p-ISSN 2797-9709
e-ISSN 2797-989X
Volume 4 No. 2 Juli 2024

THE ABILITY OF 10TH GRADE STUDENTS IN UNDERSTANDING COMPARISON DEGREE (Study Case in SMK Pencawan Medan)

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ABSTRACT

Grammar is one of the sub-skills in English that must be mastered by the students. Grammar itself has a wide scope in its study, and one of them is comparison degree. To find how far the students understanding the comparison degree is very important to the writer. The writer's objective in conducting this research is to answer the following questions; 1) are 10th grade students of Otomatisasi Tata Kelola Perkantoran in SMK Pencawan Medan able to understand and use positive, comparative and superlative degree? 2) what are the mistakes made by the students in answering comparison degree questions? To answer those questions, the writer did a case study to the total of 22 students in that class. The method that was used is qualitative. The writer taught them the basic of comparison degree, and then the writer gave them paper-based test with 18 filling-the-blanks and 1 essay question in it. Subsequently, the writer analyses the data in descriptive statistics. The writer found that 4,76% of the students is Excellent, 42,86% are Good, 42,86% are Fair, 4,76% is Poor and 4,76% is Very poor.

Keywords: *grammar, comparison degree, positive, comparative, superlative, qualitative*

A. Background of the Study

Communication plays a fundamental role in our everyday interactions. Iyabode (2018) stated that being able to communicate well is the most important part of all the skills. According to Alberto Martinez (2018), communication can be defined as a process by means of which a person is in contact with another through a message, and expects the latter of a response, be an opinion, activity or behaviour. As the definition stated, the communication will be effective if there are two or more people involved and it must have a message so there will be a response on the message.

Language serves communication. Langua-ge can be viewed as a system of communication among humans which entails the use of conventional and arbitrary vocal symbols for communicating ideas and experiences. Bussmann (1996: 627) added that language is a vehicle for the expression or exchanging of thoughts, concepts, knowledge, and information as well as the fixing and transmission of experience and knowledge. In conclusion, language allows individuals to express their thoughts, feelings, and intentions, as well as to comprehend and interpret the messages of others. It enables the transmission of information, ideas, and knowledge across generations and facilitates cooperation, collaboration, and the sharing of experiences.

Every country has its own language to communicate, including Indonesia. According to Badan Pusat Statistik (BPS), there are 1.340 ethnics in Indonesia. Even though there are more than a thousand of different ethnics with their different languages, Indonesia decided to use Bahasa Indonesia as their official language since 18 August 1945. The official language has the function as a medium communication in such domain as government, the law courts, the media, and the educational system.

Same case as in Indonesia, to make it easier to communicate to another country needs an international language that most of people will understand. Crystal (2012:4) stated that a language achieves a genuinely global status when it develops a special role that is recognized in every country.

p-ISSN 2797-9709
e-ISSN 2797-989X
Volume 4 No. 2 Juli 2024

English has become international language until now so countries will not have hard times communicate with other countries. That is the reason why English is very important to learn, including in Indonesia.

English has become compulsory foreign language that is taught to students since primary school in Indonesia. The government decided to make English mandatory for students, so they can transfer knowledge and also increase international relationship and cooperation to other countries in the world.

In English, there are two types of linguistics abilities; they are language performance and language competence. Fromkin and Rodman (1993) differentiate competence and performance as follows, "it is a difference between what you know, which is your linguistic competence and how you use this knowledge in actual speech production and comprehension, which is your linguistic performance." In other words, language performance is an ability of someone in speaking, listening, reading and writing, meanwhile language competence deals with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical applications. That means, to master the language competence, we must master the grammar.

Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning.[7] Based on the statement, grammar has a role in mastering language, because without it, the language will be intangible and unorganized. Thus a grammar is a description of the rules that govern how a language's sentences are formed.

Grammar has a wide scope in its study. The writer interested with one of the topics called Degree of Comparison or Comparison Degree. Tumijo (2011:82) stated that degree of comparison is the process of comparing things, people, or places through the level of quantity, quality or relation in form of adjective or adverb.

