

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of important thing for people. It is a device to interact or to communicate in daily activity to express their thought, idea, or feeling. The need of communication is felt when they want to tell some information or messages to others, because they live in groups in this world.

Language is a gift from God for Human. Every race has its own language, so does a country. It is written in the holy Qur'an surah Ar-Ruum: 22.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ
لِّلْعَالَمِينَ

The verse of the holy Qur'an above has indicated that Allah has created many different languages. So that, language is a part of His power. Thus, it is reasonable if hundreds languages are used in a country.

There are many languages in the world, one of them is English. The different growth of languages make it the most popular among the other international languages. Nowadays, there are no part of the world affairs know nothing about English. International affairs such as education, economic, sport, science, medicine, and security, always involve English as the medium.

English in Indonesia is known as foreign language. Lie in his theory has stated that English role in Indonesia is as a foreign language (Lie, 2007, p.1). In this case, it does not have social function as wide as a second language. It is generally not a local medium of communication there.

In academic field, English is taught as a subject matter. It becomes a compulsory subject at education institution. It is taught from elementary school until university. It is also one of subjects which is examined in national examination. Automatically, students have to learn about English. By learning English the learners are hoped to be able communicate about anything in English.

In learning English, many aspects should be developed and mastered by the learners. One of them is grammar. It is one of English language components that must be learnt and understood by students. Because by learning and understanding it, they automatically can use a correct and acceptable language. As William puts it, "Students study grammar in order to understand the terms and certain rules that are supposed to be associated with correctness and acceptable to other people".(William,1999, p.5). Brown and Priyanvada also highlight the knowledge of grammar is at the center of language use (Brown & Priyanvada, 2010, p.293). So, grammar has been one of fundamental aspect in language usage. by mastering grammatical patterns of the language, students can construct the correct utterance and writing.

"English grammar consists of various elements." (Basalamah, 1994, p.83). There are a lot of aspects which are studied in Grammar, from the way to use simple article till the way to use complicated sentence form. The examples of grammar aspects such as part of speech, tenses, phrases, clauses, etc. Part of speech is one example of many aspects in English grammar. It consists of adverb, adjective, noun, pronoun, verb, adverb, preposition, conjunction, and determiners.

Adjective and adverb are part of speech that relate each other. Adverbs are formed by adjective that is added by *-ly*, for example: slow (adj.) – slowly (adv). They cannot be separated from comparison which is one feature of English grammar. Kumar said that the grammatical category associated with comparison of adjectives and adverbs called degrees of comparison (Kumar, 2004). But, in this research, it is focused on adjective comparison because it is more common and frequently used in learning English at schools especially in Junior High School.

According to Kumar degrees of comparison are used to clarify the difference between to objects or nouns. The usual degrees of comparison are the **positive**, which simply denotes a property (as with the English words big, beautiful); **the comparative**, which indicates greater degree (as bigger and more beautiful); and **the superlative**, which indicates greatest degree (as biggest and most beautiful). (Kumar, 2004).

In Junior high school, the lesson about degree of comparison is taught in the first semester of the 8th grade. Thus, the writer decides will observe the 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014, since most of them have already learnt about it. Muhammadiyah Junior High school 4 Banjarmasin was a school where the writer took a part in teaching practice 2 within seventh semester.

Based on the writer's pre-observation when took a part in teaching practice 2 at Muhammadiyah Junior High School 4 Banjarmasin, the writer knew and realized how important mastering those forms of degrees of comparison,

since this lesson has been one of teaching materials in this curriculum that is should be mastered by the 8th grade students of junior high school. They also will face examination. The questions of the examination will be contained materials that they have learnt. Automatically, they have to understand well about the topic, in this case is about degree of comparison. So, this research may be useful for the teacher to improve the student's error especially in the lesson about degrees of comparison, and finally the students can understand well about this matter.

Besides, according to the pre-interview with some of 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin that had done by the writer, the topic about the degrees of comparison is quite difficult and confusing for them since degrees of comparison has some alternatives to express it. Each alternative has different sentence pattern. When they use some patterns to express degrees of comparison in some sentences, they have to know the kind of the comparison degree of each sentence, do the adjective of the sentence need to change? Then, they also have to make sure that they put the correct certain suffix in an adjective, do they need to put *-er*, *-ier*, *more* *-est*, *-iest*, *most*?, do they need to change the form, such as *bad-worse-worst*?. The example of students' error in using degrees of comparison such in the following sentences. "His house is more far than mine", "she is more beautiful in the class", or "my bag is more beautiful". They confuse about the contexts, which kind of comparison and which pattern of degrees of comparison that should they put in the sentences such the examples. So that, if the 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin do not understand well and do not remember the change of the sentence pattern,

especially the change of adjective, it will be difficult for them to use English grammatically. Consequently, the students cannot communicate in oral and written using appropriate language form fluently and accurately. Thus, the students must master it. As a God's decree in the holy Qur'an surah Az-Zumar: 9

... فُلَّنْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو

الْأَلْبَابِ.

The verse indicates that people who master knowledge are better than people who don't have it. So the students should master the knowledge, in this case is about degrees of comparison which is one of grammatical aspects in English.

Based on the background information above, the writer is interested in making research entitled **“THE MOST COMMON ERROR IN USING DEGREES OF COMPARISON OF 8TH GRADE STUDENTS AT MUHAMMADIYAH JUNIOR HIGH SCHOOL 4 BANJARMASIN ACADEMIC YEAR 2013/2014”**

B. Statement of Problems

An academic thesis requires a problem. The central problem which serves as the starting point of research, which backs up the thesis, has been formulized as follows:

1. How is the mastery of the 8th grade students at Junior High School 4 Banjarmasin in using degrees of comparison?

2. What is the most students' common error in using degree of comparison of 8th grade students at Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014?

C. Objectives of Study

Based on the problems above, the objectives of the research can be set as follows:

1. To know the mastery of the 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin in using degree of comparison.
2. To know the most students' common errors in using degree of comparison.

D. Significances of Study

There are some purposes that are expected from this research, they are:

1. To know how well the students use degree of comparison at 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014.
2. It is important to fix the problem of the students in studying about degrees of comparison. Based on the result of the research, it can be found how to solve them.
3. Enriching the writer's knowledge and experience in this specific research.
4. Providing information for and considerations for future reasearch.

E. Definition of Key Terms

To avoid misinterpretation regarding the title, it is necessary to explain some terms in the title as follow:

1. Most. Based on oxford dictionary, the ‘most’ means “ the largerst in number or amount” (Oxford dictionary, 2008, p.286). In this research the writer wants to know which aspect of degrees of comparison that the most of students cannot understand it.
2. Common. Oxford dictionary defines common as “shared or used by two or more people” (Oxford dictionary, 2008, p.84).In this research the writer wants to know the frequency of students’ wrong answer. So, the common here means the frequency of students’ error in using degrees of comparison.
3. Error. According to Oxford dictionary error is “the state or condition of being wrong in conduct or judgement” (Oxford dictionary, 2008, p.150). Error in this research means students’ wrong answer.
4. Using. According to Longman Dictionary of American English, “Using is do something for a particular purpose” (Longman, 2007, p. 1003). in this research, the writer wants to know abouthow well the 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin use their knowledge and skill about degree of comparison.
5. Degree of comparison is a grammatical category that expresses the degree of a quality, quantity, or relationof objects or actions and it is made of adjective and adverb, but in this research it is just focused on the degrees of comparison of adjectives..This research intended to analyze the students’ common error in using degree of comparison of 8th grade students Muhammadiyah junior high school 4 Banjarmasin academic year 2013/2014.

