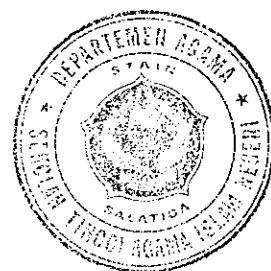


**THE STUDENTS' MASTERY OF ADVERBS EXPRESSING
DEGREES OF CAMPARISON OF THE THIRD YEAR
STUDENTS OF SLTP N8 SALATIGA IN THE
ACADEMIC YEAR OF 2001/2002**

THESIS

Submitted to the Board of Examiner in Partial Fulfillment of
The Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English and Educational Department



By:

AGUS SANTOSA
NIM 113 97 017

**ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE ISLAMIC STUDIES INSTITUTE (STAIN)
SALATIGA
2002 M/1423 H**

Drs.Sa'adi,M.Ag
The lecture of English Department Educational Faculty
State Islamic Studies Institute (STAIN) Salatiga

ATTENTIVE COUNSELOR NOTES

Case : Agus Santosa's Thesis

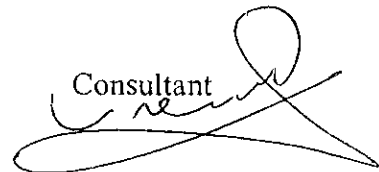
Salatiga 10 th April 2002

Dear
The Head of State Islamic Studies Institute
Salatiga

Assalamua'laikum. Wr. Wb

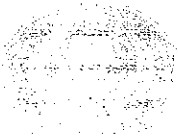
Having read accurate and corrected Agus Santosa shadow Thesis entitled: " THE STUDENT'S MASTERY OF ADVERBS EXPRESSING DEGREES OF COMPARISON OF THE THID YEAR STUDENTS OF SLTPN 8 SALATIGA IN THE ACADEMIC YEAR OF 2001/2002" I have decided and would like to purpose that if could be accepted by the educational faculty, I hope it would be examined as soon as possible.

Wassalamualaikum Wr.Wb.

Consultant


Drs,Saadi M,Ag

NIP 150256821



DEPARTEMEN OF RELIGIOUS AFFAIRS
STATE ISLAMIC STUDIES INSTITUTE
SALATIGA

Tentara Pelajar No 02 Salatiga 50721 Phone: (0298) 323433, 323706

STATEMENT OF CERTIFICATION

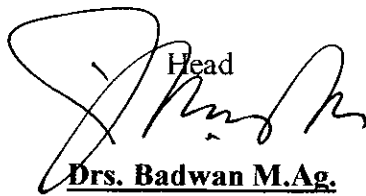
THE STUDENTS' MASTERY OF ADVERBS EXPRESSING DEGREES OF
COMPARISON OF THE THIRD YEAR STUDENTS OF SLTP N8 SALATIGA IN
THE ACADEMIC YEAR OF 2001/2002

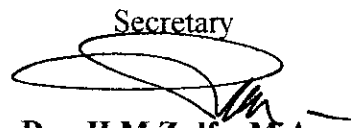
AGUS SANTOSA
NIM 113 97 017

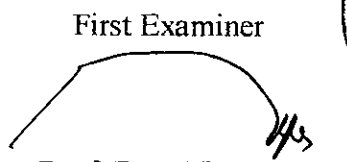
Has been brought to the board of examiners in April, 08th 2002M / Muharram 25th
1423H. and hereby considered to completely fulfilled the requirements of the Degree
of Sarjana in the English and Education Department.

Salatiga, April, 8th 2002 M.
26 Muharram, 1423 H.

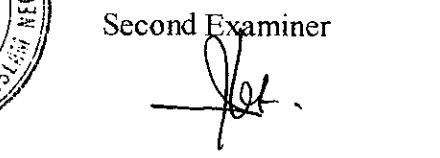
BOARD OF EXAMINERS

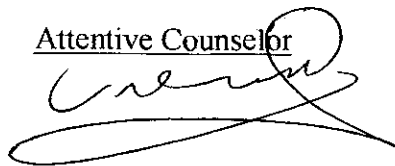
Head

Drs. Badwan M.Ag.
NIP.150 198 743

Secretary

Drs. H.M Zulfa, M.Ag.
NIP 150 177 821

First Examiner

Prof .Dr.M Zuhri M.A
NIP 150 182 686



Second Examiner

Dra.Woro Retnoningsih, M.Pd.
NIP 150 262 646

Attentive Counselor

Drs.Sa'adi, M.Ag.
NIP: 150 256 821

DEDICATIONS

1. My Dearest Mother and Father
2. My Brothers and Sisters
3. All of My Friends in TBI 97
4. Special Friend **Mr. Wajiyanto** (in late) I hope you are peaceful in his paradise.

MOTTO

A lucky man is the man who has knowledge, art, and faith.

Because the knowledge makes life easier, the art makes life

More beautiful, and faith makes life guided.

ACKNOWLEDGEMENT

Praise to Allah that the writer has finished this thesis. This thesis is a partial fulfillment of requirement for the graduate degree of educational in English Education Study Program. The writers realize that the study would impossible be finished without other people's help. In this opportunity, therefore, he would like to express his special and deep gratitude and appreciation to:

1. Drs. Badwan M.Ag. As chairman of State Institute of Islamic Studies (STAIN) Salatiga.
2. Drs. Imam Sutomo M.Ag. As The Head of Educational Faculty.
3. Drs. Sa'adi M.Ag. As The Head of the English Department and as my consultant, who give me great attention, suggestion, guidance, and permission in writing this Thesis.
4. Mr.Budiyanto S.Pd. The Headmaster of SLTP N.8 Salatiga who give permission and facilities to writer in doing research.
5. All of my friends who have helped me in making this material, suggestion and guidance.
6. My father Mr. H. Dahron Abdul Ghofur and Mrs. Hj.Sufrotun who always give their support and never stop to pray for me.

7. My sister Mrs. Dra. Siti Rochmatin and Mr. Musyawir who always give support and suggestion in writing this thesis.
8. All lecturers and staff in STAIN Salatiga.

Finally, nothing in the world is perfect, this writing is too. The writer has to improve the contents as well as systematization of material in this writing. Therefore, all suggestions and criticisms for the perfection will be most welcome and receive with gratitude. He expects that this paper is useful too.

Salatiga, 27 Maret 2002

The writer

TABLE OF CONTENTS

	Page
TITLE	I
APPROVAL/ATTENTIVE COUNSELOR NOTES.....	ii
PAGE OF CERTIFICATION.....	iii
DEDICATION.....	iv
MOTTO.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS	vii
 CHAPTER I : INTRODUCTION	
A. Background of the Study.....	1
B. Reason for choosing the Topic.....	3
C. Statement of the problems.....	4
D. The subjective of the study.....	4
E. The significance of the study.....	5
F. The limitation of the study.....	5
G. Methodology of Research.....	5
✓ H. The outline the Thesis.....	9
 CHAPTER II : A REVIEW OF RELATED THEORY OF ADVERBS	
A. Definition of Adverbs.....	11
B. Type of Adverbs.....	11 ✓
C. Forms of Adverbs.....	16
D. Function of Adverb.....	18
E. The importance of learning Adverbs.....	18
F. The Adverb Expressing Degrees of comparison In the 1994 English Curriculum.....	19
G. Construction with comparison.....	20

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a system of arbitrary vocal symbols, which permits all people in a given culture, or other people who have learned that culture to communicate or to interact¹. By language, people are able to convey the messages, feeling, and thought in their mind so that they can interact with others.

Indonesia, as one of the developing countries is considered to be abreast of the world's scientific and technological advancement. Therefore, the Indonesian government in this case the department of education, decides to use curriculum, in which English is a compulsory subject to be taught, especially in Junior and Senior high school. It has lasted for a long time as Ramelan stated that English has been taught in our country as the first foreign language since our independence day on August 17, 1945, but it does not mean that the quality of English teaching in school in Indonesia is satisfactory. It is still far from the expectation of most educators. It can be seen that Junior High School (SMP) graduates are poor in their reading comprehension. They also have troubles in their speaking in the language.

¹ Finocchiro, Mary, *English Language As Second Language: From Theory To Practice* , New York: Regents Publishing Company, 1974, Page 3

Ma

Efforts should be done to improve this situation. The efforts should be preceded by field research to find out the problems faced by students as well as teachers. The problems should be found out based on the implementation of the official syllabus. The solution of the problems can be obtained by finding out the weaknesses of the students in understanding a certain items in the syllabus.

Teaching based on certain syllabus will be effective if there is a match between the materials and the learners' needs. Therefore, the materials should be selected according to needs as well as the previous experience of the learners. The 1994 curriculum of English was designed based on the content, which is presented in context with themes that can be developed according to learners' need. The four basic skills in learning English are listening, speaking, writing, and reading are taught in integratedly, and so as the component of the language such as pronunciation, spelling, vocabulary, and grammar.

