

An Analysis of Students' Mastery in Using Degrees of Comparison at the 1st Semester of the 10th Grade of SMK PGRI 4 Bandar Lampung in the Academic Year of 2016/2017

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***Abstract.** The objective of this research was to describe the mastery of students in using degrees of Comparison of SMK PGRI 4 BandarLampung. The result of the data analysis of students' mastery in using Degrees of comparison of the 10th grade students of SMK PGRI 4 Bandar Lampung shown that the students' mastery of 2016/2017 had fair level.*

Key words: *analysis; degrees of comparison*

A. INTRODUCTION

Education is a major factor in the formation of the good or bad human person. Education is about forming the whole human person to realize her or his potential and live a fulfilling life. In accordance with the National Education Law No.20 of 2003, education is a conscious and deliberate effort to create an ambience of learning and the learning process so that learners are actively developing the potential for him to have spiritual power of religion, self-control, personality, intelligence, noble character, and also the skills needed for themselves and society. In short, education is forming the whole human person in developing their potential.

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In education, so many lessons that have been taught by a teacher at school one of them is English lesson. According to Brown (2005:118), English has become a tool for international communication. It means English is the language of globalization, international communication, commerce and trade. English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education and economic development. It means that English is the language that has important roles and function for education and economic development (Nurhayati:2008:3).

English is an international language that has to be mastered by all people in the world because all nations use it to communicate with others. People should master English to face the global era. English is also as language of science and technology which is needed to be mastered by people to transfer knowledge, technology and culture. Most of knowledge or sources such as books are written in English. So English has important role in developing the quality of human resources.

English is really a foreign language for language learners in Indonesia. English has four skills; they are listening, speaking, reading, and writing. Harmer states, “the skill in English is divided into two types, receptive skills is a term used for reading and listening, while, productive skills is the term for speaking and writing.” In other words, to master English, there are four skills that should be developed. They are listening, speaking, reading and writing (Harmer:2007:265).

To have competence in those skills, students should have the abilities in grammar and vocabulary. As Corder in Widodo’s Journal states that grammar is taught to furnish the basis for a set of language skills: listening, speaking, reading and writing. Furthermore According to Ur in Widodo’s Journal states that grammar

rules enable students to know and apply how the sentence patterns should be put together.

Actually, there are many aspects which are discussed in English grammar; one of them is degrees of comparison of an adjective or adverb describing different level of quality, quantity, or relation. But this study is only focused on adjective. From the explanation above, it is very important for students to comprehend and express the fact that two things or people are similar or different.

In learning degrees of comparison, many students still found difficulties in using degrees of comparison, especially in comparative and superlative forms. Their difficulties were sometimes still confused to put suffix *-er/-est* or prefix *more/most* omit or misplaced the use of be (*is, am, are, was, were*) and the use of article *the* in the superlative form. It is proved by Fatmawati's thesis entitled "The Analysis on Students' Difficulties in Learning Degrees of Comparison at Second Grade Students of SMP 2 Mei Ciputat" it was found that there were 76.11% students who got the difficulty in the item of the comparative form and 65 % in the form of superlative (Fatmawati:2006:58).

The students' difficulties are caused by their lack understanding about how to make the form and to distinguish the usage of degrees of comparison both comparative and superlative and also it is caused by the teacher's unclear explanation when she explained about how to make the comparative or superlative degree especially when the adjectives are ending in *-y* and in the irregular forms. It means that the students are still confused in using degrees of comparison especially in comparative and superlative form.

Moreover, in Yasa's thesis entitled "Assessing the Degree of Comparison Mastery of the Eight Grade Students of SMP Pancasila Canggal Badung in Academic Year of 2013/2014", based on the test result using degree of comparison found that

there were 15% or 6 students who showed excellent, 17.50% or 7 who showed good, 40% or 16 students who showed sufficient, 17.50% or 7 students who showed insufficient, and 10% or 4 students who got poor. It means that the ability of the eight grade of SMP Pancasila in degree of comparison mastery was sufficient (Yasa:2014:104).