CHAPTER II

THEORETICAL REVIEW

A. Degrees of Comparison of Adjective

Grammar is a vital aspect in language because it appears in every skill of language, such as listening, speaking, reading and writing skill. Sometimes people say that grammar is quite difficult and not really important to master, but without grammar, it will be hard to understand, to speak, to read or to write a language. By understanding grammar, people can use the correct and acceptable language.

There are a lot of aspects which are studied in Grammar, from the way to use simple article till the way to use complicated sentence form. For instances, some aspects of grammar such as part of speech, tenses, phrases, clauses, etc. Part of speech is one example of many aspects in English grammar. It is a term that is frequently used to classified words. It consists of adverb, adjective, noun, pronoun, verb, adverb, preposition, conjunction, and determiners.

Adjective and adverb are part of speech that relate each other. Adverbs are formed by adjective that is added by *-ly*, for example: slow (adj.) – slowly (adv). They cannot be separated from comparison which is one feature of English grammar. Kumar said that the grammatical category associated with comparison of adjectives and adverbs called degrees of comparison (Kumar, 2004). This research will be focused on adjective comparison because it is more common and frequently used in learning English at school.

This part consists of the explanations about adjective and the degrees of comparison.

1. Adjective

a. Definition of adjective

Adjective is one of part of speech, which is one aspects of grammar. There are several defenitions of adjective given by some experts. According to Kardimin,adjective is a word which modifies or describesnoun and pronoun (Kardimin, 2004, p. 251). On the other hand, an adjective is a word that has function to give more information about the noun that goes with it .An adjective also means a word which qualifies (shows how big, small, great, many, few, etc.) a noun or a pronoun is in a sentence. In addition, Kennedy also stated that adjective is one of the classes of noun modifiers consists of single word which associate certain characteristics such as colour, size, or shape to nouns, e.g. a **red** car (Kennedy, 2003, 230). So, adjective as the noun modifiers give certain characteristics to the noun.

Based on the explanation above, it can be summarized that adjective is word that is used to modify, qualify and describe another word that accompany it, especially noun and pronoun.

According to Kumar adjective can be placed in two positions of a sentence. They are:

- 1) Attributive position. In this position, the adjective comes before the noun it modifies. E.g.He is a **tall** man.
- 2) Predicative position. In this position, the adjective comes in the predicate part. E. g. This man is tall.(Kumar, 2004)

b. Kinds of Adjectives

There are many kinds of adjectives given by some experts. Some are given by Thomson and Martinet they are: demonstrative, distributive, quantitative, interrogative, possessive, quality (Thomson and Martinet, 1986, p. 33). Another kind of adjective is proper adjective (Prayitno, 2004, p. 36). Marcela also gives the other kinds of adjectives, they are participle and article (Marcela, 1972, pp. 109-110). Next, there is also compound adjective (Kennedy, 2003, p. 231).

1) Demonstrative adjective.

Demonstrative adjective is the adjective which is used to point out the noun. It shows the noun it modifies is singular or plural and whether the position of the noun is near or far, such as: this, that, these, those (Thomson and Martinet, 1986, p. 34-35).. For example:

- I like **this** cat.
- I want to buy **that** book.
- I bought **these** books on the bookstore yesterday.
- **Those** birds are flying to the south.

2) Distributive adjective.

Distributive adjective is adjective that is used to refer individually to all members of a group, such as: each, another, either, neither, etc. (Thomson and Martinet, 1986, p. 36). For example:

- **Each** teacher is very friendly.

- She speaks to **another** person.
- Take **either** half of that watermelon.

3) Number or Quantity adjective.

Number or quantity adjective is the adjective that is used to show the number of noun. It is divided into two kinds as follow.

a) Definite numeral adjective is the adjective that is used to show some exact number of a noun, such as first, second, third, or one, two, etc. For example:

- She was the **first** winner of the singing contest at school last week.
- She got **three** trophies.
- The **third** house is Billy's house.

b) Indefinite numeral adjective is the adjective that is used to denote inexact number of nouns, such as some, any, much, many, little, enough, a few, etc. (Kardimin, 2006, p.253) For example:

- I have **some** books here.
- I have **many** friends in the school.
- I don't have **enough** money to buy it.

4) Interrogative adjective.

Interrogative adjective is the adjective that is used to ask a question, such as: What, where, when, etc (Kardimin, 2006, p.252).

For example:

- **What** kind of movies do you like?
- **Where** are you now?
- **When** will we go from here?

5) Possessive Adjective.

Possessive adjective is the adjective that is used to show the possession,. There are seven possessive adjectives, they are: My, your, our, his, her, and its (Kardimin, 2006, p.253). For example:

- That is **my** car.
- Is this **your** pen?
- The biggest house in my village is **her** house.

6) Adjectives of quality.

Adjective of quality is the adjective which is used to describe state or quality of the noun or pronoun, such as: big, diligent, long, fat, wooden etc. (Kardimin, 2006, p.253) For example:

- That is a **big** house.
- He is a **diligent** boy.
- Susi has **long** hair.
- Dito is a **fat** boy.
- My brother sits on the **wooden** chair.

7) Proper adjectives

Proper adjectives are formed from the proper noun as Indonesian, English, Japan, Atlantic, etc.(Kardimin, 2006, 254). For example:

- **Indonesian** culture
- **English** lesson.
- **Japanese** food
- The **Atlantic** coast.

8) Participle Adjective.

Participle adjective is the adjective that is formed from verb used to modify noun or pronoun (Kardimin, 2006, 254). It is divided into two:

a) Present participle. It is the adjective ends by –ing, such as interesting, boring, tiring, etc. For example:

- That is an **interesting** game.
- The show is **boring**.
- Today is **tiring**.

b) Past participle. This adjective has two form, they are ends by –ed(regular form) and irregular form. Beside used as an adjective, it is usually also used as verb in passive voice. For example:

- The student was **bored** with the lesson.
- The worker was **tired**.

9) Article adjectives.

Articles (a, an, and the) are also adjective that is always used to give information about a noun. There is a difference between a/an and the. In a sentence, the use of a/an is more general than the. Example in the sentence “I live in a hotel” and “I live in the hotel”.

The adjective ‘the’ denotes a specific hotel, not just any hotel. So, the a/an adjective is called indefinite article and the called definite article (Rozakis, 2003). For example:

- **The short** student
- **A cute** child

10) Compound adjectives.