Based on what is stated in the 1994 curriculum, grammar should also be taught to students to support the development of four basic language skills. But the emphasis should not be merely on the teaching of the language component themselves.²

One of the topics in learning English grammar is about adverbs expressing degrees of comparison. According to the current curriculum of SMP, students have to master the concept of this form of comparison. However, students often find

² Departemen Pendidikan dan Kebudayaan, GBPP, *Mata Pelajaran bahasa Inggris*, Jakarta: Depdikbud, 1997, page 1.

some difficulties in making positive, comparative and superlative constructions. They often make mistakes when they have to make sentences using these adverbs for comparison. By recognizing the differences among positive, comparative, and superlative construction, students are expected to understand how to use these adverbs in sentences correctly.

In the 1994 curriculum supplement, it is stated that the structure of adverb comparison degrees are of the language focus as the purpose of which is to make students able to express how someone does a certain compared to someone else, for example:

Ruwiyati runs fast. Suryati runs faster than Ruwiyati. Mardi Lestary runs the fastest.

Students often have some difficulties in making such kind of sentences correctly, and so teachers have to be able to help students solve this problem. Teachers have to be able to find the best solution and choose the most appropriate method of instruction.

B. The Reasons for Choosing The Topics

Teachers think that adverbs are just a little part of grammar that need not be paid much attention too. Students should be taught and trained about adverbs showing degrees of comparison, because there is a difference between Indonesian and English grammar about this.

The teaching of this item means to enable students to understand the use of adverbs of comparison and to be able communicated. Some times teachers have to focus the teaching on grammar because it is difficult and complicated enough. It takes more times to teach and to solve the structure problem than teaching the vocabulary, pronunciation or conversation. Ever how students are still confused in understanding, applying, and using grammar. For this reason, it is considered necessary to investigate how far the students have mastered a certain structural item. The adverbs expressing degrees of comparison is chosen this from complicated enough for SMP students.

C. Statement of the Problems

The problem that is discussed this thesis can be stated as follows :

How is the general description of the student's mastery of adverbs showing degrees of comparation ?

D. The objective of the study

The objective of the study can be stated as follows :

For obtaining a general description of the student's mastery of adverbs showing degrees of comparation.

E. The Significance of the Study

Based on the objective of the study, the significance of the study can be stated as follows:

1. The result will be very useful for the researcher herself to improve her teaching process, she will anticipate the learners' problems.
2. The result will be very useful for other English Teachers, especially teaching adverb expressing degrees of comparison.

F. The Limitation of the Study

The structure of adverbs showing degrees of comparison is complicated enough (and of course it needs more time to discuss). This study will not analyze the whole adverbs showing degrees of comparison. It will be restricted on one and two syllable adverbs only, either regular or irregular verbs.

G. Methodology of Research

In writing this thesis, the writer used the research procedures to obtain the empirical data required to provide materials for analyzing.

1. Population

Suharsini Arikunto, in the book *Prosedur Penelitian: Suatu Pendekatan Praktek*, states the population is all members of the research subject. Population is all

³ Suharsini, Arikunto, *Prosedur penelitian: Suatu Pendekatan Praktik*, Jakarta, Rineka Cipta, 1993, hal 102.

individuals from whom the data are collected. In the research population is the third year students of SMP 8 Salatiga in 2000/2001.

2. Sample

A sample is part of population that represents the whole population.⁴ The third year students of SMP 8 Salatiga has five classes, in the research the writer takes one of each class as his sample.

3. Technique of Sampling

Suharsimi suggests that when the number of subjects in research is more than 100 persons is more than 100 persons, we take 10 %-25 % of the population.⁵ In this study 17% of the population, which is nearly equal to forty (40) students or one class was taken as the sample. To get the sample the "Lottery method" was applied. First of all the classes names are written on small pieces of paper and they were rolled and put into a glass and let one roll drop out of the glass after having rolling containing class and name. It is taken as sample.

4. The Instrument

Test

Instrument plays an important role to collect data. In collecting the required data, the multiple-choice test was used. The test consists of a stem and the alternative. Construction of the instrument consists of 50 items. The test

⁴ Nawawi, Hadari, *Metode penelitian Bidang Sosial*, Yogyakarta: Graha Mada Press.

⁵ Suharsimi, *Op.cit*, page 144

Materials were taken from the teaching material-especially taught at third year of Junior High School.

5. Validity of the test

The important variable in judging the adequacy of a measurement instrument is its validity. It refers to the extent to which the result of an evaluation procedure serves the particular use for which they are intended. Thus, validity indicated whether test measures what it says measures.⁶

6. Reliability of the test

Reliability refers to the consistency of the test scores. Whether or not test reliable, it can be seen from the result of it. If a result shows the same result for different individual, with the same capability, the test is a reliable. To know the reliability of the test, the formula of K – R 20 was applied. He will get difficulty to find index of reliability, especially when using index of reliability, especially when the technique of split half is used. For this reason the formula of K – R.

$$R_{11} = \frac{n}{n-1} \times \frac{S^2 - \sum pg}{S^2}$$

R_{11} : Reliability of the overall test

P : Proportion of subject with true item answer.

P : Proportion of subject with false item answer.

$\sum pg$: total of pg

n : number of items. S : standart of deviation.

⁶ Moore, Gary W. Developing and Evaluating Educational Research, Little Brown and Company, 1993, pages 211

7. Item Analysis

The analysis of student's response to objective test items is a powerful tool test improvement. Reexamining each test item to discover the strength and flaws is known as items analysis. This item analysis concentrates to two vital features, level of difficulty and discriminating power.

8. Statistical analysis

In relation to the statistical analysis, which deals with the numerical data, the central tendency was measured. There are three measurements of the central tendency, the mean, the median and the mode, but in this study only the mean (\bar{X}) is calculated.

a. Mean

The mean is the average of a group score, by the symbol

$$\bar{X} = \frac{\sum X}{n}$$

\bar{X} : Mean
 $\sum X$: Sum of The test score
 n: Number of score in the distribution.

The mean, when used as measurement of central tendency is the point in a group of scores around, which the score tend to center, and it is used as the most representative value of the test.

- b. The standard of deviation for asset of scores is measurement of variability, bigger, smaller. The procedure for computing a standard deviation is as follows:

$$SD = \frac{\Sigma(x-x^2)}{n} = \frac{\Sigma x^2}{n}$$

SD = standart deviation

Σx^2 = The sum of deviation squared

n = Total number of scores

Mean and SD found this study are very useful to describe students' competence in the adverbs expressing degrees of comparison.

9. Non statistical Analysis

H. The out Line the Thesis

This thesis consist of 5 Chapters :

Chapter I Introduction

- A. Background of the study
- B. Reason for choosing the topic
- C. The statement of the problem
- D. The significance of the Study
- E. The Limitation of the Study
- F. Methodology of Research
- G. The out line of the Thesis

Chapter II Review of related literature

- A. The importance of adverb in English grammar
- B. The Definition of Adverb
- C. Type of Adverb
- D. The function of Adverb

- E. The Adverb Expressing Degrees of Comparison in the 1994 English Curriculum of SLTP
- F. Construction with comparison

Chapter III Method of Investigation

- A. Population and Sample
- B. The choice of population
 - 1. The technique of sampling
 - 2. The instrument
 - 3. Try out
 - a. Validity of the test
 - b. Readability of the test
 - 4. Item Analysis
 - a. The Difficulty level of the Test
 - b. The Discriminating Power