The reason of the writer chooses this topic is because the writer realize that comparison degree is important in everyday life. In Indonesia, it is very common for people comparing two or more things. In English, the theory of comparing things is not really different with Bahasa Indonesia. To understand how to make a comparison degree, we first must know the use of the grammar.

Many of students are struggling in learning English because of the grammar. Therefore, there are lot of students are lacking of knowledge and still find difficulties in understanding comparison of degree. They are also struggling in making a sentence using positive, comparative and superlative degree.

The writer wants to know how far the students can understand comparison degree. The writer did the research in SMK Pencawan Medan and chose students from X-OTKP (Otomatisasi Tata Kelola Perkantoran). The writer also wanted to evaluate his understanding in comparison degree and taught them positive, comparative and superlative degree and the grammar used in them.

The writer hopes that after doing the research, it will improve his knowledge and teaching skill so that in the future he can teach much better. For the students, the writer hopes that it will improve their knowledge in comparison degree and b boost their willingness to learn English.

B. Adjective

Marcella Frank (1972) stated that adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual is before the noun it modifies, but it fills other position as well.[9] Adjective does not only modify noun but it modifies pronoun too[10]. Howard (2007) added that adjective give you more information about people, places, and things.

From the definitions above, it can be summarised that adjectives is words in grammar that is used to modify or describe not only nouns but also pronoun. For example:

1. A **tall** building
2. A lady with **beautiful** dress
3. That guy was **insane**

p-ISSN 2797-9709
e-ISSN 2797-989X
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On the first example, the word "tall" acts as an adjective. It describes the noun which is in the sentence is a building.

It is also same with the second and third example; the word "beautiful" works as an adjective and modifies the dress that is worn by the lady. Meanwhile, the word "insane" in the third example describes the condition of a guy in the past.

The Function of Adjective

According to Huddleston and Pullum, there are two functions of adjective, the first one is adjective that acts as attributive and the other one acts as predicative. Attributive adjective has a function as pre- head modifier to the following noun. Predicative adjectives function mainly as predicative complement in a sentence. Meanwhile, attributive adjective function as modifier of a noun, it appears between the determiner and the noun.

From the statement above, it can be concluded that attributive adjective is an adjective that function as a noun modifier that appears between the article and the noun. In addition, predicative adjective is an adjective that function as a subject or object complement and appears after a verb. For example:

a) Attributive adjective: *A **high-speed** car, the **deep** sea*
b) Predicative adjective: *The watch is **expensive**, the location is **far***

C. Comparison Degree

One of the most basic and powerful human cognitive processes 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.[18]

Before discussing further about comparison degree, we first must know what comparison degree is.

The term of "comparison" came from Latin word "comparatio".[19]. It means an action of comparing or capacity that being compared.[20] According to Oxford Dictionary, comparison is the process of comparing two or more people or things. Based on the definitions above, it can be concluded that comparison is an activity to compare things or people which purpose is to find the differences or similarities in quality or quantities.

D. Types of Comparison Degree

There are 3 types of comparison degree::

1. Positive Degree

Positive degree expresses the quality of an object, without any increase or diminution (Murray, 1819: 47). It can also explain about an adjective that is expressed without any comparison.[21]

From the definitions above, it can be said that positive degree is a degree where an adjective of noun stands without another adjective or adverb to compare; or is used to compare 2 or more nouns in the same state or condition.

Here is the formula of positive degree:

Subject + Verb + Adjective/Adverb
Or
Subject + Verb + as + Adjective/Adverb + as + Object

Examples:

a. She dances beautifully
b. The woman is angry at me
c. John has as much money as Dave
d. I run as fast as Jimmy does

2. Comparative Degree

Comparative degree serves to establish between the objects that are compared a relation of *superiority, inferiority, or equality*[22]. It marks the predicate by applying to its argument (the compare) to a higher or lower extent than the others (Walter de Gruyter in "Morphologie/Morphology. 2. Halbband. (Edited by: G. E. Booij, et al)" (2000: 1213))

In conclusion, comparative degree has a function to compare a noun to another noun in terms of quality or quantity. The word "than" is one of the sign of comparative degree in a sentence.