Based on explanation above and by interviewing the English teacher in SMK PGRI 4 Bandar Lampung, Mr. Kennedy, S.Pd, he said that he has taught the students about degrees of comparison. There are three kinds of degrees of comparison are positive degree, comparative degree, and superlative degree. Positive degree is easy to understand by students, but according to Mr. Kennedy, S.Pd that most of students still had difficulties to master comparative degree and superlative degree, because the students does not understand yet about the function and form of the difference in using 'er' and 'more' for comparative degree and 'est' and 'most' for superlative degree.

Based on the explanation above, the researcher was interested in analyzing the students' mastery in using degrees of comparison. Therefore, the researcher proposed a research entitle: An Analysis of Students' Mastery in using Degrees of Comparison at the First Semester of the Tenth Grade of SMK PGRI 4 Bandar Lampung in Academic Year of 2016/2017. The research question is formulated as follow: How far is the students' mastery in using degrees of comparison at the first semester of the tenth grade of SMK PGRI 4 Bandar Lampung?

Definition of Degrees of Comparison

To get the general understanding about degrees of comparison, it is better to describe what comparison is. One of the most basic and powerful of human cognitive process is the ability to comprehend and express the fact that two things are similar or different. Often such similarity or difference is expressed in terms of degree, extent, or quantity. Therefore, comparison is the most important English

construction which is used to express similarities or differences of degree or extent (Murcia:1999:717).

The degrees of comparison are known as the positive, the comparative, and the superlative. (Actually, only the comparative and superlative show degrees.) We use the comparative for comparing two things and the superlative for comparing three or more things. Furthermore, According to Martin Parrot, comparatives are adjectives and adverbs that end in –er. (e.g. bigger, richer, faster) and superlatives are adjectives and adverbs that end in – est. (e.g. biggest, richest, fastest). It means that degrees of comparison are used for comparing two or more things, person or place to denote different level of them.

Based on the definitions stated above, the researcher infers that comparison is a process of comparing people, things, or places through the level of quality or quantity. It is formed from adjective and adverb. But this research is only focused on comparison of adjectives. Therefore, comparison of adjective is the modification of an adjective to denote different level of quality or quantity. Adjective have three degrees of comparison, such as: positive, comparative and superlative. Each kind has different form and usage. The explanation of those three kinds of degrees of comparison will clearly discussed as follows:

Positive

Positive degree is the most basic form of the adjective, positive because it does not relate to any superior or inferior qualities of other things. Positive refers to the quality of one person or thing. It is simply the adjective form. Marcella says that positive degree is two units are compared to an equal degree. In addition, Krohn state that the positive form As as is used with adjectives. On the other hand, we can use as + adjective + as for comparing two persons or things that have the similarity of quality or quantity.

For example:

Meisya is *as thin as* Lisa.

My mother is *as old as* my father.

Comparative

The comparative degree denotes a greater amount of a quality relative to something else. Zandvoort and Van Ek state that the comparative is when two person or things (or two groups of persons or things) are compared or constricted as bearers of a certain quality. Murphy says that the comparative form is –er or more that is used adjective and adverb. Comparative degree is used to compare two person, places or things.

For example:

Neo is *taller than* Tirta.

This novel is *more interesting* than that one.

Superlative

Superlative degree is used to stress the highest degree of quality for more than two objects compared. It is the highest or lowest degree of quality when more than two persons or things are compared. The superlative is used to compare somebody or something with the whole group that she or he or it belongs to. Murphy says that the superlative use **the** with –**est** or –**most** to form the superlative of adjective and adverbs.

For example:

Bob is *the tallest* boy in the club.

B. RESEARCH METHOD

In this research, the researcher used descriptive quantitative research. In this study, descriptive research was used to describe the students' mastery of the tenth

grade at SMK PGRI 4 Bandar Lampung in using degrees of comparison. The researcher used quantitative data to know the students' mastery. According to Lodico et.al who state that all quantitative research approaches summarize results numerically. However, the approaches differ in their goals and procedures used to collect data.

Based on the explanation above, it can be concluded that descriptive research can be in qualitative and quantitative research. The quantitative research is one kind of research that often use test to collect data. In this research, the researcher used descriptive quantitative research to get the data of students' mastery in using degrees of comparison from the students' test results.

Research Subject

Population

According to Sugiyono, population is a generalization region consisting of objects or subjects that have certain qualities and characteristics are determined by the researcher to be studied and then make conclusion (Sugiyono:2011:117). In this case, the population is the total number of students in the research. The population of this research was the tenth grade students of SMK PGRI 4 Bandar Lampung in 2015/2016 Academic Year. The population of this research consists of 60 students including of two classes.