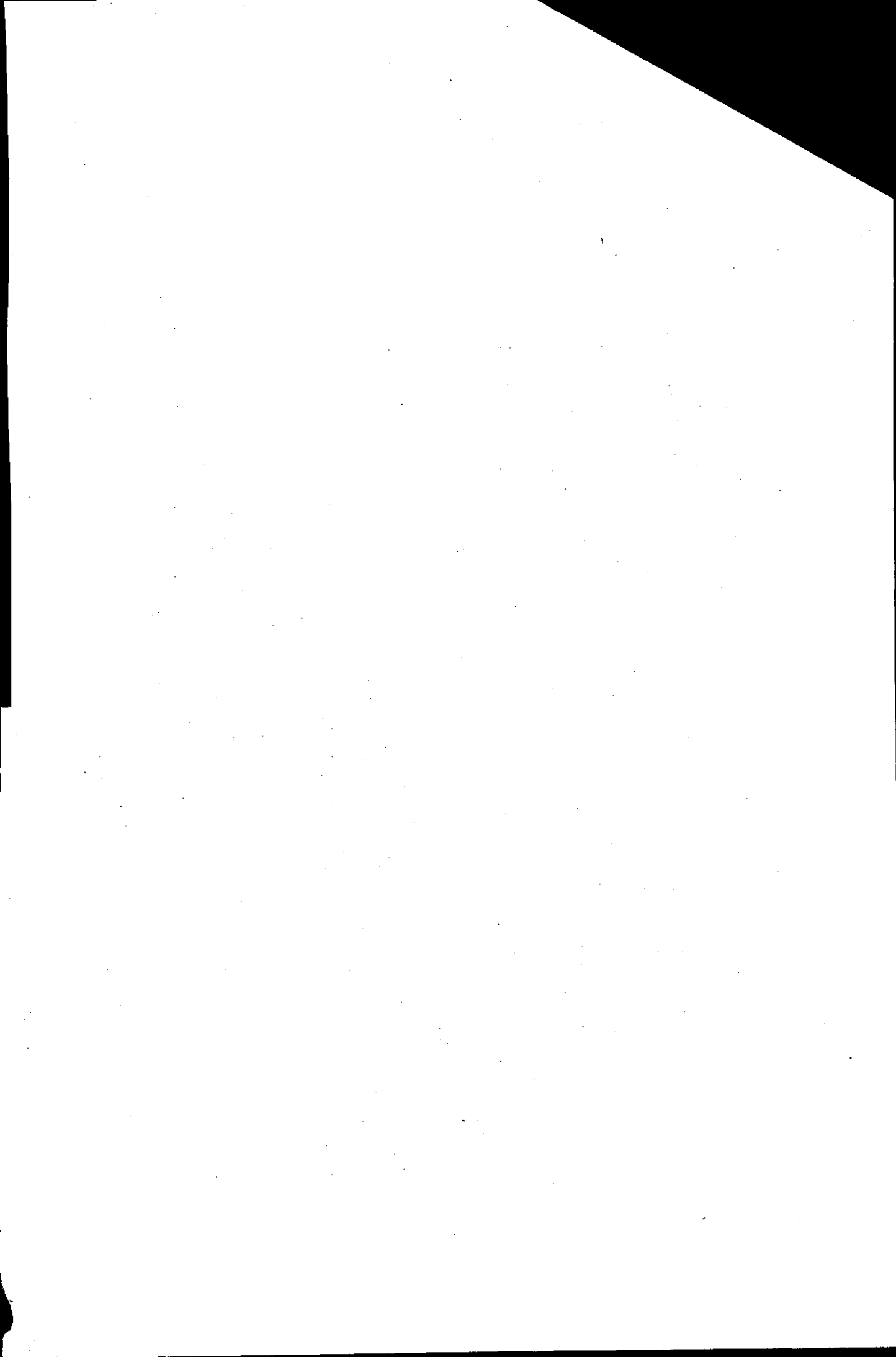
Chapter IV Data Interpretation

- A. Statistical Analysis
 - 1. Classification of the test Item
 - 2. Scoring of the test
 - 3. Central tendency
 - 4. Standard Deviation
- B. Non Statistical Analysis

Chapter V Closure, which consist of Conclusion and Suggestion

Bibliography

Appendices



CHAPTER II

A REVIEW OF RELATED THEORY OF ADVERBS

A. Definition of Adverbs

According to Hornby, adverb is a word use to modify a verb, and adjective, or another adverb. Usually it modifies a verb by answering one of these questions: Where? When? How?¹

B. Types of Adverbs

Types of adverb can be described in the table

Adverb Type	Eliciting Question	Example
Degree	To what degree	Rather, quite much
Place	Where?	Here, there, forward
Direction	Where to/from?	Up, back, forward
Time	When?	Tonight, once, soon
Duration	How long?	Long, briefly
Frequency	How often	Always, weekly, often
Manner	How?	Well, nicely, cleverly

¹ Hornby, AS, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 1974,

1. Adverb of Manner

An adverb of manner tells the way or the means by which an action is performed.² Adverbs of manner generally answer the question how? Or by which means? Sometimes adverbs of manner modify adjectives.

HOW	treated badly
	worked efficiently
	Carefully polished
BY WHICH MEANS	treated surgically
	Mechanically polished
MODIFYING AN ADJECTIVE	
	Sincerely happy
	Terribly tired

2. Adverb of Place and Direction

Pay attention to the following sentences.

The speaker will stand *here*

The car rolled *backward*

Here and *backward* in the above sentences are adverbs of place and direction.

Other example of adverb of place and direction are *away, outside, left, straight, west.*

² Akley, Elizabeth, et. al., *Thinking and Writing Processes*, Macmillan, Inc, Graw-Hill, 1988, P. 419

Frank said that among the adverbs of place and direction may be included some preposition forms appearing after verb, and some archaic forms of adverbs of place and direction are still found in the literary language.³

Prepositional forms after verb; He came in; they walkdown. Archaic forms of adverbs; hither (=here), thither (= there), yonder (= over there), hence (= here), thence (= from there), whither (= where).

3. Adverb of Time

Adverb of time as Frank mentioned is divided into two; definite and indefinite time.⁴

a. Definite time

These adverbs have a fixed boundary in time – yesterday, today, tomorrow, most of these have noun form and some may be used in plural forms – Saturday, nights, days (he work nights and sleeps days). In addition, a group of words may function as a single time expression – last week, a month ago, the day before yesterday.

b. Indefinite time

This kind of time has no fixed boundary

1. Words like recently, nowadays, soon, already, still, just, immediately.
2. Words denoting a sequence in time – now, then, before, after (wards), next, first, later.
3. Words denoting frequency. Frequency words range in meaning from all time at no times – always, often, sometimes, never.

³ Frank Marcella, *op.cit.*, P. 142.

⁴ *Ibid.*

4. Intensifying adverb

Intensifying adverbs serves as quantifiers or emphasizes.⁵

a. Adverb of Degree (quantifiers)

- 1) Adverb of degree denoting how much with respect to adjectives or adverbs
 very, too, quite, some what, rather, extremely, exceedingly, fairly, more,
 (She become quite angry with the insolent boy ; He always walks rather
 quickly)

Certain adverbs of degree are characteristic of informal speech only so,
 pretty, awfully, dreadfully, horribly, mighty.

I feel so *terribly* tired tonight.

The movie was *pretty* bad.

Adverb of manner sometimes also expressing degree.

He works *devilishly* hard.

- 2) Adverbs of degree denoting how complete-almost, practically, utterly,
 wholly.

a. Degree of completion with respect

They have *almost* finished the work.

b. Degree of completion with respect to adjective

They're *practically* ready to begin the show

Almost, *nearly* may also denote degree of completion with the indefinite *any*,
no, *every* (*Nearly every* women loves bargain). Even when these adjectives
 function as the first part of a pronoun (*nearly every* body loves a bargain)

b. Distinguishing adverbs (emphasizes)

⁵ Ibid

These adverbs emphasize particular words or grammatical construction – *especially, even exactly, just, merely, not* (used for contrast), *only, purely, simply, solely*. Such adverbs usually appear immediately before the words of constructions they modify.

Distinguishing adverbs often intensify *adjectives* (This is not exactly *right*), and, to a lesser extent, verbs (He even *began to dress more neatly*).

Unlike the other types of adverbs, some of the distinguishing adverbs also modify:

- 1) Nouns; *Even John agreed to come*
- 2) Pronouns: *Only she could not come*
- 3) Prepositional phrases: *Even during the performance he did not stop talking.*
- 4) Subordinate clauses : I do not know *exactly* when I come

Certain adverbs of time may serve as distinguishing adverbs before adverbs, before prepositions or conjunctions of time-*immediately just, right, soon* (soon after dinner he fell asleep, just when we left the house it started to rain).

C. Forms of Adverbs

Again, Frank mentioned that the forms of adverbs are divided into inflectional form and derivational form.⁶

1. Inflectional form

The adverb has an inflectional form only comparison. Short adverb (mostly one-syllable adverbs) that have the same forms as adjectives are compared by the addition of *-er, -est*. these adverbs are several types.

⁶ Ibid

One. adverbs of manner – hard, fast

One group of manner adverbs has two forms, one with, and one without, an –ly ending – slow-slowly, quick-quickly, cheap-cheaply, dear-dearly, loudly-loudly, clear-clearly. The forms without –ly are less formal; *they generally appear only directly after the verb.*

Drive slow (ly), but He slowly drove out of sight.

Please drive slower (or more slowly)

Two. Adverbs of time – early, late, long, often, soon.

Three. Adverbs of distance and direction – close, far, near, straight, low, high.

The –ly adverbs of manner are compared by the use of more-than the most.

She dresses more elegantly than her sister.

She is *the most* beautifully dressed woman I have ever met.

Less-than, the least are also used in the comparison of manner adverbs.

He always contributes *the least* generously off all the members.

She works *less* hard now *than* she ever did.

2. Derivational form

Most of adverbs of manner, many sentence adverbs, and some adverbs of frequency and degree are formed by adding the derivational suffix –ly to a descriptive adjective:

Manner adverbs : *intelligently, laughingly, and cold-bloodedly.*

Other adverbs: *allegedly, frequently, extremely, and fully.*

Adjectives that already end in –ly are often used in unchanged form as adverbs:

Adverbs of manner: *friendly, leisurely, lively, orderly.*

Adverb of time: *early, weekly, daily, monthly*

In formal usage, the manner adverbs of this type are avoided; instead, a phrase with the word manner or way is used – he behaved in a *friendly way*; He spoke in a *lively manner*.

Derivational suffixes other than -ly that distinguish adverbs are word(s); forward(s), downward(s), bookwork(s), onward, -wise, lengthwise, otherwise, counter clockwise.