Compound adjective is a single adjective consist of more than one word that are joined together to modify the same noun. The words in a compound adjective usually using hyphens to show it is a single adjective (Rozakis, 2003). For example:

- **Well-known** artist.
- **Full-time** schedule.
- **Long-distance** relationship

2. Degree of Comparison

Degree of comparison is one aspect of grammar. Before knowing the meaning of degree of comparison, it is important to know what comparison itself first. Kumar (2004) stated that comparison is a feature in the grammar of some languages, especially English. In Oxford dictionary comparison is said as process of comparing somebody or something (Oxford, 2008, p.85). On the other hand, comparison is a substance that is cannot be separated from grammar. It usually comes in adjectives and adverbs.

To clarify the meaning of degree of comparison, there are several definitions of degree of comparison given by some experts. According to

Muntaha and Alimin degree of comparison is a sentence that indicates comparison degree such as positive, comparative and superlative (Muntaha and Alimin, 2009, p.357). In addition Kumar(2004)said that degree of comparison is the grammatical category associated with comparison of adjectives. So, it can conclude that degrees of comparison are the level of quality, quantity or relation in adjectives and adverbs.

The degrees of comparison in English grammar are made with the adjective and adverb words to show how big or small, high or low, more or less, many or few, etc., of the qualities, numbers, and positions of the nouns (persons, things and places).

B. Kinds of Degree of Comparison

1. Positive Degree

There is a following pattern given by Rudi and Doni (2013, p. 95).

S + Be (is, am, are) +Adj. (Positive)
--

e.g. Tom is a **tall** boy.

In this sentence the word “tall” is an adjective telling us how Tom is. There is no other person or thing in this sentence used to compare Tom with, but it is the general way of saying about persons, animals, and things that they have some quality (here “tallness”) above average in general sense. The adjective word “tall” is said to be in the “positive form”. This comparison is called **positive degree** comparison.

There are the other kinds of degree in positive form. Kumar said that there are two more comparisons with the “positive form” of the adjective words. They are:

- a. *Degree of Equality*: this comparison is used to compare two persons, animals, or things to tell us that they are equal - having the same quality.

Dony and Rudy (2003, p. 95) has given the pattern. That is:

as + adj. (positive) + as

e.g. There are two cats with the same height and weight, and look the same except for the colour. Therefore, it is said:

The brown cat is **as beautiful as** the grey cat. (=both cats are the same)

The word “beautiful” is an adjective in the ‘positive form’, and with the conjunction as...as it expresses the ‘degree of equality’.

Or it can be used another pattern:

No less + positive + than

E. g.: The brown cat is **no less beautiful than** the grey cat.

The first (The brown cat is **as beautiful as** the grey cat) has same meaning with the second one (The brown cat is **no less beautiful than** the grey cat).

- b. *Degree of Inequality*: This comparison is used to compare **two** persons, animals, or things to tell us that they are not equal - **not** having the same quality.

Not + so + positive + as

e.g. The brown cat is **not so beautiful as** the black and the white cat. (=they are not the same). The word “beautiful” is an adjective in the ‘positive form’

and with the conjunction so...as (and the negative ‘not’) it expresses the ‘degree of **inequality**’

Or it can be used this pattern:

less + positive + than

E. g. The brown cat is **less beautiful than** the white cat.

The first example (The brown cat is **not so beautiful as** the black and the white cat.) has same meaning with the second one (The brown cat is **less beautiful than** the white cat).

2. Comparative Degree

According to BC. Kumar (2014) that an adjective word which shows the difference of quality between two groups of people, animals, or things is said to be in the comparative form. This comparison is called “**comparative degree**”. Prayitno (2004, p. 91) stated that comparative degree is used to indicate that a person ora thing has greater degree of quality of another. It can conclude that Comparative degree is an comparison of qualities of two noun.

Rudi and Doni (2003, p. 96) gives the following formulation of comparative degree.

Adjective (comparative) + than

e.g. Tom is tall boy. Tom is **taller** than his sister.

In the second sentence the word ‘**taller**’ is an adjective used to compare the ‘tallness’ of these two people – Tom and his sister – and to tell us that Tom has more of the quality of ‘tallness’.

BC.Kumar (2014) said that there are two more degrees of comparison with the ‘comparative form’ of an adjective. They are:

- a. Parallel Degree: This comparison is used to show that the qualities of two items talked about in the given sentence go parallel, i.e. if one quality increases, the other quality increases, and if one quality decreases, the other quality also decreases.

e.g. The **bigger** the box, the **heavier** it is.

- b. Progressive degree: This comparison is used to show that the quality of a thing in the given sentence increases as the time passes, for example:

MON TUE WED THU FRI SAT SUN

25° → 27° → 30° → 33° → 35° → 38° → 40°

It is getting **hotter** and **hotter** day by day.

It means that as the time passes, the temperature increases or the days are getting **hotter** and **hotter**.

3) Superlative Degree

Kumar (2014) said that this comparison is used to compare one person, animal or thing with more than two people, animals or things (the rest of the group of more than two), and to say that the particular one has the highest degree of that particular quality (here the comparison is between the blue whale and the rest of the animals, more than two). This comparison is called “Superlative Degree”. Prayitno (2004, p. 91) also stated that superlative degree is used to indicate that a person or a thing has

the highest degree of quality of the others. So, it can said that Superlative degree is the comparison between a noun and two more noun.

Doni and Rudi (2004, p. 97) have given the pattern of superlative degree.

The + superlative (adjective) + nouns + in

And

The + superlative (adjective) + of

For example:

- A cheetah is **the fastest animal in** the world.
- The blue whale is **the largest of** all animals **in** the world.

In those sentences the words ‘the largest’ and ‘the fastest’ are the adjectives used to compare the “largeness” and the “fastness” of the blue whale and cheetah with the other animals in the world and also to tell that the blue whale has the most quality of “largeness” and cheetah has the most quality of “fastness”.

C. The Certain Rules in Using Degree of Comparison of Adjective

It is not easy to use degree of comparison of adjective. It is needed some considerations to use it within a sentence. The adjective comparison usually depends on its syllable. According to Oxford dictionary syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word, for example, there are two syllables in word *water* (wa-ter) and three in *wonderful* (won-der-ful).

In positive degree, there is no certain rule or change in the adjective, it just has the different pattern such the writer gave before. But, for comparative and superlative degree, there are some rules that need more attention. According to Prayitno (2004, pp. 87- 89) the comparative and the superlative forms of adjectives are formed in the following ways:

1. Adding the suffix *-er* or *-r* to the positive form for one – syllable adjectives in the comparative degree and adding the suffix *-est* or *-st* for the superlative degree.
 - a. *-er* and *-est* are added to the positive forms that end in two consonants or a consonant that is preceded by two vowels

Table 2.1
The example of comparative and superlative with one- syllable adjective which is added by *-er* and *-est*

No.	Positive	Comparative	Superlative
1	Cheap	Cheaper	Cheapest
2	Fast	Faster	Fastest
3	Loud	Louder	Loudest
4	Low	Lower	Lowest
5	Old	Older	Oldest
6	Great	Greater	Greatest
7	Tall	Taller	Tallest
8	High	Higher	Highest
9	Near	Nearer	Nearest
10	Light	Lighter	Lightest
11	Small	Smaller	Smallest
12	Short	Shorter	Shortest
13	Long	Longer	Longest
14	Strong	Stronger	Strongest
15	Young	Younger	Youngest

- b. *-r* and *-st* are added to the positive forms which end in *-e*.