Sample and Sampling Technique

According to Best and Kahn (1995:13), A sample is a small proportion of population selected for observation and analysis. It means that sample is part of individual members which is chosen to represent of the whole population. In this research, the researcher used cluster random sampling technique. The researcher used this probability sampling to give the same opportunity to the population to be a member of sample because the researcher wanted to know the students' mastery in using degrees of comparison.

The researcher chose one class by using lotteries. The researcher wrote the name of the classes at the tenth grade of first semester in a small piece of paper, and then those pieces of paper were rolled and put in the box. The box was shaken and the researcher took one piece of paper to be sample of the research. After doing sampling technique, X AK class was out as sample of this research which consisted of 30 students. Then, X PM class as a class out of the sample which consisted of 30 students that was used to try out the try out test.

Data Collecting Technique

The researcher used multiple choice test to collect the data. Multiple choice test is conducted to get the data of students' mastery in using degrees of comparison because based on the syllabus of *KTSP 2006*, the material has been taught at the tenth grade of first semester of vocational high school.

Research Instrument

Instrument is a tool or facility that is used by researcher to collect the data in order to get better results(Arikunto:2010:193). There are two kinds of instruments: test and non-test instrument. In this research, the instrument that used by the researcher was test. The researcher used multiple choice to know the student' mastery in using degrees of comparison. The researcher gave multiple choice test. The purpose of this kind of test was to measure the students' mastery in using degrees of comparison.

Data Analysis

After the data was collected, the researcher analyzed them. Bodgan in Sugiyono defines that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them to enable you to put present what you have discovered to others. The data analysis in this research was data from the test

of students' mastery at tenth grade of SMK PGRI 4 Bandar Lampung in using degrees of comparison.

To analyze the data, the steps are as follows:

1. Checking the student's answer sheet.
2. Correcting the students answer sheet one by one.
3. Giving the students' score. Scoring system of the test was given score one to each correct answers and zero to the wrong answer. Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.
4. Determining the category of students' mastery. The researcher classified the students' score one by one by using student's score.
5. Classifying the students' level mastery. After the students' score was classified, the researcher put it into the percentage of classification before making a chart for knowing the students' classification mastery easily. The researcher used formula of percentage:

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

Notes:

P : percentage number

f : frequency

N : number of cases (number of frequency or individual)

C. FINDINGS AND DISCUSSION

Findings

The researcher conducted the research on 8th November 2016 at 14.05 p.m up to 15.00 p.m. At the time the researcher introduced herself and delivered her aim to the students. Then, she gave the test of students ability in using degrees of comparison to them. After the researcher collected the data and then analyzed the result of the students' test.

In computing the data, the researcher corrected the students' answer sheet. The researcher gave one score for correct answer and zero score for wrong answer. The test was multiple choice test that was used to measure students' mastery in using degrees of comparison. After the data were collected, the researcher analyzed them. The steps were as follows:

1. Determining the level of student's mastery in using degrees of comparison.

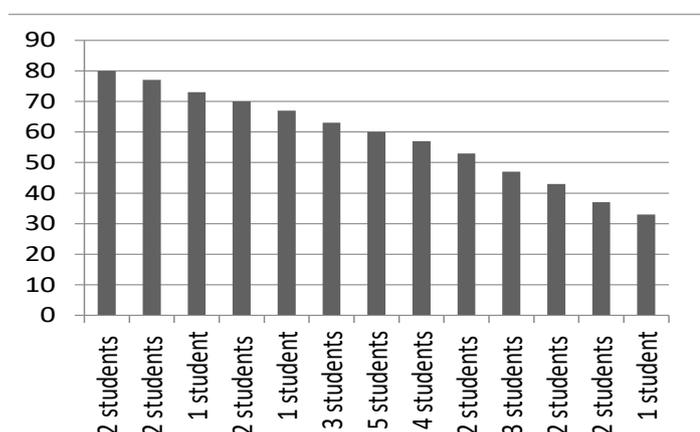
Scoring system of the test was given score one to each correct answers and zero to the wrong answer. Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100. Based on the result of counting the test, the students' score can be seen on the table below:

The Result of Students' Mastery in Using Degrees of Comparison

| No | Code of students | Right Answer | Item | Level of mastery | Quality |
|----|------------------|--------------|------|------------------|-----------|
| 1 | AJ | 20 | 30 | 67 | Good |
| 2 | BE | 18 | 30 | 60 | Fair |
| 3 | BA | 17 | 30 | 57 | Fair |
| 4 | DT | 13 | 30 | 43 | Poor |
| 5 | DH | 17 | 30 | 57 | Fair |
| 6 | DL | 21 | 30 | 70 | Good |
| 7 | DS | 18 | 30 | 60 | Fair |
| 8 | DA | 14 | 30 | 47 | Poor |
| 9 | EPF | 14 | 30 | 47 | Poor |
| 10 | ER | 19 | 30 | 63 | Fair |
| 11 | HR | 17 | 30 | 57 | Fair |
| 12 | HA | 17 | 30 | 57 | Fair |
| 13 | HRP | 11 | 30 | 37 | Very poor |
| 14 | H | 10 | 30 | 33 | Very poor |
| 15 | IMN | 19 | 30 | 63 | Fair |
| 16 | JS | 24 | 30 | 80 | Excellent |
| 17 | MA | 23 | 30 | 77 | Good |
| 18 | M | 21 | 30 | 70 | Good |
| 19 | N | 18 | 30 | 60 | Fair |
| 20 | RAU | 16 | 30 | 53 | Poor |
| 21 | RM | 11 | 30 | 37 | Very poor |
| 22 | RA | 22 | 30 | 73 | Good |
| 23 | RD | 14 | 30 | 47 | Poor |
| 24 | R | 18 | 30 | 60 | Fair |
| 25 | SPF | 16 | 30 | 53 | Poor |
| 26 | SR | 19 | 30 | 63 | Fair |

| | | | | | |
|-----------------|-----|----|----|-------|-----------|
| 27 | S | 24 | 30 | 80 | Excellent |
| 28 | SS | 13 | 30 | 43 | Poor |
| 29 | TEN | 18 | 30 | 60 | Fair |
| 30 | TM | 23 | 30 | 77 | Good |
| The total score | | | | 1751 | |
| Mean score | | | | 58.37 | |

From the table, it can be seen that there were two students got 80, two students got 77, one student got 73, two students got 70, one student got 67, three students got 63, five students got 60, four students got 57, two student got 53, three students 47, two student got 43, two student got 37, and one student got 33. These explanations can be seen in the following figure:



The result of Students Mastery

2. Finding out the percentage of classification

After the students' score was classified, the researcher found the percentage of classification. The formula of percentage was:

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

Notes:

P : percentage number

f : frequency

N : number of cases (number of frequency or individual)

The frequency of each student's classification was calculated as follows:

| | |
|-----------|------|
| Excellent | : 2 |
| Good | : 6 |
| Fair | : 12 |
| Poor | : 7 |
| Very poor | : 3 |

The percentage of students' mastery in using degrees of comparison:

- a. The percentage of the students' mastery in degrees of comparison that having excellent level. There were 2 students in this level. The percentage was as follows:

$$P = \frac{2}{30} \times 100\% = 6.67 \%$$

- b. The percentage of the students' mastery in degrees of comparison that having good level. There were 6 students in this level. The percentage was as follows:

$$P = \frac{6}{30} \times 100\% = 20 \%$$

- c. The percentage of the students' mastery in degrees of comparison that having fair level. There were 12 students in this level. The percentage was as follows:

$$P = \frac{12}{30} \times 100\% = 40 \%$$

- d. The percentage of the students' mastery in degrees of comparison that having poor level. There were 7 students in this level. The percentage was as follows:

$$P = \frac{7}{30} \times 100\% = 23.33 \%$$

- e. The percentage of the students' mastery in degrees of comparison that having very poor level. There were 3 students in this level. The percentage was as follows:

$$P = \frac{3}{30} \times 100\% = 10 \%$$

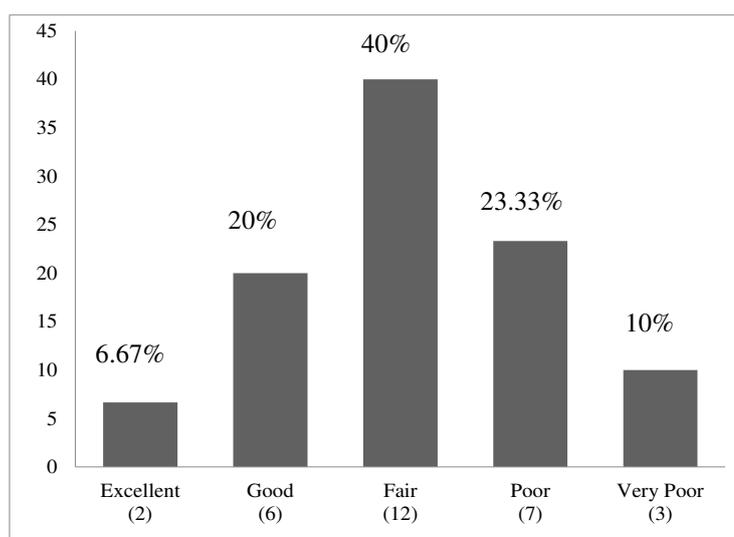
Those calculation can be seen in the following table:

The Percentage Result of Students' Score Classification

| Level of Mastery | Frequency (f) | Percentage (P) |
|------------------|---------------|----------------|
| Excellent | 2 | 6.67% |
| Good | 6 | 20% |
| Fair | 12 | 40% |

| | | |
|-----------|----|--------|
| Poor | 7 | 23.33% |
| Very Poor | 3 | 10% |
| Total | 30 | 100% |

The distribution of the percentage of the students' classification level of mastery can be seen in the following table:



The Percentage of Students' Mastery

Based on the result, it can be concluded that the students' mastery in using degrees of comparison at the first semester of the tenth grade students of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017 belongs to fair.

Discussion

This section discussed about the result of the test in using degrees of comparison. The researcher used multiple choice test as an instrument. The test consisted of 30 items which was divided into three aspects of degrees of comparison. They were positive degree, comparative degree and superlative degree. This test had four options of answer. They were A, B, C, and D and should be finished in 60 minutes.

Through the data, the researcher obtained that 2 students or 6.67% were included in the highest score or having excellent level. 6 students or 20% students were included in good level. Then, 12 students or 40% were included in fair level, 7 students or 23.33% students were included in poor level and 3 students or 10% students were included in very poor level. It meant that the students' mastery was belong to fair by result percentage which was 58.03. (See table 4.3 on page 52 up to 53)

Based on the result of this research, it can be concluded that the students' mastery in using degrees of comparison at the tenth grade students of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017 mostly belongs to fair category and it is the same with the finding of Yasa at SMP Pancasila Cangu Badung where majority students had sufficient ability. This research finding has supported the previous research.

D. CONCLUSION AND SUGGESTION

Conclusion

The result of the data analysis of students' mastery in using degrees of comparison of the tenth grade students of SMK PGRI 4 Bandar Lampung was: the students' mastery in degrees of comparison that had fair level were 12 students or 40 %, the students' mastery in degrees of comparison that had poor level were 7 students or 23.33 %, the students' mastery in degrees of comparison that had good level were 6 students or 20 %, the students' mastery in degrees of comparison that had very poor level were 3 students or 10 %, and the students' mastery in degrees of comparison that had excellent level were 2 students or 6.67 %.

Based on the result of the data above, it was found that the students' mastery in using degrees of comparison of the tenth grade students of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017 had fair level by mean score 58.37.

Suggestion

Considering the result of the research, the researcher would like to deliver some suggestions as follows:

For the teacher

The teacher should be creative in teaching degrees of comparison, for example use games or pictures that make all of the students can participate in learning activity. The teacher should give motivation and stimulate to the students to increase the students' mastery in using degrees of comparison.

For the students

The students should have high motivation, pretension, and curiosity to learn something in learning English, especially about degrees of comparison. The students should be active in the class, such as in asking and answering, discussion, and so on especially about degrees of comparison material.

For the other researcher

This research was about an analysis of students' mastery in using degrees of comparison of the tenth grade students at the first semester of SMK PGRI 4 Bandar Lampung in the academic year of 2016/2017. The researcher hopes that this research can be used as a reference for a research about degrees of comparison with different objectives, sample, and methodology.

For the readers

After reading this thesis, the readers are hoped to get information, knowledge, and advantages especially about the use of kinds of degrees of com

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