The last element in certain compound words may also be classed among derivational endings that signal adverbs –where, anywhere, nowhere, elsewhere, -ever, forever, whenever, however, -place, someplace, anyplace.

There is one derivational prefix that signals adverbs –a apart, apiece, aside, along, aloud, and ahead. The a- prefix is attached mostly to nouns.

D. Functions of Adverb

Frank states the function of adverbs, they are:

1. A Modifier of a verb

Examples : the boy threw the ball quickly

Or : the boy quickly threw that ball

Adverb of manner modifies the verb most directly. Adverb of place and time may also be considered as modifying the verb. Although some grammarians consider these as modifying in the entire sentences.

2. As modifier (intensifier) of an adjective or an adverb. Intensifying adverbs of degree modify adjectives or adverbs in the same way as very.

Examples: The very small boy threw the ball very quickly.⁷

E. The Importance of Learning Adverb

We have known that adverb is part of the sentence: it is not easy for us to understand the adverb. In fact, without recognizing the adverb, one cannot be said to have learned the sentence. The main reason we study adverb is that they want to write good English, or learning how to speak properly. In relation to this, Harmer affirms that needs to be given details of adverb rules, if they learn English successfully. It is helpful for students to be aware of grammatical information about the language.

Based on the statements above, it can be concluded that knowledge adverb is important to understand the function of the individual words sentence.

F. The Adverb Expressing Degrees of Comparison in the 1994 English Curriculum

In the 1994, curriculum is one of the important concepts in teaching through themes. The themes in the basic course outlines of teaching program (GBPP) for English at SLTP constitutes the scope of the three-year program. The themes are reflected in topic used in the teaching, which purpose is to create communicative activities in the language. Communicative activities involve the four language skills: reading, speaking, listening, and writing. Themes, which are developed into topics, and they are used for systematic arrangement of teaching material.

Language elements, structure, vocabulary, spelling, and pre communication, which are not used for arrangement of teaching materials

Should be presented situational contexts and built in functional skill, which are associated with certain theme and topics.⁸

Each theme is divided into sub themes, which consists of language skills: reading, listening speaking, and writing and language use components: Language focus (structure) and vocabulary.

In the syllabus, the adverb showing degrees of comparison as a topic of language focus is taught in the second CAWU of the third year of SLTP.

As a conclusion, 1994 English Curriculum of SLTP determines teaching materials using themes, which can be divided into sub themes, communicative activities and functional skills.

G. Constructions of Comparison

In English, there are three degrees of comparison. They are positive, comparative, and superlative. It can be used to compare adjective and adverb, but only the adverb showing degrees of comparison will be discussed in this study. Especially, one and two syllabus are adverbs either regular or irregular form.

1. Positive Degree

In view of positive degree, Dixon states that we used as... As to express equality of comparison. We can use this phrase with adverbs.⁹ With the positive form of the adverb we use... as for adverbs manner.¹⁰

⁸ Departemen Pendidikan dan Kebudayaan, *GBPP, Mata Pelajaran bahasa Inggris*, Jakarta, 1997, p. 49

⁹ Dixon, *Graded Exercises in English*, New York, Regent Publishing Company.

¹⁰ Hall, Eugene J. *Grammar for Use*, Binarupa Aksara, Jakarta, 1993, P. 105

Examples: Joko speaks well as Tono (does)

I can do cross words as you.

Like the positive form in the affirmative, we can also make it in the negative form, by using not as ...as.

Examples: Bob does not study as hard as his brother (does)

I didn't finish my work as quickly as Sue (did).¹¹

2. Comparative Degree

Regarding comparative degree, Dixon states that we form the comparative degree of one-syllabus adverbs by adding -er or more syllabuses by using more, and is followed by than.¹²

For the irregular adverbs namely hard, fast, early, late.

Examples: Tom worked harder than Bob (did)

I work faster than Jim (does)

We arrived at the party earlier than The Smith (did)

Karen got home later than Alice (did)

Marry writes better than I do

3. Superlative Degree

As for superlative degree, Frank stated that -ly adverbs manner are compared by the use of the most and adding -est for one syllable adverbs.¹³

Examples: John speaks the most fluently of all.

Romeo speaks the most loudly of all.

¹¹ *Ibid.*, p. 106

¹² Dixon, *op.cit.*, P. 82

¹³ Frank Marcella, *op.cit.*, p. 156-157

For irregular adverbs (hard, fast, early, late), we use -est.

Examples: Sue worked the hardest of all.

Tom finishes his work the fastest of all.

The smart student comes the earliest of all.

A few short adverbs haven an irregular comparison as can be seen in the chart below:

POSITIVE	COMPARATIVE	SUPERLATIVE
Well	Better	Best
Far	Farther, or Further	Farthest, or Furthest
Much	More	Most
Little	More	Least

CHAPTER III

RESEARCH REPORT AND METHOD OF INVESTIGATION

A. General Situation of SLTPN 8 Salatiga in the Academic Year of 2001/2002

1. The Situation of Medium and Instruments

This study was conducted at SLTP Negeri 8 Salatiga. The school consist of 15 classes and the numbers of students are 570 students. There are 34 teachers supporting the teaching learning process.

SLTPN 8 Salatiga is located on Jl. Argo Tunggal no. 53 in West Klumpit district in Klumpit sub district in Tingkir. It settles the ground as wide as 6250 m². There are borderlines of SLTPN 8 Salatiga as at the south side is restricted by settlement, at the west side is restricted by Kledok, at the north side is restricted by settlement and at the east side is restricted by Klumpit.

SLTPN 8 Salatiga occupies the land wide 6250 m², with the details are follows :

- a. Class building and office are as wide as 2249,6 m²
- b. Other building are as wide as 2001,4 m²
- c. Sport yard is as wide as 1500 m²
- d. The free area is as wide as 770 m²

The avaiable mediums and instruments are as follows :

a. Class room	: 15 rooms
b. Principal room	: 1 room
c. Teachers room	: 1 room
d. Library room	: 1 room
e. The school's healthy unit	: 1 room
f. Administration room	: 1 room
g. Counseling room	: 1 room
h. Store house	: 1 room
i. Cafeteria	: 1 room
j. Security guard	: 1 room
k. Little mosque	: 1 room
l. Computer laboratories	: 1 room
m. Principal toilet	: 1 room
n. Teachers toilet	: 1 room
o. Students toilet	: 1 room
p. Living room	: 1 room

Besides that, SLTPN 8 Salatiga also has complement devices for the laboratory; among others facilities like tables, chairs, television, telephone, and sport complement. For underpinning teaching and learning process SLTPN 8 Salatiga is also completed with library, which supplies lesson books, general knowledge books, religious books, newspapers and magazines.

By those mediums and instruments, SLTPN 8 Salatiga undertakes its function as an educational institute for Junior High School, it teaches modern science and religious subjects. Besides teaching them formally, SLTPN 8 Salatiga also runs extra curricular activities to develop students' interest and talents, also plans their relationship attitude between one to another and train them to run organization. Besides extra curricular activities, there is devotion one, which asks them to put Islam in practice. The activities are as follows :

