out was conducted to check the validity and reliability of the test. Based on the research, it was found out that first: the ability of the second year students in constructing comparative and superlative degrees is in the good level with the mean score of 73.8.*

Keywords: *Ability, Constructing Sentences, Comparative and Superlative Degrees.*

KEMAMPUAN MAHASISWA SEMESTER ENAM PENDIDIKAN BAHASA INGGRIS FKIP-UR DALAM MEMBUAT KALIMAT KOMPARATIF DAN SUPERLATIF

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan mahasiswa semester enam pendidikan bahasa inggris FKIP-UR dalam membuat kalimat komparatif dan superlatif. Penelitian ini berfokus pada kemampuan mahasiswa dalam membuat lima bentuk kata sifat dan kata keterangan: dengan satu suku kata, dua suku kata, tiga atau lebih suku kata, kata sifat yang tidak beraturan, dan kata keterangan. Data diperoleh dari tes grammar dalam bentuk isian yang terdiri dari 20 soal. Uji coba dilakukan untuk memperoleh validitas dan reliabilitas tes yang baik. Hasil penelitian yang diperoleh adalah sebagai berikut; pertama, kemampuan mahasiswa dalam membuat kalimat komparatif dan superlatif secara keseluruhan berada pada level good (baik) dengan nilai rata-rata 73,8.

Kata kunci: Kemampuan, Menyusun Kalimat, Comparative and Superlative Degrees.

INTRODUCTION

Constructing sentences is very important in language learning, including English. Any English language learners have to construct English sentences both in oral and written in order to improve their language skills, especially the productive ones, speaking and writing. Writing is a skill that is required in many contexts. For instance, people can write an email to a friend or reflect on what happen during the day in personal diary (Bowker, 2007). Azhar (2015) writes that there are some ways to test grammar, one of those is by constructing sentences. Constructing sentences is not only important in daily matters but also in academic matters, such as in doing some tests, reports, and presentations. There are some kinds of sentences that are constructed by people in life, one of them is constructing sentences containing comparison. According to Ruschhaupt (2010), people always compare people, products, prices, and others in their live. Moreover, according to Wang and his friends (2014), a comparison is one of the most convincing ways of evaluation and has a great influence on decision making both in writing and speaking.

It means people need to compare things, products, qualities, and so forth. People always say *Product A is better than Product B*, or *Book X is more expensive than Book Y*. Moreover, people also say something is the super in its kind. For example, people might always say, *“this product is the best of all.”* This kind of sentence is called a superlative sentence. Both comparative and superlative sentences are important in people’s daily life.

There are few ways to test the students’ ability in constructing sentences, especially comparative and superlative degrees. By looking pictures or reading texts containing tables, charts, diagrams, and so forth, the students can construct comparative and superlative degrees. Students learn how to construct sentences based on data given in tables or diagrams in Academic Reading and Writing course in the fourth or the sixth semester. In this research, the writer tried to find out the ability of the sixth semester students of English Study Program of FKIP-UR in constructing comparative and superlative degrees based on data in tables given.

Indonesian students have learnt the rules of comparative degrees in schools. However, based on the writer’s observation to some of students in English Study Program FKIP-UR 22nd of March 2017, they still found it difficult to construct sentences especially comparative and superlative degrees.

The research question of this research was as in the following: how is the ability of the sixth semester students of English Study Program FKIP-UR in constructing comparative and superlative degrees ?

METHODOLOGY

The type of the research is descriptive research. According to Kothari (2004), descriptive research is a research which includes surveys and fact-finding enquires of different kinds and which purpose is to describe the state of affairs as it exists at present. It means that descriptive research is related with the condition occurs at that time, it can be done by using surveys. It is also a quantitative research. In this research, descriptive

research is used to describe the ability of the sixth semester students of English Study Program FKIP-UR in constructing comparative and superlative degrees.