Table 2.2
The examples of comparative and superlative form with one- syllable adjective which is added by *-r* and *-st*

No.	Positive	Comparative	Superlative
1	Wide	Wider	Widest
2	Wise	Wiser	Wisest
3	Brave	Braver	Bravest
4	Large	Larger	Largest
5	Nice	Nicer	Nicest
6	White	Whiter	Whitest
7	Pale	Paler	Palest

- c. The positive forms which end in a consonant (except w, x, and y) that is preceded by a short vowel, the consonant must be doubled before adding *-er*–*est*

Table 2.3
The examples of comparative and superlative form with one-syllable by doubling the final consonant

No.	Positive	Comparative	Superlative
1	Hot	Hotter	Hottest
2	Fat	Fatter	Fattest
3	Thin	Thinner	Hinnest
4	Big	Bigger	Biggest
5	Wet	Wetter	Wettest
6	Sad	Sadder	Saddest
7	Dim	Dimmer	Dimmest

- d. The positive forms which end in *-y* that is preceded by consonant, the *-y* must be changed into *-i* before adding *-er* and *-est*.

Table 2.4
The examples of comparative and superlative degree with one-syllable formed by deleting *-y* and adding *-ier* or *-iest*

Positive	Comparative	Superlative
Dry	Drier	Driest

- e. The positive forms that end by *-y* but preceded by vowel, the *-y* do not be changed into *-i*

Table 2.5
The examples of comparative and superlative degree with one-syllable and ending in a single vowel + *-y* formed by adding *-er* and *-est*

No.	Positive	Comparative	Superlative
1	Grey	Greyer	Greyest
2	Lay	Layer	Layest
3	Gay	Gayer	Gayest

2. The comparative and superlative degrees of adjectives that have two-more syllables.
- a. The adjectives that are ended by a consonant + *-y* are formed by changing the *-y* into *-i* then adding suffix *-er* for comparative degree and suffix *-est* for superlative.

Table 2.6
The examples of comparative and superlative degree with two more-syllables formed by deleting *-y* and adding *-ier* or *-iest*

No.	Positive	Comparative	Superlative
1	Friendly	Friendlier	Friendliest
2	Angry	Angrier	Angriest
3	Guilty	Guiltier	Guiltiest
4	Hungry	Hungrier	Hungriest
5	Rusty	Rustier	Rustiest
6	Snowy	Snowier	Snowiest
7	Sleepy	Sleepier	Sleepiest
8	Happy	Happier	Happiest
9	Lucky	Luckier	Luckiest
10	Pretty	Prettier	Prettiest
11	Lazy	Lazier	Laziest
12	Busy	Busier	Busiest
13	Crazy	Crazier	Craziest
14	Lovely	Lovelier	Loveliest
15	Funny	Funnier	Funniest
16	Easy	Easier	Easiest

- b. Adding the prefix *–more* to the positive form for two more – syllables adjectives in the comparative degree and adding the suffix *–most* for the superlative degree.

Table 2.7
The examples of comparative and superlative degree with two more-syllables formed by adding prefix *more* or *most*

No.	Positive	Comparative	Superlative
1	Famous	More famous	Most Famous
2	Nervous	More nervous	Most nervous
3	Charming	More Charming	Most Charming
4	Interesting	More interesting	Most interesting
5	Terrible	More terrible	Most terrible
6	Useful	More useful	Most useful
7	Useless	More useless	Most useless
8	Readable	More Readable	Most Readable
9	Difficult	More difficult	Most difficult
10	Diligent	More dilligent	Most dilligent
11	Careful	More careful	Most careful
12	Careless	More careless	Most careless
13	Different	More different	Most different

- c. Irregular comparative and superlative form

Table 2.8
The examples of comparative and superlative in irregular form

No.	Positive	Comparative	Superlative
1	A few	Less	Least
2	Few	Fewer	Fewest
3	Hind	Hinder	Hindmost
4	Old	Older	Oldest
		Eldest	Eldest
5	Far	Farther	Farther
		Further	Farthest
6	Bad	Worse	Worst
7	Ill	Worse	Worst
8	Evil	Worse	Worst
9	Good	Better	Best
10	Many	More	Most
11	Much	More	Most
12	Little	Less	Least
13	Late	Later	Latest

Continuing Table 2.8
The examples of comparative and superlative in irregular form

		Later	Last
14	Nigh	Nigher	Nighest

Notes:

1) *Older* and *oldest* is used is used to human and things, while *elder* and *eldest* is used for human only. For example:

- Shanty is my elder sister.
- My house is older than yours.

2) Farther and farthest is used to denote distance only, while further and furthest is used more widely. Example

- Surabaya is farther than Semarang.
- We are waiting for further information.

d. There are some comparative forms with two-syllables adjective which can be added by both of suffix *-er* and prefix *more*, and both *-est* and *most* for superlative form.

Table 2.9
The examples of comparative and superlative degree with two more-syllables formed by using both suffix (-er and -est) and prefix (more and most)

No.	Positive	Comparative		Superlative	
1	Simple	Simpler	More Simple	Simplest	Most Simple
2	Narrow	Narrower	More narrow	Narrowest	Most narrow
3	Shallow	Shallower	More Shallow	Shallowest	Most shallow
4	Clever	Cleverer	More Clever	Cleverest	Most clever
5	Tender	Tenderer	More Tender	Tenderest	Most tender

Continuing Table 2.9

The examples of comparative and superlative degree with two more-syllables formed by using both suffix (-er and -est) and prefix (more and most)

6	Gentle	Geentler	More Gentle	Gentlest	Most gentle
7	Bitter	Bitterer	More Bitter	Bitterest	Most bitter
8	Quiet	Quieter	More Quiet	Quietest	Most quiet

D. Common Errors in Using Degrees of Comparison

Based on the theory given by Marianne and Dianne there are some common errors in using comparative and superlative degrees that is usually done by learners (Marianne and Dianne, 1999, p. 718-719). For comparative degree, here are the common errors that frequently occur:

- 1) Omission of the comparative inflection- and perhaps also the copula:
E.g. George (is) **short** than Annie.
- 2) Substitution of some other function word for *than* (a) or inappropriate use of *than* (b);
George is **tall(er) from** John, b) George is as **tall than** john
- 3) Use of *more* where *-er* is required or vice versa:
e.g. - John is (**tall more/more tall**) than Mary
- Maya is **beautifuller** than Mary.
- 4) Use of a regular pattern where an irregular form is required.
e.g. His handwriting is **badder** than mine.
- 5) Double marking of the comparative.
E.g. - Jim runs **more faster** than Paul
- Thin car is **more better** than that one.