a. Action of devotion activities

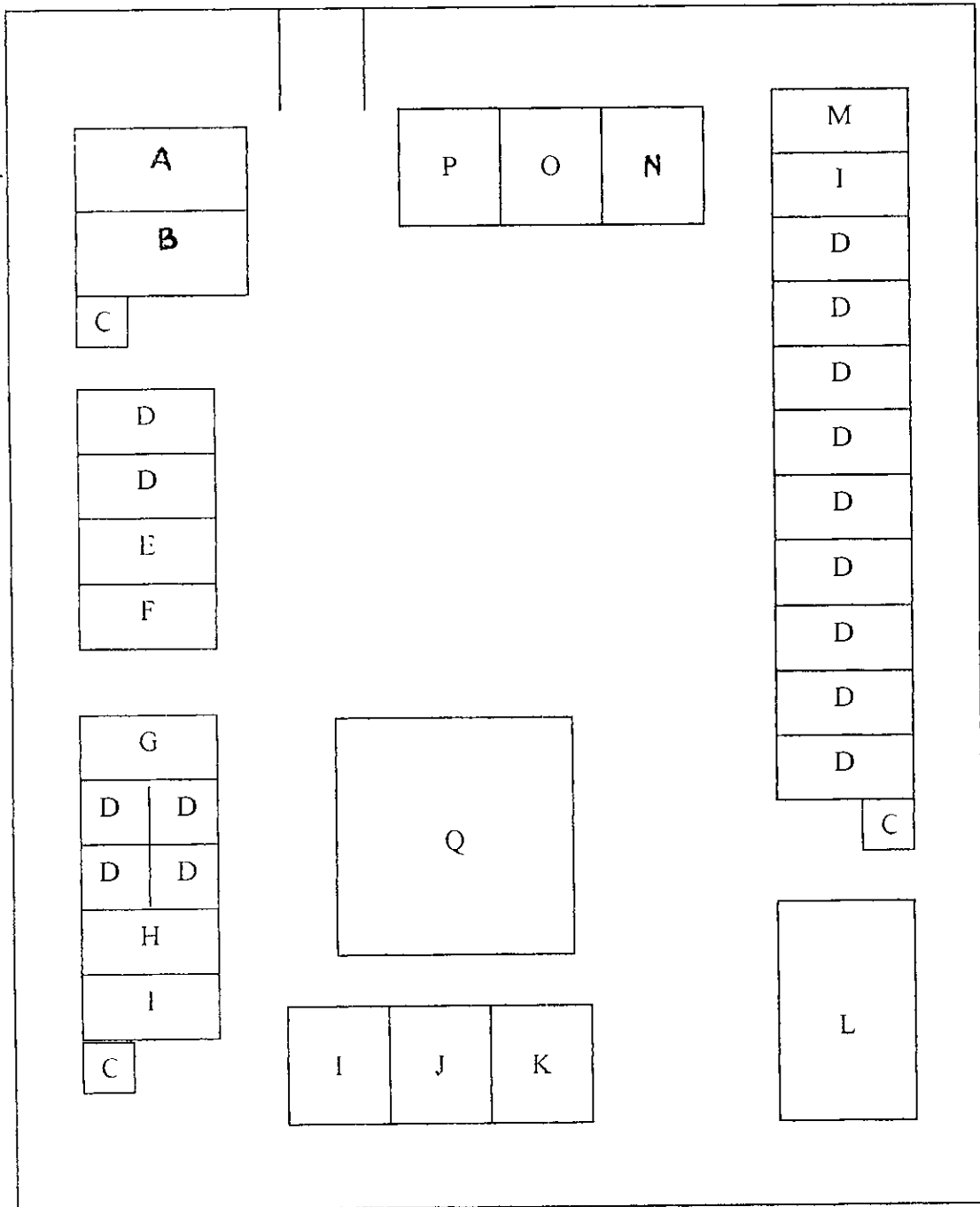
Praying dzuhur together

b. Extra curricular activities

- 1) Scout activities
- 2) Computer
- 3) Shelf shield (karate)
- 4) Wall magazine
- 5) Reciting Islam's teaching
- 6) Electronic

Location of SLTPN 8 Salatiga

2001/2002



Explanation :

- | | |
|----------------------------|--------------------------|
| A. Counseling room | J. Electronic room |
| B. Teachers room | K. Library room |
| C. Toilet | L. Computer laboratories |
| D. Class room | M. Administration room |
| E. The school healthy unit | N. Living room |
| F. Cooperation room | O. Principal room |
| G. Cafeteria | P. Curriculum room |
| H. Security guard | Q. Little mosque |
| I. Store house | |

2. The Situation of Teachers and Staffs

In this formal education, it needs qualified people as teachers and staff as administrators to run teaching and learning process well. Teacher and staff in SLTPN 8 Salatiga are as follows :

No	Name	Duty	Lesson
1.	Budiyanto, S.Pd	Headmaster	Mathematics
2.	Suwarno, S.Pd	Teacher/the field of cooperation	Indonesian L.
3.	R. Ade Marpaung BA	Teacher/home-room teacher IIIe	Geography
4.	Drs. Dasuki	Teacher/curriculum	Electronic
5.	Dra. Siti Kabuliah	Teacher/student staff	PPKn
6.	Petrus Suwanto	Teacher	Sport
7.	Karno	Teacher/home-room teacher IIb	Geography

8.	Widji	Teacher	Indonesian L.
9.	Pninarno	Teacher/vice headmaster	Mathematics
10.	Rochmat	Teacher/home-room teacher IIIc	History E.
11.	Zae Nurdin Y	Teacher	Economies
12.	Watyowati Tasih	Teacher/home-room teacher Ic	Mathematics
13.	Farid Susanto	Teacher/curriculum	English
14.	Dwi Kora Beny S	Teacher/the field of curriculum	Biology
15.	Kasmin	Teacher/curriculum	PPKn
16.	Handayani S.Pd	Teacher/home-room teacher IIc	English
17.	Winarsih	Teacher/home-room teacher Ia	Java L.
18.	Drs. Slamet D.	Teacher/home-room teacher IIIa	Mathematics
19.	Jumaidi, S.Pd	Teacher/home-room teacher IIc	Indonesian L
20.	Drs. Umi Aemanah	Teacher/home-room teacher I	Economy
21.	Endah A, S.Pd	Teacher/home-room teacher Ibc	Indonesian L
22.	Eny Purnawati	Teacher/home-room teacher Id	Mathematics
23.	Sutiman	Teacher/home-room teacher IIa	Biology
24.	Rini Sri M.	Teacher/home-room teacher IIIb	Penjaskes
25.	Domininggus M.BA	Teacher/home-room teacher Ie	English
26.	Chaerudin	Teacher/home-room teacher Iie	Islamic E
27.	Drs. Wiyono	Teacher	Counselor
28.	Herawati Purnomo	Teacher	Counselor
29.	Haru Indriani, BA	Teacher	Islamic E.
30.	Tri Hariastuti DHR	Teacher	Indonesia L.
31.	Sri Hartini	Teacher	Physic
32.	Erna Fitriani	Teacher	Sport
33.	Dra. Muji Lestari	Teacher	Economy
34.	Suprpto BA	Teacher	-
35.	Yono	The chief of administration	-

36.	Sutikno	The chief of administration	
37.	Sukerno	Librarian	
38.	Siti Arabiyati	Librarian	
39.	Nur Salimi	Lettering staff	
40.	Agus Handoyo SE	Computer operator	
41.	Kholil	Security guard	
42.	Wiwik	Computer operator	
43.	Budi W.	gardener	

B. Method Of Investigation

1. Try Out

Before the test was used to collect data, it was tried out the fifty students of one class from five classes are chosen randomly. Fifty test items are used to the try out, those items can be seen in appendix 1.

The goal of conducting the try out test was to measure the validity and reliability of the test.

a. Validity of the Test

The important variables are judging the adequacy of a measurement is its validity. It refers to the extent to which the result of an evaluation procedure serves the particular use for which they are intended.

Thus validity indicates whether what it says measures.²²

²² Moore Gary, W. *Developing and Evaluating Educational Research*, Boston, Little Brown and Company 1993, p. 211

Harris also states that validity is usually distinguished into three kinds: content validity, empirical validity or statistical validity and face validity.²³ A test is said to be valid when it can measure what is intended to measure. Since language is highly structured and highly complex, the content validity was used. Having this mind, she constructed the test on matters of knowledge being tested. The content of the items contains the variable of the study and they could measure the student's capability about grammar. The words and the sentence structures used in test were within the student's knowledge, after classifying the items and arrange them into specifications grid as follows:

Knowledge	Positive	Comparative	Superlative	Total
Comprehension	4;29; 34; 41	2; 9; 20; 21	10; 30	10
Application	23; 28; 37	3;5;6;7;14;15;16;19;35; 38;42;45	8; 17	17
Analysis	24; 39	31; 32	1	5
Synthesis	26	11; 13; 22; 40	12; 43	7
Evaluation	25; 33	18; 27	36; 44	6
Total	12	24	9	45

²³ Harris, David P, *Testing English As a second Language*, New York. McGraw Hill book I 1969, p.19.

b. Reliability of the Test

Reliability refers to consistency of the test scores whether or not a test is reliable, it can be seen from the result of it. If a result shows the same result for different individual, with the same capability, the test is reliable. To know the reliability of the test, the formula of K-R was applied.

Suharsini states that a researcher never uses odd number of instrument.²⁴ He will get difficulty to find index of reliability, especially when using the index of reliability, especially when the technique of Split-Half for this reason the formula of K-R.

The formula of K-R 20 is as follows:

$$r_{11} = \frac{n}{n-1} \times \frac{S^2 - \Sigma pq}{S^2}$$

r_{11} : reliability of the overall test.

p : proportion of subject with true item answer

q : proportion of subject with false item answer

Σpq : total of pq

n : number of items

S : standard deviation

²⁴ Suharsini, *op.cit*, p.180

The calculation of the reliability of the test is presented below:

$$\begin{aligned} r_{11} &= \frac{50}{40} \times \frac{109-10.239}{108.6233} \\ &= 1.0204 \times 0.90574 \\ &= 0.9242 \end{aligned}$$

a preparatory tables for r value was made as can be seen in Appendix 2.

The calculation is reliable if r_{11} is 0,30 up to 0,80. It means that the test above is reliable.

2. Item Analysis

The analysis of student's response to objective test items is a powerful tool for test improvement. Reexamining each test item to discover the strength and flaws is known as item analysis. This item analysis concentrates to two vital features, level of difficulty and discriminating power.

Heaton states that all items should be examined from the point of view of their difficulty level and discrimination levels.²⁵

a. Difficulty Level of The Test

The index of difficulty of an item is simply shows how easy or difficult the particular item in the test. Applying the procedure of

²⁵ Heaton, JB. *Writing English Language test*. London long man Group Ltd, 1975 p.172

calculating the difficulty level of an item as recommended by Tinambunan, in this study is taken.²⁶

First, I arranged all pieces of paper from the highest to the lowest scores, second I identified a top group and a bottom group separately by selecting one fourth of the papers with the highest scores. For the top criteria group I called top group, and one fourth of the papers with the lowest scores the bottom group. The number of papers in the high achieving criterion groups fifteen, the lower criterion group fifteen, and the middle group twenty.