One-syllable adjectives normally have comparatives and superlatives ending in *-er, -est.* Some two-syllable adjectives are similar; others have more and most. Longer adjectives have more and most.

p-ISSN 2797-9709
e-ISSN 2797-989X
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In conclusion, there are some adjectives with 2 syllables that can not be added by *–er/r* to make it comparative. For example, the word *handsome* can not be added by *–er/r*, instead we use prefix *more/less handsome*. Other examples of 2 syllables adjective that can not be added *–er/r* are *boring, perfect, famous,* etc.

However, in comparative degree that compares a noun adverbially, we do not need to add *–er/r* in any adverb, instead we use prefix '*more'*.

In making a sentence that contains comparative degree, we need a formula:

Subject + Verb + Adjective (-er/r) + than + Object
Or
Subject + Verb + more + Adjective/Adverb + than + Object

Examples:

a. This sofa is more comfortable than that chair
b. The guy with the red shirt is taller than my father
c. You failed the test because you did it less carefully than the others
d. Rina sings the song more beautifully than Bianca

3. Superlative Degree

Superlative degree is used to denote that one thing possesses a certain quality in a higher degree than all the other objects with which it is compared. t is used to compare somebody/something with the whole group that he/she/it belongs to.

It can be said from the definition above that the purpose of this degree is to show the highest or lowest quality/quantity compared to others. For instance, the word *smartest* explains that it is in the top level according to others, meanwhile, if we want to make it on the bottom level, we can not no more using suffix *–est,* instead we use "*least"* before the adjective, therefore; *least smart.*

Same as the comparative degree,*-est* is added to adjectives that has 2 or less syllables. For some 2 syllables and 3 syllables adjectives can not be added by *–est* to make it in superlative form. Instead, we use *the most*. For example, *honest, boring,* etc.

The formula of a superlative degree sentence:

Subject + Verb + the + Adjective (-est) + Noun + in/of + Adverb
Or
Subject + Verb + the most/least + Adjective + Noun + in/of + Adverb

Example

a. Amanda is the smartest student in the class
b. Indonesia has the most beautiful beach in the world
c. David is the tallest among his friends

Table 2.1 Examples of adjectives that using suffix *–er/r/est*

Positive	Comparative	Superlative
Big	Bigger	The biggest
Hot	Hotter	The hottest
Lazy	Lazier	The laziest
Weird	Weider	The weirdest
Kind	Kinder	The kindest
Cruel	Crueller	The cruelest
Clean	Cleaner	The cleanest
Smart	Smarter	The smartest
Nasty	Nastier	The nastiest

Table 2.2 Adjectives that using prefix *more or the most/least*

Positive	Comparative	Superlative
Adorable	More adorable	The most adorable
Careful	More careful	The most careful
Beautiful	More beautiful	The most beautiful
Expensive	More expensive	The most expensive
Perfect	More perfect	The most perfect
Gorgeous	More gorgeous	The most gorgeous
Magnificent	More magnificent	The most magnificent

There are some irregular adjectives that can not be added the suffix *–er/r/est* and prefix *most/least.* The word *good* is for example, to make in comparative form, we use *better*, and *best* is the superlative form. To understand more clearly, please look the table 2.3.

Table 2.3 Examples of irregular adjective

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Many/Much	More	Most

p-ISSN 2797-9709
e-ISSN 2797-989X
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Far	Farther/Further	Farthest/Furthest

E. Research Method

The method that is used in this research is qualitative. Strauss & Corbin (2015) defined qualitative research as research in which the findings are not obtained through statistical procedure or other calculative ways. Saldana (2011) added that qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life.

In collecting the data, the writer did a case study in SMK Pencawan Medan. According to Sturman (1997), "case study is a general term for the exploration of an individual, group or phenomenon". It means that case study is one of the methods in research to find the data by doing an approach to the sample to know what their problems are. Case study can be either quantitative or qualitative or even a combination of both.

F. Population and Sample

The total population of SMK Pencawan Medan are 596 students. They are divided into 24 classes. Since the population is too large for the writer to be researched, the writer chose a particular class to be the sample. The writer used purposive sampling technique. The sample that was used for this research is 10th grade students of Otomatisasi Tata Kelola Perkantoran (OTKP). This class consists of 23 students but unfortunately 1 student was absent because he was sick. Therefore, the writer did the research to 22 students which 2 of them are male and the rest are female.