The technique of collecting the data plays an important role in conducting a research. To get the data, the writer constructed a grammar test as an instrument. The students were asked to construct comparative and superlative degrees based on data in tables given. The test consisted of 30 items, 20 for the real item and 10 items for back up items. It took 60 minutes. The test was about constructing comparative and superlative degrees. An item consisted of one table with three data about general things in daily life. The students had to compare the three data in the tables and construct comparative and superlative degrees.

The population of the research is the sixth semester students of English study Program FKIP-UR in the academic year 2016/2017. There are total three classes and the number of population is 89 students. The distribution of the population is as follows:

Table 1 The Distribution of the Population

| No. | Classes | Number of Students (Population) |
|-----|--------------|---------------------------------|
| 1. | IV A | 33 |
| 2. | IV B | 31 |
| 3. | IV C | 25 |
| | TOTAL | 89 |

The writer took samples by using probability sampling. According to Setiyadi (2006), probability sampling can help the researcher to choose the samples to correctly represent a population. He also says that everyone in the population has the same occasion to be a sample. Therefore, the researcher chose class C as the try out class to know the reliability and the validity of the research instrument and the students of class B as the samples of this research. The reason of choosing Class C and Class B as the try-out class was because they were the first class that the researcher met when doing the research.

Before the real test was given to the students, it was tried out first to the try-out class, Class C which consists of 25 students.

The classification of students' scores by Harris (1974) and it can be seen in the following table 2:

Table 2 The Classification of Students' Score

| No. | Scores | Category |
|-----|----------|-----------|
| 1. | 80 – 100 | Excellent |
| 2. | 60 – 79 | good |
| 3. | 50 – 59 | average |
| 4. | 0 – 49 | Poor |

(Adapted from Harris, 1974)

RESEARCH FINDINGS

The result of the research was analyzed to find out the ability of the sixth semester students of English Study Program FKIP-UR in constructing comparative and superlative degrees. The description of the students' score and their level of ability can be seen in the table 3:

Table 3 Students' Scores and Their Level of Ability in Constructing Comparative and Superlative Degrees with One-Syllable Adjectives

| Scores | Frequency | Level of Ability | Mean Score |
|--------------|-----------|------------------|------------|
| 80-100 | 8 | Excelent | 67 |
| 60-79 | 12 | Good | |
| 50-59 | 6 | Average | |
| 0-49 | 4 | Poor | |
| Total | 31 | | Good |

Table 4 shows the students' scores and the level of ability of the students in constructing comparative and superlative degrees with one-syllable adjectives are varied. From 40 students, 8 students are in excellent level. There are 12 students are in good level. There are 6 students are in average level, and There are 4 students are in poor level.

Table 5 Students' Scores and Their Level of Ability in Constructing Comparative and Superlative Degrees with Two-Syllable Adjectives

| Scores | Frequency | Level of Ability | Mean Score |
|--------------|-----------|------------------|------------|
| 80-100 | 18 | Excelent | 84 |
| 60-79 | 8 | Good | |
| 50-59 | 3 | Average | |
| 0-49 | 2 | Poor | |
| Total | 31 | | Excellent |

Table 4 shows that the students' scores and their level of ability in constructing comparative and superlative degrees with two-syllable adjectives are varied. From 31 students, 18 students are in excellent level. There are 8 students are in good level. There are 3 students are in average level. There are only 2 students are in poor level.

Table 5 Students' Scores and Their Level of Ability in Constructing Comparative and Superlative Degrees with Adjectives with Three or more Syllables adjectives

| Scores | Frequency | Level of Ability | Mean Score |
|--------------|-----------|------------------|------------|
| 80-100 | 15 | Excelent | 74 |
| 60-79 | 9 | Good | |
| 50-59 | 2 | Average | |
| 0-49 | 5 | Poor | |
| Total | 31 | | Good |

Table 5, shows that the students' scores and their level of ability in constructing comparative and superlative degrees with three or more syllables adjectives. From 31 students, 15 students are in excellent level and 9 students are in good level. Moreover, there are 2 students are in mediocre level. The last, 5 students are in poor level.