Sometimes those kinds of errors also occur in superlative degree. Such

Marianne and Dianne put it :

1) Omission of the superlative inflection. For instance :

- Maya is the **short girl** in the class.
- I am **the younger** in my family

2) Use of *most* where *-est* is required or vice versa.

e.g. George is **the most tall** boy in the class.

3) Use of a regular pattern where an irregular form is required.

e.g. Today is the **baddest** day ever.

4) Double marking of superlative.

e.g. That is **the most highest** building in the city.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research, the writer used qualitative descriptive method to analyze the data. Qualitative descriptive research is defined as a design to obtain information concern the current status of phenomenon and to determine the natural situation as it exist at the time of study. In this research, the writer describes the current status of phenomenon focusing on the students' most common error in using degree of comparison of 8th grade students at Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/ 2014. To know the students' mastery and students' most common error in using degrees of comparison of 8th grade students at Muhammadiyah Junior High School 4 Banjarmasin, the writer provides some tests about degrees of comparison.

B. Research Setting

The writer conducts the research at Muhammadiyah Junior High School 4 Banjarmasin that is located on Jl. Pekapuran Raya RT.12 No.76

C. Subject and Object of the Research

1. Subject

The subject of the research is the 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin consist of 43 students. The amount of the students can be seen in the following table:

Table 3.1.Amount of 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin

No	Class	Sexual status		Total
		Male	Female	
1	A	16	6	22
2	B	15	6	21
Total		31	12	43

Source: Document of Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014

2. Object

The object of this research is the most common error in using degrees of comparison of 8th grade students at Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014.

D. Research Instrument

To measure the students' mastery in using degrees of comparison, the writer prepares instrument test that is written test. The instrument used in this research is objective question test, it is the multiple choice items " a, b, c and d ". The objective test is used because the objective test is more objective and representative.

The total of questions are 45 items, consists of three categories: (1.) 15 items for Positive degree, (2.) 15 items for comparative degree, and (3.) 15 items for superlative degree. 1 raw score for 1 correct answer. The maximum raw score is 45. To get the final score, the student's raw score (correct answer) will be timed by 100 and divided by students' maximum score as the following formula:

$$SFS = \frac{SRA}{SMS} \times 100$$

SMS

SFA : Students' Final Score

SRA : Students' Raw Score

SMS : Students' Maximum Score

The total Maximum Expected Score (MES) of questions is 100 points. To determine the degree of students' mastery in using degree of comparison, the writer used the following formula according to Murdan (2006, p.47) :

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

M = Mean

$\sum X$ = Total score

N = Total number of respondents

The highest score is 100 and the lowest is 0. Then students' scores are interpreted as their achievement in using degree of comparison.

To classify the score, the writer uses the following standard:

Table 3.2 Standard criteria of *Diknas Pendidikan* of South Kalimantan (Diknas Pendidikan Provinsi Kalimantan Selatan, 2004, p.27)

Score	Interpretation
95 - <100	Excelent
80 - <95	Very good
65 - <80	Good
55 - <65	Enough
40 - <55	Low
0 - <40	Very Low

E. Data and Source of Data

1. Data

a. Primary Data

- 1) Data about students' mastery in using degrees of comparison of 8th grade students at Muhammadiyah junior high school 4 Banjarmasin academic year 2013/ 2014.
- 2) The data about the students' most common errors in using degree of comparison of 8th grade students of Muhammadiyah junior high school 4 Banjarmasin academic year 2013/ 2014. The data divided in two, such as:
 - a) Data of Students' common error in using the kinds of degrees of comparison.
 - b.) Data of Students' common error in using adjectives of degrees of comparison pattern.

b. Secondary Data

This data is a complement on primary data. This about general description of research location as follows:

- 1) Brief history of Muhammadiyah junior high school 4 Banjarmasin.
- 2) The description of all English teachers of Muhammadiyah junior high school 4 Banjarmasin.

- 3) The description about the 8th grade students' of Muhammadiyah junior high school 4 Banjarmasin.

2. Source of Data

The sources of data in this research are:

- a. Respondent : All of the 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin
- b. Informant : English teacher and administration staff of Muhammadiyah Junior High School 4 Banjarmasin
- c. Document : all written report and important documents.

F. Data Collecting Procedure

To collect the data, the writer uses some techniques, they are:

a. Observation

This technique is used to get the data about the background, object and teaching facilities. In this technique, the writer directly comes to the object of research.

b. Test

This technique used to get the data about students' mastery and students' common error in using degrees of comparison. The applied test in this research is written test.

c. Documentary

This technique is aimed at looking for the data related to this study and for all written reports or document such as description about

research description, principal, teachers, administration staff and the students.

G. Data Analysis Procedure

After processing the data, the next is analyzing the data. There are 3 steps of data analyzing, they are:

1. Finding out the level of students' mastery in using degrees of comparison.

There are some ways to find the level of students' mastery:

- b. Making students' test score table and the find out the sum of their score.
 - c. Classifying students' score based on standard criteria of tests.
2. Finding out the students' most common error in using the kinds of degrees of comparison.
 - a. Making tables about students' common error for each kind of degrees of comparison.
 - b. Finding out the percentage of students' common error for each kind of degrees of comparison. In this step, the writer uses the following formula based on Murdan (2006, p. 26):

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

Note:

P: Number of percent

F: Frequency which want to be known

N: Number of cases

3. Analyzing students' common errors in using degrees of comparison by using descriptively qualitative analysis. In this step, the writer will connect all of the data in written form. Afterward, the writer takes conclusion by using inductive method. In this method, the writer makes the conclusion from simply one to general.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of the Research Location

1. Brief History of Muhammadiyah Junior High School 4 Banjarmasin

The location of this research was in Muhammadiyah Junior High School 4 Banjarmasin. Muhammadiyah Junior High School 4 Banjarmasin or called *SMP Muhammadiyah 4 Banjarmasin* is located on Jl. Pekapuran Raya RT 12 No. 76 Banjarmasin. It was firstly opened in 1981.

In 1964, a Muhammadiyah leader named KH. Akhmad Gazali whose care about education had given his land to the head of Muhammadiyah Banjarmasin 7 branch, by wish the land can be used to develop religious missionary and education activities. So, it was built Muhammadiyah Elementary School 9 at that time. At the first year the school opened, It had so many students, even the available classrooms was not enough for all students.

On November 1969, that 4.560 m² width-land then realized in the form of communal ownership to the head of Muhammadiyah Banjarmasin 7 branch to be used as educational place. Because the available classrooms were not enough, then in 1969 a new building was built for Muhammadiyah Elementary School 9 (SDN Muhammadiyah 9) on A. Yani street. In its development process, because there was no Junior High School around Pekapuran Raya yet, then it was started a new construction for Muhammadiyah Junior High School 4 Banjarmasin. Finally, SDN 9 was

moved at all to the new building on A. Yani street, behind PDAM. Then in 1982, it was built a new building of Muhammadiyah Junior High School 4 Banjarmasin legitimated by the head of educational and cultural department of South Kalimantan Province. (Source: document of Muhammadiyah Junior High School 4 Banjarmasin).