G. Research Instrument

In doing the research, the writer uses instruments to get the data. Instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose.

The instrument that is used for this research is a written test which was gotten on various official websites. The test has 19 questions which 18 of them are filling- the-blank and 1 is essay. With the total of 21 items that must be filled by the students, the purpose of this test is to evaluate their understanding in comparison degree. The questions and score per question are shown in the table below:

Table 3.1 The questions and the score of each items

No.	Question	Score
1	Anwar : I think TV program is ... interesting than radio Elsa : I agree with you. TV has audio and visual system.	5
2	Andi : We are in hurry. How should we go, Dul? Dullah : I think motorcycle will be better because it is … than bike	8
3	I was sick this morning, but now I feel ... (good)	5
4	What is the ... (small) animal in the world?	5
5	Mount Everest, the ... (high) mountain in the world, is located between China and India	5
6	I have more books ... you in my house.	5
7	Andi and Diana were competing in a run contest. Andi was winning the race because he is ... (fast) than Diana.	5
8	Lina sings the song beautifully. Winda sings the song beautifully. We can combine the sentence into ...	13
9	John has ten marbles. Andi has fifteen marbles, that means Andi has ... marbles than John.	5
10	Putri : Is Indonesian team as strong as Japan? Nanda : No, I think Japan is stronger than Indonesia. Putri : But which is the ... (strong), China, Japan or Indonesia? Nanda : China.	5
11	The dog is ... (big) than a rat.	5
12	I have never met anyone as ... (pretty) as you!	5
13	Christine gets... score ... Rina.	a) 3 b) 2
14	David gets ... score ... John.	a) 3 b) 2
15	Rina gets ... score than David	3
16	David's score is the ... of them all	3
17	Christine's score is the ... of them all.	3
18	A lion can run much ... (fast) than a cow.	5
19	Some people said that Ronaldo is the ... (good) football player in the world.	5

p-ISSN 2797-9709
e-ISSN 2797-989X
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H. Data Analysis

To collect the data and to find how far the students have understood comparison degree, the writer corrected the students' answer sheet. The score that was given per item is shown in table 3.1.

After getting the score, the writer determined the level of ability of each student whether their understanding is good or bad. The writer used the level of ability by Arikunto (2010) which can be seen in the table below:

Table 3.2 Score range and the quality by Arikunto (2010)

Score Range	Quality
81 – 100	Excellent
61 – 80	Good
41 – 60	Fair
21 – 40	Poor

From previous table, it can be concluded that the lowest level in understanding comparison

No.	Name	Total of Items	Correct Answers	Score	Quality
1	Student 1	21	19	94	Excellent
2	Student 2	21	16	85	Excellent
3	Student 3	21	18	82,5	Excellent
4	Student 4	21	19	87,5	Excellent
5	Student 5	21	15	69	Good
6	Student 6	21	14	64	Good
7	Student 7	21	14	66	Good
8	Student 8	21	16	71	Good
9	Student 9	21	12	67	Good
10	Student 10	21	13	65,5	Good
11	Student 11	21	13	59,5	Fair
12	Student 12	21	12	52	Fair
13	Student 13	21	15	72	Good
14	Student 14	21	3	15	Very Poor
15	Student 15	21	15	72	Good
16	Student 16	21	17	71	Good
17	Student 17	21	10	46,5	Fair
18	Student 18	21	11	49	Fair
19	Student 19	21	14	65	Good
20	Student 20	21	11	49	Fair
21	Student 21	21	11	49	Fair
Total score				1351,5	
Average				64,36	

Table 4.1 Recapitulation of the students' score

degree that the students will get is Very poor, which is 0 – 20 in score range. On the other hand, the highest is Excellent, which is 81 – 100 in the score range.

The score range has a function to determine whether the students are able to understand the comparison degree after doing the lesson. It is a determinant on how their quality and level in understanding comparison degree.

After finding out all of the students' score and level of ability, the writer determined the percentage of the students' quality they got.