Second, the number of students were counted in both the top group and the bottom group who selected the correct answer of the item and divided the first sum by the second as shown in the following formula:

$$FV = \frac{U + L}{2N}$$

FV : index of difficulty

U : number of students in the upper group answering the items correctly

L : number of students in the lower group answering items correctly

2N : number of students in two groups

²⁶ Tinambunan, Wilmar, *Evaluation of Student Achievement*, Jakarta P2LPTK.1988P.137

If the appendix of difficulty is high, an item is considered easy. If it is low, on the contrary, it will be difficult.

An items with P: 0,60 and D : 0,26 for example would be considered a moderately difficult item that has positive discrimination ability. When P levels are less than about 0,25 the item is considered relatively difficult, but P levels are above 0.75, the considered relatively easy.²⁷

Items with difficulty index of $0,26 < P < 0,75$ can be chosen as items of the standard test, but in this study the index $0,30 < P < 0,80$. Based on the criteria above, items number 10, 11, 12, 13, 13, 15, 19, 24, 26, 27, 34, 38, 40, & 47 are relatively difficult and numbers 1, 2, 4, 6, 21, 32, 37, 39, 41, 45, 46, 48, 49, 50 are relatively easy. The complete report of the try-out can be seen in Appendix 4.

b. The Discriminating Power

It is also essential to include the discriminating power of item analysis, because it can discriminate between the more and the less able students. Good test shows that more able students tend to do better than the less ones. Heaton says that the discrimination index of an item indicates the extent to which the item discriminates between the testers, separating the more able testers from the less able. The index of

²⁷ *Ibid*, p.144

discrimination tells us whether those students who performed well the whole test tended to do well or badly on each item in the test.²⁸

First the number of students in the top group and the bottom group who answered items are counted correctly. Second, the number of correct answers in the bottom group from the correct answer in the top group is subtracted. Third, the result of the subtraction is divided by half of the two groups, the top and the bottom groups.

Procedures of calculating the discriminating power explained above can be expressed in the following formula:

$$D = \frac{U - L}{1/2 N}$$

D : Discrimination index

N : Number of students in two groups

U : The of Students in the upper group who answered the items correctly.

L : The number of students in the lower group who answered the correctly.

The discrimination index can take values from -1, 00 to + 1,00. Any item, which has D value of 0,50 or above is considered to be effective in discriminating student differences. Item with the index less than 0,45 should be revised to make them more effective. Index must be

²⁸ Heaton, *op.cit* p.173

paid attention, so that test properly discriminates the more and the less able students.

Heaton says that such an item with discrimination index of 0,45 function fairly effectively. Although it does not discriminate as well as an item with an index of 0,6 or 0,7 clearly, discrimination index can range from 1 (an item which discriminates perfectly, it shows perfect correlation with the students results on the whole test) to - 1 (an item which discriminates an entirely the wrong way).

In this paper the index of discrimination, which is acceptable between $0,30 < P < 0,80$. Item numbers 1,21,28,32, and 45 are poor items, so they are not used in the real test.

CHAPTER IV

DATA ANALYSIS

Based on the statistical formula, which are determined in chapter III, the data of the students' mastery in the adverb expressing degrees of comparison was obtained. The computation and their results were completely presented in appendixes.

Since the purpose of this study is to measure the students' proficiency in these adverbs, the result of the test was statistically interpreted.

A. Statistical Analysis

1. Classification of the test items.

After the data were collected, they were organized, analysed, and interpreted. Statistical Analysis is concerned with the organization and interpretation of the test score and other data collected through measurement. The scores were organized into a new framework and made a curve for more efficient and clearer analysis.

Before the scores of the test were calculated, the specific classification was not made, because the test form is multiple choice only.

2. Scoring of the Test

The number of the test was 45 items of multiple-choice type with four options. Students would get a score of 45 if all the answers were correct (a score for a correct answer). The score can be seen in Appendix 5.

Based on the result of the test, many students of the third year still made any mistakes. From the test it was unknown that the minimal score was 19, and the maximal was 42, so, the interval range was 23.

3. Central Tendency

Related to the statistical analysis, which deals with numerical data, the central tendency was measured. There are three measurements of the central tendency, the mean, the median, and the mode, but in this study only the mean (\bar{x}) was calculated.

a. Mean

The mean is the average of a group score. It is represented by the symbol \bar{x} . All score of the students are summed up, and then the result is divided by numbers of the students. The Calculation the mean is as follows:

$$\bar{x} = \frac{\sum X}{n} = \frac{1244}{40} = 31.10$$

$$\bar{x} = \text{Mean}$$

$$\sum X = \text{Sum of the test score}$$

$$n = \text{Number of scores in the distribution}$$

The mean of the test score is 31. The mean, when used as a measurement of central tendency is the point in group of scores around, which the score tend to centre and it is used as the most representative value of the test.

2. Standard Deviation

Standard deviation is a degree of average to which a set of scores from the mean. The standard deviation for a set of scores is a measurement of variability, bigger or smaller. The procedure for computing a standard deviation is as follows:

$$SD = \frac{\Sigma(x - \bar{x})^2}{n} = \frac{\Sigma x^2}{n}$$

SD = Standard Deviation

Σx^2 = The sum of deviation squared

n = Total number of scores

Using the formula, the computation of the SD scores of the study is as follows (see Appendix 5).

$$\begin{aligned} SD &= \frac{966}{40} \\ &= 24 \\ &= 4,914 \end{aligned}$$

Mean and SD found in this study are very useful to describe student's competence in the adverb expressing degrees of comparison.

B. Non Statistical Analysis

As described previously most of the students' scores poor achievement below the average. The classification of the achievement are based on the one proposed by Tinambunan, the asserts that:

By using of the five letter: A, B, C, D, and E system to translate from latter grading to achievement, it is relatively easy to translate from latter grading to percentage grading and back. Although there are many such conversions from percentage to letter grades, one common method of assigning letter is based upon the following percentage.³⁶

Level of Achievement	The Percentage of Correct answers
Excellent	A 93 – 100 percent correct
Good	B 85 – 92 percent correct
Fair	C 75 – 84 percent correct
Poor	D 60 – 74 percent correct
Fail	E Below 60 percent correct

Interval class is computed from mean standard deviation. In this study the mean was 31 and the standard deviation was 4,91. A range of score the following accordingly.

³⁶ Tinambunan, *op.cit.* p.65

-3 SD	16.26
-2 SD	21.17
-1 SD	26.09
0	31
+ 1SD	35.91
+ 2 SD	40.83
+ 3 SD	45.74

1. Table of Analysis

The mean, SD and interval class are used to make a table of analysis. Based on computation, the table of analysis study is as follows:

Grade	Range of Score	Tally	Frequency	Percentage
A	40.83 – 45.74	I	1	2.50
B	35.91- 40.83	II	2	5.00
C	26.09 – 35.91	IIIIII II	7	17.50
D	21.17 – 26.09	IIIIII IIIII IIIIII IIIII IIIIII	25	62.50
E	16.26 – 21.17	IIIIII	5	12.50
		Total	40	100

From the data above, the students who got the D grade was 62,50 % and the E was 12,50 %. The result of the test indicated clearly that 75 % students of the third year did not get satisfying grade. It means that students of the year did not master the adverb expressing degrees of comparison.

According to the teaching learning guidance in junior high school, students are classified as successful if they get 65 % and more. Students who get less than 65 % and must be given remedial treatment, and if the majority of the students get less than 65 %, the teaching learning activity must be repeated.

The data investigation showed that 10 students got 65 % and above, 30 students got below 65 %. This means that the majority of the students did not master the adverbs expressing degrees of comparison and the teaching learning activity was necessary repeated.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The main objective of the study is to explore the students' mastery English on the adverb expressing degrees of comparison. This research investigates the third year students of SLTP N 8 Salatiga in the Academic year 2001 / 2002.

Most of the students of the third year still face some difficulties in mastering adverb-expressing degrees of comparison.

The result of the statistical calculation show that the students' achievements are as follows:

1. Outstanding	: 2.50 %
2. Above averages	: 5.00 %
3. Average	: 17.50 %
4. Below average	: 62.50 %
5. In sufficient	: 12.50 %

The data can be interpreted as follows:

1. 75 % of the third year students got low scores in the test on the adverb expressing degrees of comparison.
2. Some students have difficulties in identifying positive, comparative and superlative degrees in regular and irregular verb.
3. The students had not enough preparation to follow the test. This statement was supported by the fact that only 25 % out of the whole class had achieved that average, good and excellent.

B. Suggestions

From the previous conclusions some suggestions would be given to improve the students mastery of the adverb expressing degrees of comparison, especially for teachers and the school.