2. Description about Lecturer and Students Condition

There are 7 permanent teachers (civil servants) and 9 teachers who are not civil servants of Muhammadiyah Junior High School 4 Banjarmasin from different educational background. There is just one English teacher. The lessons that the teachers taught are based on their educational background, for the complete data about teachers and their educational background, it can be seen on the appendix 5.

There are 188 students of Muhammadiyah Junior High School 4 Banjarmasin in academic year 2013/2014. The number of students such as 71 students from 7th grade, divided into 3 classrooms (VII A, VII B, and VII C), 43 students from 8th grade, divided into 2 classrooms (VIII A and VIII B), and 74 students from 9th grade that is divided into 3 classrooms (IX A, IX B, and IX C) . The students who are being the subject of this research are the students from 8th grade (class VIII A and VIII B).

On this chapter the writer describes about result of research on the field based on the test result as the primary data to better understand about the common error in using degrees of comparison of 8th grade students.

B. Findings

1. Description about the mastery in using degrees of comparison of 8th grade students at Muhammadiyah Junior High School 4 Banjarmasin academic year 203/2014

To know about the students' mastery in using degrees of comparison, the writer gave multiple choice tests, with time allocation 60 minutes for 45 questions to the students. It was held on Mei 30th- June 2th 2013 located on Muhammadiyah Junior High School 4 Banjarmasin in VIII A and VIII B classroom. From the total number of 43 students of 8th grade students, there were just 42 students enrolled the test and there was a student who is absent at the time.

Based on the result of the test for the 8th grade students at Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014, it is found the data that the highest score is 71.1 and the lowest score is 28.8 . The accumulated score is 2098.2. The result can be seen in this following table:

Table 4.1. Score of Students' Degrees of Comparison Mastery

No	Students	Students' score
1	Student 1	40
2	Student 2	46.6
3	Student 3	60
4	Student 4	53.3
5	Student 5	51.1
6	Student 6	46.6
7	Student 7	46.6
8	Student 8	48.8
9	Student 9	51.1
10	Student 10	40
11	Student 11	46.6

Continuing table 4.1. Score of Students' Degrees of comparison
Mastery

12	Student 12	62.2
13	Student 13	51.1
14	Student 14	64.4
15	Student 15	64.4
16	Student 16	57.7
17	Student 17	68.8
18	Student 18	51.1
19	Student 19	42.2
20	Student 20	28.8
21	Student 21	46.6
22	Student 22	42.2
23	Student 23	71.1
24	Student 24	44.4
25	Student 25	42.2
26	Student 26	53.3
27	Student 27	48.8
28	Student 28	55.5
29	Student 29	28.8
30	Student 30	51.1
31	Student 31	53.3
32	Student 32	48.8
33	Student 33	55.5
34	Student 34	51.1
35	Student 35	42.2
36	Student 36	55.5
37	Student 37	37.7
38	Student 38	53.3
39	Student 39	48.8
40	Student 40	51.1
41	Student 41	48.8
42	Student 42	53.3
Total		2098.2

To know the students' level at the test, the writer classifies the data into 6 categories, namely excellent, very good, good, enough, low,

and very low as the standard score of the test. The clarification of students' mastery can be seen in the table as below:

Table 4.2. Classification of Students' Mastery in Using Degrees of Comparison

Score	Frequency	Percentage	Category
95 – 100	0	0%	Excellent
80 - < 95	0	0%	Very Good
65 - < 80	2	4.76%	Good
55 - < 65	8	19.05%	Enough
40- <55	29	69.05%	Low
0 - <40	3	7.14%	Very low
Total	N=42	100%	

To know the mastery in using degree of comparison of the 8th grade students at Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014, the writer uses the mean as follows:

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

$$M = \frac{2098.2}{42}$$

$$M = 49.96\%$$

Based on data above, the total score of 42 students is 2098.2. The mean score is 49.96. It shows that the mastery in using degrees of comparison of the 8th grade students at Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014 is in low category.

2. Description about the students' common error in using degrees of comparison at Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014

To know about the students' common error in using degrees of comparison, the writer presents the data based on the test result.

- a) The Students' Common Errors in Using Positive Form of Degrees of Comparison.

To know the students' common error in using positive form of degrees of comparison, the writer made a table contains students' errors for each item test.

Table 4.3 Students' Errors in Using Positive Degree

No.	Item number	Students' Error
1	1	25
2	2	18
3	3	12
4	7	26
5	8	19
6	9	18
7	10	19
8	11	22
9	12	24
10	16	11
11	19	27
12	25	19
13	36	20
14	43	14
15	44	16
Total		282
Percentage		44.76%

From the test, it is found that there are 282 students' error answer. To get the percentage of students' error in positive degree,

the total frequency of students' (F) error will be timed by 100 and divided students' maximum error (N). The writer determines by the formula as follow.

- Percentage of positive degree

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{282}{630} \times 100\% \\
 &= \frac{28200}{630} \\
 &= 44.76\%
 \end{aligned}$$

From the table above, it can be known that there are 15 questions for positive degree. There are some item tests which have been the most common error because they have been done by 50% more students. They are item test number 1 with 25 students' errors, 7 with 26 students' errors, 11 with 22 students' errors, 12 with 24 students' errors, and 19 with 27 students' error.

- b) The Students' Common Errors in Using Comparative Form of Degrees of Comparison.

Table 4.4 Students' Errors in Using Comparative Degree

No.	Item number	Students' Error
1	4	23
2	5	19
3	6	24
4	13	21
5	14	18
6	15	23

7	17	16
8	18	17
9	20	19
10	23	15
11	29	27
12	31	22
13	34	20
14	41	13
15	45	21
Total		313
Percentage		49.68%

From the data, it is found that there are 313 students' error answer. To get the percentage of students' error in comparative degree, the total frequency of students' (F) error will be timed by 100 and divided students' maximum error (N). The writer determines by the formula as follow.

- Percentage of comparative degree

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

$$N$$

$$= \frac{313}{630} \times 100\%$$

$$630$$

$$= \frac{29800}{630}$$

$$630$$

$$= 49.68\%$$

There are also 15 questions for comparative degree. From the data it is also found that there are 5 item tests which become the common errors, they are item number 4 with 23 students' errors, number 6 with 24 students' errors, item number 15 with 23 students'

errors, number 29 with 27 students' errors, and item number 31 with 22 errors.

- c) The Students' Common Errors in Using Superlative Form of Degrees of Comparison.

Table 4.5 Students' Errors in Using Superlative Degree

No.	Item number	Students' Error
1	21	16
2	22	26
3	24	20
4	26	24
5	27	15
6	28	8
7	30	30
8	32	21
9	33	31
10	35	27
11	37	21
12	38	29
13	39	25
14	40	20
15	42	19
Total		348
Percentage		55.24%

The accumulated errors on superlative degree is 348 errors.

To know the percentage of superlative degree, the writer uses the following formula.