Table 6 Students' Scores and Their Level of Ability in Constructing Comparative and Superlative Degrees with Irregular Adjectives

| Scores | Frequency | Level of Ability | Mean Score |
|--------------|-----------|------------------|------------|
| 80-100 | 10 | Excelent | 71 |
| 60-79 | 12 | Good | |
| 50-59 | 6 | Average | |
| 0-49 | 3 | Poor | |
| Total | 31 | | Good |

Table 6 shows that the students' scores and their level of ability of the students in constructing comparative and superlative degrees with irregular adjectives are varied. From 31 students, 7 students are in excellent level and 18 students are in good level. Then, there are 5 students are in mediocre level. The last, there are 10 students are in poor level.

Table 7 Students' Scores and Their Level of Ability in Constructing Comparative and Superlative Degrees with Adverbs

| Scores | Frequency | Level of Ability | Mean Score |
|--------------|-----------|------------------|------------|
| 80-100 | 12 | Excelent | 76 |
| 60-79 | 12 | Good | |
| 50-59 | 5 | Average | |
| 0-49 | 2 | Poor | |
| Total | 31 | | Good |

Table 7 shows that the students' scores and their level of ability of the students in constructing comparative and superlative degrees with adverbs are varied. From 31

students, 12 students are in excellent level and 12 students are in good level. Then, there are 5 students are in mediocre level. The last, there are 2 students are in poor level.

Table 8 The Students' Mean Scores in Each Classification

| No | Classification of Questions | Mean Score | Level of Ability |
|----|-----------------------------------|-------------|------------------|
| 1 | One-Syllable Adjectives | 67 | Good |
| 2 | Two-Syllable Adjectives | 81 | Excellent |
| 3 | Three or More Syllable Adjectives | 74 | Good |
| 4 | Irregular Adjectives | 71 | Good |
| 5 | Adverbs | 76 | Good |
| | Mean Score | 73.8 | Good |

Table 8 shows that the students' ability of the students in constructing comparative and superlative degrees is in good level. The students' mean score is 73.8. The table indicates that the students have good level in almost all components of classification of the questions, such as constructing comparative and superlative degrees with one-syllable adjectives, adjectives with three or more syllables, irregular adjectives, and adverbs. The main score of the students' ability in the fourth components are respectively 67, 74, 71, and 76. Meanwhile, the highest score is in constructing comparative and superlative degrees with two-syllable adjectives.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After conducting research entitled *The Ability of the Sixth Semester Students of English Study Program FKIP-UR in Constructing Comparative and Superlative Degrees*, the conclusion can be drawn. The score of the students from the results of the test can be found. Based on the objective of this research which is to answer the question "How is the ability of the sixth semester students of English Study Program FKIP-UR in constructing comparative and superlative degrees?", it can be concluded that most of the sixth semester students of English Study Program FKIP-UR did not find difficulty in constructing comparative and superlative degrees. In other words, their ability is in good level. It can be seen from the mean score of the students' ability is 73.8.

Recommendations

The writer would like to propose some recommendations as follows: The first, the lecturer should give some grammar tests for the students to train and exercise them in constructing sentences, especially comparative and superlative degrees. The lecturers

should give motivation and encourage to their students to practice English grammar because grammar is important not only in studying Grammar, but also implicitly in learning other subjects such as Writing, Speaking, Reading and Listening. The lecturer can use some types of testing grammar, such as asking students to construct comparative and superlative degrees based on data in tables. The second, the students should learn the five types of comparative form that will help them in understanding how to construct comparative and superlative degrees. In constructing comparative and superlative degrees, the students need to know the general rules of comparison. In additions, students need to enjoy learning grammar because there will be many advantages that they can get. They can easily understand reading material and listening script, they can also construct good sentences in writing and speaking and their English will internationally accepted.

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