1. To the teachers

- a. Teachers should explain the adverbs first, so that, it will facilitate them in explaining the adverbs of comparison degree. Teachers should give some exercises to improve the students' proficiency in grammar, particularly in the adverb expressing degrees of comparison. The fact shows that some students have difficulties in identifying the adverbs themselves, and the adverb expressing degrees of comparison, especially the inflectional and irregular forms.

- b. Teachers should explain the positive, comparative, and superlative degrees more clearly.
- c. Teachers should give different experience, reinforcement, and practices of teaching material to students who get low scores.
- d. Teachers should suggest the students to have supplementary books, such as students' worksheet. To that the students can practice the exercises together with their classmates and friends.

2. To the School

- a. Temporarily the school should send the teachers to a training conducting simulations, especially in method of teaching.
- b. The school should complete facilities involving book and teaching aids needed in the teaching learning process.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 1996. *Prosedur Penelitian*. Jakarta, PT Rineka Cipta.
- Departemen Pendidikan dan Kebudayaan. 1994; GBPP, *Mata Pelajaran Bahasa Inggris*, Jakarta: Depdikbud.
- Hornby, AS. 1975. *Guide to Pattern and Usage in English*. Oxford University Press.
- Harmer, Jeremy. 1985; *Teaching and Learning Grammar*. London New York Longman Group Ltd.
- Dixson. 1971; *Graded Exercises in English*. New York Regent. Regent Publishing Company.
- Billows, F.L. 1961; *The Tehnique of Language Teaching*. Hongking Sing Cheong Printing Co. Ltd.
- Best, John .W. 1977: *Reaserch in Education*. New Jersey. Prentice Hall Inc. Englewood Cliffs.
- Frank, Marcella. 1972: *Modern English, A Practical Reference Guide*. New Jersey, Prentice Hall Inc. Englewood Cliffs.
- Hornby, AS. 1982: *Oxford Advance Learner' shadow Dictionary of Current English*. Oxford University Press.
- Hall, Eugene.J. 1993: *Grammar For Use*, Jakarta Bina Putra Aksara.
- Harris, David.P. 1969: *Testing English as a Second Language*, New York. Mc. Graw Hill Book Company Inc.
- Heaton, J.B. 1975: *Writing English Language Test*. London Longman Group Ltd.
- Moore, Gary.W. 1983: *Developing and Evaluating Educational Research*. Boston Little Brown and Company.
- Richard, Jack.C. 1987: *The Context of Language Teaching*. New York, Cambridge University Press.
- Tinabunan, Wilmar. 1988: *Evaluating of Student Achivement*. Jakarta, P21.PTK.
- Akley, Elisabeth. et. al. 1988 *Thinking and Writing Processes*. Macmillan. Inc. Graw-Will.
- Finocchiare, Mary. 1974: *English Language as Second Language, from Theory to Practice*. New York. R.P.C.

APPENDIX 1

THE TRY-OUT TEST INSTRUMENT

KELAS : III
MATA PELAJARAN : BAHASA INGGRIS
WAKTU : 90 MENIT

Pilihlah satu jawaban yang paling tepat dengan memberi tanda (X) pada huruf a, b, c atau d pada lembar jawab !

No.	Countries	1977	1979	1981	1983	1985	1987	1989
1	Malaysia	38	52	54	50	93	64	48
2	Thailand	37	50	64	60	48	91	35
3	Indonesia	64	95	84	60	64	92	90

- Malaysia got gold medals among the others in 1985.
a. more
b. less
c. the last
d. the most
- Thailand got gold medals among the others in 1989.
a. less
b. more
c. the most
d. the least
- Mr. Alex is not as clever as Raja, but he works than raja.
a. hard
b. hardly
c. better
d. hardest
- Yusuf sings than Rahayu.
a. good
b. well
c. better
d. best
- She walked as as possible so she would not wake up her baby.
a. quiet
b. quietly
c. more quietly
d. the most quietly
- Karen got home than Alice. (did)
a. late
b. lately
c. more lately
d. the most lately
- I finished my work than tom. (did)
a. quick
b. quickly
c. more quickly
d. the most quickly
- My sister works than I. (do)
a. harder
b. hard
c. more hard
d. the most hard
- My brother works the of all.
a. hardest
b. hardly
c. more hard
d. harder

49. Complete this advertisement. Headache? You want fast relief. Paradox works than any other tablet.

- a. fast
- b. fastly
- c. faster
- d. the faster

50. Manager : There are our typist

Visitor : The type very quickly, don't they?

Manager : Yes, that is Miss Anne over there, near the window.

She can type 40 word a minute. And that is Mury. He can type 40 word a minute, too.

From the dialogue above, we know that Miss Anne types Mury does.

- a. more quickly than
- b. as quickly as
- c. as quick as
- d. the most quickly

KEY ANSWERS

- | | | | |
|-------|-------|-------|-------|
| 1. D | 16. C | 31. B | 46. D |
| 2. D | 17. C | 32. D | 47. D |
| 3. C | 18. D | 33. A | 48. A |
| 4. C | 19. C | 34. A | 49. C |
| 5. D | 20. C | 35. C | 50. B |
| 6. C | 21. D | 36. A | |
| 7. C | 22. C | 37. B | |
| 8. A | 23. C | 38. D | |
| 9. A | 24. C | 39. A | |
| 10. B | 25. A | 40. C | |
| 11. C | 26. B | 41. C | |
| 12. C | 27. B | 42. D | |
| 13. D | 28. A | 43. B | |
| 14. C | 29. A | 44. C | |
| 15. A | 30. D | 45. C | |

APPENDIX 2

THE SCORES OF THE TRY-OUT AND THEIR COMPUTATION

Table of calculation to find test reliability with the formula of K.R. 20

Number Absen	I t e m									
	1	2	3	4	5	6	7	8	9	10
18	1	1	1	1	1	1	1	1	1	1
16	1	1	0	1	1	0	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	0	0	1
6	1	1	1	0	1	1	1	1	0	1
8	1	1	1	1	1	1	1	1	1	0
4	1	1	1	1	1	1	1	1	1	1
9	0	1	1	1	0	1	1	1	1	1
12	1	1	1	1	1	1	1	1	1	0
7	1	1	1	1	1	1	1	1	1	1
21	1	0	1	1	1	1	0	1	0	0
5	1	1	1	1	1	1	1	0	1	1
1	1	1	0	1	1	1	1	1	1	0
19	1	1	0	1	1	1	1	1	1	0
2	1	0	0	1	1	1	1	0	1	0
14	1	1	1	1	1	1	1	1	1	0
22	1	1	1	1	1	1	1	0	0	0
13	1	1	1	1	1	1	1	0	0	0
3	1	1	1	1	1	1	1	1	1	0
15	1	1	1	1	0	1	1	1	1	0
24	1	1	1	1	1	1	0	1	0	0
23	1	0	1	1	1	1	1	0	0	0
20	1	1	1	1	1	1	1	0	0	0
17	1	1	0	1	1	1	0	0	1	0
25	1	1	1	1	1	1	1	1	0	0
32	1	1	1	1	1	0	1	0	0	0
33	1	1	0	1	1	1	1	0	0	1
35	1	1	1	1	1	1	1	1	0	1
26	0	1	0	1	1	1	1	1	0	0
34	0	1	1	0	1	1	1	0	0	1
29	0	1	1	1	1	1	1	1	1	0
27	1	1	1	1	1	1	1	1	0	0
36	1	1	1	1	1	1	1	1	1	0
37	0	1	1	1	0	1	1	1	1	0
38	1	1	1	0	1	1	1	0	0	0
39	1	1	1	0	1	1	1	0	0	0
30	1	1	1	0	1	1	1	0	0	0
28	1	1	1	1	1	1	1	1	1	0
31	1	1	1	0	0	1	1	0	0	0
41	1	1	1	1	0	0	0	0	0	0
40	1	0	0	0	0	0	0	0	0	0
43	1	0	0	0	0	0	0	0	0	0
42	1	1	0	0	0	0	0	0	0	0
44	1	0	0	1	0	0	0	0	0	0
47	1	0	0	1	0	0	0	0	0	0
45	1	0	0	1	0	0	0	0	0	0
50	1	0	0	0	0	0	0	0	0	0
49	1	0	0	0	0	0	0	0	0	0
46	1	0	0	0	0	0	0	0	0	0
48	1	0	0	0	0	0	0	0	0	0
Σx	45	38	33	37	35	37	35	23	18	12
$(\Sigma X)^2$	2025	1444	1089	1369	1225	1369	1225	529	324	144
ΣXY	1253	1143	1004	1133	1102	1146	1080	752	611	430
Rxy	0.0831	0.4655	0.4149	0.5372	0.6246	0.5993	0.5241	0.4943	0.4997	0.4855
Validitas	No. Vid	Vld	Vld	Vld	Vld	Vld	Vld	Vld	Vld	Vld
U	24	22	20	24	23	24	21	16	14	9
L	21	16	13	13	12	13	14	7	4	3
D	0.1200	0.2400	0.2800	0.4400	0.4400	0.4400	0.2800	0.3600	0.4000	0.2400
Result	poor	sufficient	sufficient	good	good	good	sufficient	sufficient	sufficient	sufficient
FV	0.9000	0.7600	0.6600	0.7400	0.7000	0.7400	0.7000	0.4600	0.3600	0.2400
Result	easy	easy	medium	medium	medium	easy	medium	medium	medium	difficult
	discarded	...	...	...	...	...	...	...	...	...
p	0.900	0.760	0.660	0.740	0.700	0.740	0.700	0.460	0.360	0.240
q	0.100	0.240	0.340	0.260	0.300	0.260	0.300	0.540	0.640	0.760
p.q	0.090	0.182	0.224	0.192	0.210	0.192	0.210	0.248	0.230	0.182