The formula is as follow:

P = Percentage
F = Frequency
N = Total number of sample

In conclusion, here are the steps of the writer in analyzing the data:

i. Checking the students' answer sheet
ii. Correcting the students' answer sheet one by one
iii. Giving the students score based on the correct answers they have. The score per items is shown in table 3.1
iv. Determining the category of students' quality in understanding comparison degree. Look table 3.2
v. Determining the total of percentage of students' quality in understanding comparison degree

I. Finding

The writer gave a test which focused on the use of comparison degree, which are positive, comparative and superlative degree. The test consists of 19 items. 2 of them are positive degree, 11 items are comparative degree and 6 items are superlative degree.

The table below is the result of students' ability in understanding comparison degree:

From the table above, it can be seen that 4 students have Excellent ability, 10 students have Good ability, 6 students have Fair ability, 1 student has Very poor ability and none of them have Very poor ability.

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e-ISSN 2797-989X
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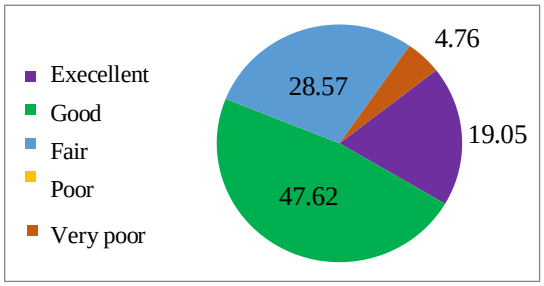
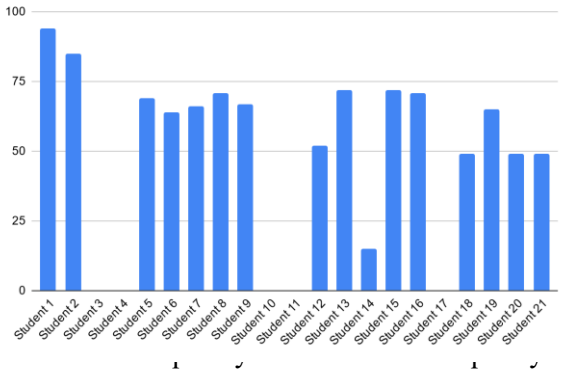


Table 4.2 The graph of students' score



at
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understanding comparison degree was calculated as follow:

1. The number student that having Excellent quality is 4. The percentage is as follow:

$$\square = \frac{4}{21} \square 100\% = 19{,}05\%$$

2. The number of students that having Good quality is 10. The percentage is as follow:

$$\square = \frac{10}{21} \square 100\% = 47{,}62\%$$

3. The number of students that having Fair quality is 6. The percentage is as follow:

$$\square = \frac{6}{21} \square 100\% = 28{,}57\%$$

4. The number of student that having Poor quality is 0. The percentage is as follow:

$$\square = \frac{0}{21} \square 100\% = 0\%$$

5. The number of student that having Very Poor quality is 1. The percentage is as follow:

$$\square = \frac{1}{21} \square 100\% = 4{,}76\%$$

The distribution of the percentage of students' quality in understanding comparison degree can be seen in the following graph:

Table 4.3 The percentage of students' quality

J. Discussion

Based on the finding in this study, the writer found the students of X- OTKP's ability in understanding comparison degree, which are positive, comparative and superlative degree.

The writer found some mistakes that were done by the students in completing the questions that was given by the writer.

Here are the mistakes that are made by each of student in answering comparison degree questions:

Table 4.4 Recapitulation of students' incorrect answers

No.	Student	No. of Question	Student's Answer	Correct Answer
1	Student 1	16	Least	Lowest
		17	Most	Highest
2	Student 2	10	Stronger	Strongest
		13	b) Less	b) Than
		14	b) More	b) Than
		16	Least	Lowest
		17	Most	Highest
3	Student 3	8	Lina sings the song beautifully as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		16	Least	Lowest
		17	Most	Highest
4	Student 4	8	Lina sings the song beautifully as Winda	Lina sings the song as beautifully as Winda
		16	Least	Lowest
		17	Most	Highest
5	Student 5	8	Lina sings beautifully as Winda	Lina sings the song as beautifully as Winda