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

N

$$= \frac{348}{630} \times 100\%$$

630

$$= \frac{34800}{630}$$

$$630$$

$$= 55.24\%$$

From the data above it is found that there are 7 item tests which have been the common errors. They are item number 22 with 26 errors, number 26 with 24 errors, item number 30 with 30 errors, number 33 with 31 errors, 35 with 27 errors, 38 with 29 errors, and 39 with 25 errors.

From the information above, it is found the data within the following table.

Table 4.6 Percentage of students' common error in using the kinds of degrees of comparison

No	Degrees of Comparison	F	Percentage
1	Positive degree	282	44.76%
2	Comparative degree	313	49.68%
3	Superlative degree	348	55.24%

Based on the table, the writer concludes that the most common error in using the types of degrees of comparison of the students is in using superlative degree.

B. Discussion

1. The Mastery in Using Degrees of Comparison of 8th Grade Students at Muhammadiyah Junior High School 4 Banjarmasin Academic Year 2013/2014

The presented data in the previous subchapter shows the students' mastery in using degrees of comparison. There is no student is in excellent and very good level, but there is two students (4.76%) in

good level. Then, there are 8 students (19.05%) are in enough level, there are 29 students (69.05%) are in low level and 3 students (7.14%) are in very low level.

2. The Most Common Error in Using Degrees of Comparison of 8th Grade Students at Muhammadiyah Junior High School 4 Banjarmasin Academic Year 2013/2014

a. The Students' Common Errors in Using Positive Form of Degrees of Comparison.

Adjectives come in three kinds of degrees of comparison; positive, comparative, and superlative degree. Positive degree is just used to describe one thing. When comparing two or more things, it is used comparative or superlative degree.

From the previous subchapter, it can be known that there are 15 questions for positive degree. There are some item tests which have been the most common errors because they have been done by 50% more students. They are item test number 1 with 25 students' errors, 7 with 26 students' errors, 11 with 22 students' errors, 12 with 24 students' errors, and 19 with 27 students' error. The item tests are:

1. *Basketball is a ...sport, but I think jogging is the better one.*

a. better

c. good

b. the best

d. best

7. *Budi is a... boy. He always helps his friends.*

For item test number 11, the answer should be *a.difficult* because there is no comparison in the question sentence. But, many of students choose the other choices.

In number 12, the answer is should be *d.expensive*. It has same reason with the previous number, it because there is no comparison in the question sentence. In this number there are also many of students who have done errors.

In item test number 19, there is distractor sentence “*Nia is the smartest student in our class*”. There are many students who answer *b.smartest* and the correct answer is *a.smart*.

Most of students who have done errors in positive degree is caused by they cannot differentiate the positive degree with the other kinds of degrees of comparison. They use comparative or superlative in positive item tests. Beside, lack of vocabularies also has been the factor.

b. The Students’ Common Errors in Using Comparative Form of Degrees of Comparison.

From the previous data it is found that there are 5 item tests which become the common errors, they are item number 4 with 23 students’ errors, number 6 with 24 students’ errors, item number 15 with 23 students’ errors, number 29 with 27 students’ errors, and item number 31 with 22 errors. The item tests are:

4. *Dona gets a prize from her friend but Andi doesn't. Donna is . . . than Andi.*

- | | |
|------------------------|-------------------|
| <i>a. happy</i> | <i>c. happier</i> |
| <i>b. more happier</i> | <i>d. happyer</i> |

6. *The hospital is ...than the restaurant if you start from my house.*

- | | |
|-------------------|--------------------|
| <i>a. far</i> | <i>c. more far</i> |
| <i>b. farther</i> | <i>d. most far</i> |

15. *A buffalo is big. But, an elephant is . . . than a buffalo.*

- | | |
|------------------|--------------------|
| <i>a. bigger</i> | <i>c. biggest</i> |
| <i>b. big</i> | <i>d. more big</i> |

29. *His English isthan mine.*

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

31. *My cat is ... than yours.*

- | | |
|--------------------|-------------------------|
| <i>a. pretty</i> | <i>c. the prettiest</i> |
| <i>b. prettier</i> | <i>d. prettyer</i> |

Based on the theory given by Marianne and Dianne there are some common errors in using comparative and superlative degrees that is usually done by learners (Marianne and Dianne, 1999, p. 718-719). For comparative degree, here are the common errors that frequently occur:

- 1) Omission of the comparative inflection- and perhaps also the copula.

- 2) Substitution of some other function word for *than* or inappropriate use of *than*.
- 3) Use of *more* where *-er* is required or vice versa:
- 4) Use of a regular pattern where an irregular form is required.
- 5) Double marking of the comparative.

In item test number 4 of this research, there are signs that denotes that the question sentence is about comparative degree. They are the existence of conjunction 'than' which the formula of making comparative form and there is also the word 'Andy' that denotes that the subject/noun is just compared with one person. In this case, most of students make error such the fifth theory. They use both *more* and *happier* in same sentence. It happened because they cannot use comparative degree appropriately, they do not know the certain rules of constructing sentence using comparative degree such in the previous chapter. In fact, the correct answer is *c.happier* because the adjective 'happy' has two syllables and it is ended by *-y*, then to make the comparative form, the ending *-y* should be changed into *-i* and it is added by *-er* becomes *happier*.

In item test number 6, there is conjunction 'than' and the word 'the restauran' which denotes that the question sentence is about comparative form. Then, the correct answer of this item test is *b.farther* because 'far' is one of irregular adjective of comparative. In this number, there are many students who make error by using

regular pattern in irregular form such in the forth theory of Marianne and Dianne. It happened because they cannot memorize or they are not familiar with the changed words/adjective in irregular form of comparative.

In item test number 15, the comparative form of the sentence is signed by conjunction 'than' which is the formula of making comparative form and word 'a buffalo' which denotes that the noun is just compared with one thing. In this number, there are many students who answer *b.big* and *d.more big*. In this case, they made error by omitting the comparative inflection and using of *more* where *-er* is required such in the first and third theory. It also happen because the do not understand about the rule of comparative degree. Then, the correct answer is *a.bigger*. Because there is just one syllable in the adjective 'big' and the final consonant is preceded by vowel, so, to make comparative form, it should be doubling the final consonant and adding *-er*, then, it would be '*bigger*'.

While in number 31, there is conjunction 'than' and the word 'yours (your cat)' which denotes that the question sentence is about comparative form. In this case, there are many students who answer *a.pretty* and *d.prettyer*. They made error by omitting the comparative implection and also they do not changed the final *-y* into *-i*. It happened also because of they do not know well the rules of comparative form.

c. The Students' Common Errors in Using Superlative Form of Degrees of Comparison.