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e-ISSN 2797-989X
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		9	Less	More
		13	b) Less	b) Than
		16	Less	Lowest
		17	More	Highest
		19	Better	Best
6	Student 6	5	Bighest	Highest
		8	Lina sings the song beautifully as	Lina sings the song as beautifully as Winda
		9	Less	More
		13	b) Less	b) Than
		16	Less	Lowest
		17	More	Highest
		19	Better	Best
7	Student 7	8	Lina sings as the song as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		13	a) Less	a) More
		16	Less	Lowest
		17	More	Highest
		19	Goodest	Best
8	Student 8	8	Lina sings as the song as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		16	Less	Lowest
		17	More	Highest
		19	Goodest	Best
9	Student 9	5	The most	Highest
		7	More	Faster
		9	Less	More
		13	b) (unanswered)	b) Than
		14	a) More b) (unanswered)	a) Less b) Than
		16	Most	Lowest
		17	Most	Highest
		18	Least	Faster
10	Student 10	5	Higher	
		8	Lina sings the song beautifully as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		12	Prettyst	Pretty
		13	b) (unanswered)	b) Than
		14	a) Most b) (unanswered)	a) Less b) Than
		16	Less	Lowest
		17	Least	Highest
11	Student 11	4	Less	Smallest
		5	Est	Highest
		7	More	Faster
		8	Lina sing as the song as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		13	b) Last	b) Than
		14	b) More	b) Than
		16	Least	Lowest
		17	Most	Highest
12	Student 12	4	Less	Smallest
		5	Est	Highest
		7	More	Faster
		8	Lina sing as the song as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		10	Est	Strongest
		12	Es	Pretty
		13	b) Last	b) Than
		14	b) More	b) Than
		16	Least	Lowest
		17	Most	Highest
13	Student 13	8	Lina sing as the song as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		13	b) Less	b) Than
		14	b) More	b) Than
		16	Least	Lowest
		17	Most	Highest
14	Student 14	2	Butter	Faster
		5	(unanswered)	Highest
		6	(unanswered)	Than
		7	(unanswered)	Faster
		8	(unanswered)	Lina sings the

p-ISSN 2797-9709
e-ISSN 2797-989X
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				song as beautifully as Winda
		9	(unanswered)	More
		10	(unanswered)	Strongest
		11	(unanswered)	Bigger
		12	Priteh	Pretty
		13	a) Morder b) (unanswered)	a) More b) Than
		14	a) Least b) (unanswered)	a) Less b) Than
		15	(unanswered)	More
		16	(unanswered)	Lowest
		17	(unanswered)	Highest
		18	(unanswered)	Faster
		19	Debes	Best
15	Student 15	8	Lina sings the song Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		13	b) Less	b) Than
		14	b) More	b) Than
		16	Least	Lowest
		17	Most	Highest
16	Student 16	8	Lina sings the song Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		16	Less	Lowest
		17	Most	Highest
17	Student 17	4	Less	Smallest
		5	Est	Highest
		7	More	Faster
		8	Lina sing as the song as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		10	Es	Strongest
		12	Es	Pretty
		13	a) As b) More	a) More b) Than
		14	b) More	b) Than
		16	Least	Lowest
		17	Most	Highest
18	Student 18	4	Less	Smallest
		5	Est	Highest
		7	More	Faster
		8	Lina sing as the song as Winda	Lina sings the song as beautifully as Winda
		9	Less	More
		10	Est	Strongest
		12	Es	Pretty
		13	a) As b) More	a) More b) Than
		14	b) More	b) Than
		16	Least	Lowest
		17	Most	Highest
19	Student 19	2	More	Faster
		8	Lina sings as song as Winda does	Lina sings the song as beautifully as Winda
		13	a) The most	a) More
		16	Least	Lowest
		17	Most	Highest
		19	Better	Best
20	Student 20	2	Shorter	Faster
		4	More	Smallest
		5	Mors	Highest
		8	Faster	Lina sings the song as beautifully as Winda
		12	Priti	Pretty
		13	b) Less	b) Than
		14	b) Mots	b) Than
		16	Less	Lowest
		17	More	Highest
		19	Better	Best
21	Student 21	2	Shorter	Faster
		3	Less	Better
		4	More	Smallest
		5	Mors	Highest
		8	Fast	Lina sings the song as beautifully as Winda
		13	b) Less	b) Than
		14	b) More	b) Than