From the previous data, the writer finds that the students' common error in using degrees of comparison is in using superlative degree. From 15 item tests, there are 7 item tests which have been the common errors. They are item number 22 with 26 errors, number 26 with 24 errors, item number 30 with 30 errors, number 33 with 31 errors, 35 with 27 errors, 38 with 29 errors, and 39 with 25 errors. The item tests are:

22. *I don't want to live here. This is the ... place in the whole city.*

- | | |
|--------------------|-----------------|
| <i>a. bad</i> | <i>c. worst</i> |
| <i>b. most bad</i> | <i>d. worse</i> |

26. *Maya is the . . . student in my class. She always eats meal.*

- | | |
|--------------------|-------------------|
| <i>a. fatter</i> | <i>c. fattest</i> |
| <i>b. most fat</i> | <i>d. fatest</i> |

30. *That was the... day of my life*

- | | |
|-----------------|--------------------|
| <i>a. bad</i> | <i>c. worst</i> |
| <i>b. worse</i> | <i>d. most bad</i> |

33. *Annie is ... friend I have.*

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

35. *Almost all students think that Bahasa Indonesia is the ... subject in the school.*

a. *most easy*

c. *easiest*

b. *easiest*

d. *easy*

38. *The headmaster is the... teacher in the school.*

a. *busy*

c. *the busiest*

b. *the most busy*

d. *busiest*

39. *All of comedians in overa van java are funny. But I think the... one is Sule.*

a. *most funniest*

c. *funniest*

b. *funny*

d. *funnier*

The theories that are given by Marianne and Dianne about common errors in using comparative degree in previous subchapter sometimes also occur in superlative degree. The common errors are:

- 1) Omission of the superlative inflection.
- 2) Use of *most* where *-est* is required or vice versa.
- 3) Use of a regular pattern where an irregular form is required.
- 4) Double marking of superlative.

In number 22, there is article 'the' and also phrase 'in the whole city' which are signed that the question sentence is about superlative. Article 'the' is the formula to make superlative form and phrase 'in the whole city' denotes that the noun is compared with more than one thing. So, the answer should be in superlative form. The correct answer is *c.worst* because the superlative form of adjective 'bad' is 'worst'. It is irregular form of superlative. Besides,

superlative is also signed by article ‘the’, so, if there is article ‘the’ in the question sentence, then the answer must be superlative (the worst). In this case, there are many students who answered *b. most bad*. They have made error such the third theory about common error in using degrees of comparison above, that is the use of a regular pattern where an irregular form is required. Besides, some of them answer by choosing *a. bad* and *d. worse*. This case is also included in the theory, that is the first theory, omission of the superlative inflection. ‘Bad’ is positive adjective and ‘worse’ is comparative form of the adjective. That cases are happened because the student do not familiar with the words that are included in irregular form of superlative.

In item test number 26, there are some signs which denote that the question sentence is about superlative degree. There is article ‘the’ and also phrase ‘in my class’. Article ‘the’ is a formula to make superlative form of adjective and phrase ‘in my class’ denotes that the subject is compared with more than one person. So, the correct answer is *c. fattest*. ‘fattest’ is superlative form of adjective ‘fat’. ‘fat’ is adjective which has one syllable and it is ended by consonant that is preceded by vowel. So, based on the rule, to make superlative form it should be doubling the final consonant and adding suffix *-est*, then the adjective ‘fat’ will be ‘fattest’. But, in this case, there are

many students who answer *d.fatest*. It means that they do not know well about the rule of superlative form.

Item test number 30 has the same case with number 22. The correct answer is *c.worst*.

Item test number 33 is also about superlative in irregular form. The correct answer in this item test is *c.the best*. 'best' is irregular pattern of superlative from adjective 'good'. Most of students cannot answer it correctly. They cannot identify the sign of superlative because there is no article 'the' in the question sentence and they do not understand well the meaning of the sentence.

For number 35, the superlative form is denoted by article 'the' and phrase 'in the school'. The correct answer is *b.easiest*. 'Easiest' is superlative form of adjective 'easy'. It has two syllables and ended by -y. In the rule of superlative degree, adjective that is ended by -y and preceded by consonant should be changed into -i and it is added by suffix -est, So that, 'easy' becomes 'easiest'. But in fact, there are many students who answer *c.easyest*. Besides, there are also many students who answer *a.most easy*. In this case they made error such in the second theory that is given by Marianne and Dianne, that is the use of *most* where *-est* is required. It happened because they do not understand well about the rule of superlative degree

In number 38, there is article 'the' in the question sentence and there is phrase 'in the school' that is indicated the comparison with more than one person. Those are signed that this question sentence is superlative. the adjective that is used is 'busy'. 'busy' has two syllables and it is ended by -y that is preceded by consonant, then to make superlative form, ending -y should be changed into -i and it is added by -est becomes 'busiest'. So, the correct answer is *d.busiest*. But, most of students answered *a.busy*. They made error in constructing superlative form such in the first theory, omission of the superlative inflection. They used positive in superlative sentence.

In number 39, there is article 'the' and phrase 'all of comedians' in the question sentence which denote that the question sentence is about superlative degree. So, the correct answer is '*c.funniest*'. 'funniest' is superlative form of adjective 'funny'. Same with the adjective in the previous item test, it has two syllables and it is ended by -y that is preceded by consonant, then to make superlative form, the ending -y should be changed into -i and it is added by -est becomes 'funniest'. There are many students who answered *a.most funniest*. This case is one of error such in the theory, that is the forth theory, double marking of superlative. They use both *most* and *funniest*. In the rule of superlative degree, it is not necessary to put both of them in the same sentence. The cause of this

error is same with the previous item test, the students do not understand well about the rule of superlative form.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion from the writer based on the result of research that had done at Muhammadiyah Junior High School 4 Banjarmasin.

A. Conclusion

1. Based on the presented data about the mastery of 8th grade students in using degrees of comparison at Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014 on the previous subchapter, there is no student in excellent and very good level, but, there are 2 students (4.76%) in good level, 8 students (19.05%) are in enough level, there are 29 students (69.05%) are in low level and 3 students (7.14%) are in very low level. Then the mean of students' mastery in using degrees of comparison is 49.96. It can be concluded that the average of students' mastery at 8th grade students of Muhammadiyah Junior High School 4 Banjarmasin academic year 2013/2014 is in low level.
2. Based on the data collection about the most common error of the students in using degrees of comparison, the writer found that the most common error in using the kinds of degrees of comparison is in superlative degree. The percentage of the students' error in superlative degree is 36.90%. On the other side, the percentage of the students' error in positive degree and comparative degree are 29.90% and 33.19% only.

For the further information about the most common error of the students in using degrees of comparison, the writer found that the common error is happened because of some reasons. They are: The students do not understand well about the rule of constructing sentence using degrees of comparison, the students cannot differentiate the kinds of degrees of comparison, the students are not familiar with the irregular form of comparative and superlative degree, and lack of vocabularies also becomes the reason, most of them cannot understand the meaning of the question sentence.

B. Suggestion

1. From the result of the research that had been done by the writer, the students' mastery in English grammar, especially in using degree of comparison is not really good. So that, the students need to learn more to improve their ability in English. Besides, the students also need to increase their motivation and interests in learning English, because it can make them easier to accept and understand the lesson.
2. Teacher should motivate the students to be more active to improve their ability in English, including grammar. Besides the teacher should try to provide different methods and techniques in order to make the students better in learning English grammar.

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