p-ISSN 2797-9709
e-ISSN 2797-989X
Volume 4 No. 2 Juli 2024

		16	Less	Lowest
		17	Mots	Highest
		19	Better	Best

From the table above, it can be found that all of students made mistakes in answering the questions about positive, comparative and superlative degree. Some of them even not answered all of the questions given.

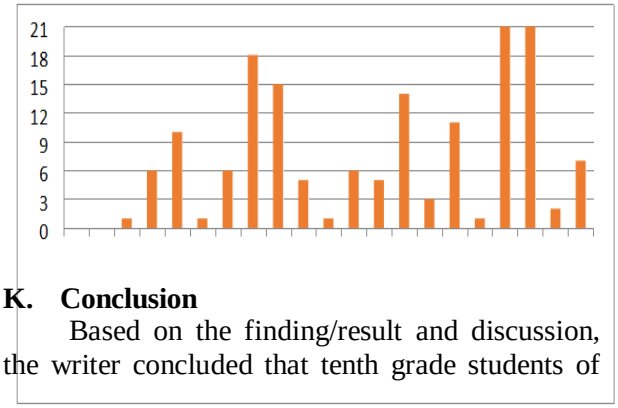
Most of the students failed to answer comparative degree questions. For instance, in question number 7, the students decided to fill the blank with the word 'more' instead of 'faster. This is wrong because as in the Chapter 2, we cannot add 'more' before an adjective that has 1 syllable, instead we can use the adjective and added by suffix *-r* or *–er*

In question number 8, most of the students answered 'Lina sings the song beautifully as Winda". This is incorrect because the formula of positive degree sentence as stated in Chapter 2 is Subject + Verb + as + Adjective/Adverb + as + Object. Hence the correct answer is "Lina sings the song *as* beautifully as Winda.

They also answered question number 9 incorrectly. Most of them answered 'less' instead of 'more'. They made a mistake by not understanding the concept of less and more, where 'more' are used to tell a thing that has higher value and 'less' are use to tell a thing that has lower value both in quantity or quality.

For more details, here is the graph of questions that students answered incorrectly:

Table 4.5 Questions that answered incorrectly by the students



K. Conclusion

Based on the finding/result and discussion, the writer concluded that tenth grade students of Otomatisasi Tata Kelola Perkantoran in SMK Pencawan Medan find difficulties in understanding comparison degree in positive, comparative and superlative form.

None of them have successfully answered all of the questions that were given by the writer correctly. They still found difficulties in distinguish the use of "more" and "most" with suffix "-er" and "-est" in regular and irregular adjectives. They also confused with the numbers so they have a hard time to determine comparative that is used based on the information given.

Nevertheless, the result of the students' level ability belong to Good with the percentage of 47,62%. It means that there are 10 people have a good ability in understanding comparison of degree and

The students that got the highest level of ability in understanding comparison degree is student 1 with the score of 94. On the contrary, the student that got the lowest level of ability in understanding comparison degree is student 14 with the score of 15.

L. Suggestion

Based on the result of this research, the writer suggests that the students must learn more about regular and irregular adjective by reading English books and learn by using internet so it will make them easier to determine whether they need to use "more" or prefix "-er/r" in comparative degree. They also need to improve their vocabulary and learn more about adjective that has 1 or 2 or even more syllables.

The students must have high motivation, spirit and curiosity to learn English especially comparison of degree. They must active in their class by asking and answering questions, discuss with other students, read a lot of English lesson on book or internet.

For the school, they should be creative in teaching English by putting English- related posters in the class and spread the English vocabulary to entire school by using wall magazines.

For other researcher, the writer hopes that this research can be a reference for them that want to research about comparison degree. The writer

hopes that in the future, some researcher will do the research to the students in SMK Pencawan Medan to find out why they have difficulties in understanding comparison of degree.

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