I t e m							Y	Y ²
44	45	46	47	48	49	50		
1	0	1	1	1	1	1	44	1936
1	0	1	1	1	1	1	43	1849
1	1	1	1	1	1	1	42	1764
1	0	1	0	0	1	1	41	1681
1	1	1	1	1	1	1	40	1600
1	1	1	1	1	1	0	39	1521
1	1	1	1	1	1	1	39	1521
1	0	1	0	1	0	1	38	1444
1	1	0	1	1	1	1	38	1444
0	1	1	0	1	1	1	37	1369
1	1	1	1	1	1	1	37	1369
0	1	1	0	1	1	1	37	1369
1	1	1	0	1	1	1	36	1296
1	1	1	1	1	1	1	36	1296
1	1	1	0	1	1	1	35	1225
1	1	0	0	1	1	1	25	1225
1	1	1	0	1	1	0	25	1225
1	1	1	0	1	1	1	35	1225
1	1	1	1	1	1	1	33	1089
1	1	1	0	0	1	1	33	1089
1	1	1	0	1	1	1	33	1089
1	1	1	1	1	1	1	32	1024
0	1	1	0	1	1	1	32	1024
1	0	1	0	0	1	1	30	900
0	1	1	0	1	1	0	30	900
1	1	1	0	0	0	1	24	576
1	0	0	1	1	0	1	24	576
1	1	1	0	1	0	0	24	576
0	0	1	0	1	0	1	23	529
0	1	0	0	1	0	0	22	484
0	1	1	1	1	1	0	22	484
1	0	1	0	1	0	0	21	441
1	1	0	0	1	1	1	21	441
0	1	1	1	1	1	0	21	441
0	1	0	0	1	0	1	21	441
1	1	0	0	1	0	0	21	441
0	0	0	0	1	0	1	20	400
1	0	0	0	1	1	1	20	400
1	0	0	0	1	0	0	19	361
0	1	1	0	0	1	0	18	324
1	1	1	0	0	1	1	17	289
0	1	1	0	0	1	1	16	256
1	1	1	0	0	1	0	16	256
1	0	1	0	1	1	1	15	225
0	1	1	0	1	0	1	15	225
0	1	1	0	1	0	1	15	225
1	1	0	0	0	1	1	14	196
1	1	0	0	0	1	1	14	196
1	1	0	0	0	1	0	13	169
0	0	1	0	0	1	0	13	169
35	37	37	14	38	37	36	1379	
1225	1369	1369	196	1444	1369	1296	190164	
1037	1028	1097	490	1092	1092	1065	1	
0.3276	0.0360	0.3654	0.4818	0.3415	0.3415	0.3363		
Vld	No. Vld	Vld	Vld	Vld	Vld	Vld		
21	20	23	11	22	24	22		
14	17	14	3	16	13	14		
0.2800	0.1200	0.3600	0.3200	0.2400	0.4400	0.3200		
sufficient	poor	sufficient	sufficient	sufficient	good	sufficient		
0.7000	0.7400	0.7400	0.2800	0.7600	0.7400	0.7200		
medium	easy	easy	difficult	sufficient	easy	easy		
...	discarded	...	...	...	...	...
0.700	0.740	0.740	0.280	0.760	0.740	0.740		
0.300	0.260	0.260	0.720	0.240	0.260	0.280		
0.210	0.192	0.192	0.202	0.182	0.192	0.202	10.239	= Σ pq

APPENDIX 3

THE ITEM ANALYSIS OF THE TRY-OUT TEST

Item	U	L	U + L	FV = $\frac{U+L}{2N}$		U - L	D = $\frac{U-L}{\frac{1}{2}N}$		Result
1	24	21	45	0.9000	easy	3	0.1200	poor	discarded
2	22	16	38	0.7600	easy	6	0.2400	sufficient	----
3	20	13	33	0.6600	medium	7	0.2800	sufficient	----
4	24	13	37	0.7400	easy	11	0.4400	good	----
5	23	12	35	0.7000	medium	11	0.4400	good	----
6	24	13	37	0.7400	easy	11	0.4400	good	----
7	21	-14	35	0.7000	medium	7	0.2800	sufficient	----
8	16	7	23	0.4600	medium	9	0.3600	sufficient	----
9	14	4	18	0.3600	medium	10	0.4000	sufficient	----
10	9	3	12	0.2400	difficult	6	0.2400	sufficient	----
11	12	2	14	0.2800	difficult	10	0.4000	sufficient	----
12	12	3	15	0.3000	difficult	9	0.3600	sufficient	----
13	13	2	15	0.3000	difficult	11	0.4400	good	----
14	10	3	13	0.2600	difficult	7	0.2800	sufficient	----
15	14	1	15	0.3000	difficult	13	0.5200	good	----
16	23	5	28	0.5600	medium	18	0.7200	excellent	----
17	24	11	35	0.7000	medium	13	0.5200	good	----
18	21	10	31	0.6200	medium	11	0.4400	good	----
19	12	3	15	0.3000	difficult	9	0.3600	sufficient	----
20	20	10	30	0.6000	medium	10	0.4000	sufficient	----
21	21	15	36	0.7200	easy	6	0.2400	sufficient	discarded
22	20	8	28	0.5600	medium	12	0.2800	good	----
23	18	7	25	0.5000	medium	11	0.4400	good	----
24	11	4	15	0.3000	difficult	7	0.2800	sufficient	----
25	19	7	15	0.5200	medium	12	0.4800	good	----
26	12	3	47	0.3000	difficult	9	0.3600	sufficient	----
27	11	4	14	0.3000	difficult	7	0.2800	sufficient	----
28	22	25	32	0.9400	easy	-3	-0.1200	poor	discarded
29	13	1	26	0.2800	difficult	12	0.4800	good	----
30	21	11	47	0.6400	medium	10	0.4000	sufficient	----
31	20	6	23	0.5200	medium	14	0.5600	good	----
32	24	23	15	0.9400	easy	1	0.0400	poor	discarded
33	16	7	23	0.4600	medium	9	0.3600	sufficient	----
34	11	4	15	0.3000	difficult	7	0.2800	sufficient	----
35	17	6	23	0.4600	medium	11	0.4400	good	----
36	23	12	35	0.7000	medium	11	0.4400	good	----
37	23	13	36	0.7200	easy	10	0.4000	sufficient	----
38	11	4	15	0.3000	difficult	7	0.2800	sufficient	----
39	25	13	38	0.7600	easy	12	0.4800	good	----
40	10	2	12	0.2400	difficult	8	0.3200	sufficient	----
41	22	14	36	0.7200	easy	8	0.3200	sufficient	----
42	20	10	30	0.6000	medium	10	0.4000	sufficient	----
43	29	13	32	0.6400	medium	6	0.2400	sufficient	----
44	21	14	35	0.7000	medium	7	0.2800	sufficient	----
45	20	17	37	0.7400	easy	3	0.1200	poor	discarded
46	23	14	37	0.7400	easy	9	0.3600	sufficient	----
47	11	3	14	0.2800	difficult	8	0.3200	sufficient	----
48	22	16	38	0.7600	easy	6	0.2400	sufficient	----
49	24	13	37	0.7400	easy	11	0.4400	good	----
50	22	14	36	0.7200	easy	8	0.3200	sufficient	----

APPENDIX 4

THE TEST INSTRUMENT

KELAS : III
MATA PELAJARAN : BAHASA INGGRIS
WAKTU : 90 MENIT

Pilihlah satu jawaban yang paling tepat dengan memberi tanda (X) pada huruf a, b, c atau d pada lembar jawab !

No.	Countries	1977	1979	1981	1983	1985	1987	1989
1	Malaysia	38	52	54	50	93	64	48
2	Thailand	37	50	64	60	48	91	35
3	Indonesia	64	95	84	60	64	92	90

1. Malaysia got gold medals among the others in 1985.
 - a. more
 - b. less
 - c. the last
 - d. the most
2. Thailand got gold medals among the others in 1989.
 - a. less
 - b. more
 - c. the most
 - d. the least
3. Mr. Alex is not as clever as Raja, but he works than raja.
 - a. hard
 - b. hardly
 - c. better
 - d. hardest
4. Yusuf sings than Rahayu.
 - a. good
 - b. well
 - c. better
 - d. best
5. She walked as as possible so she would not wake up her baby.
 - a. quiet
 - b. quietly
 - c. more quietly
 - d. the most quietly
6. Karen got home than Alice. (did)
 - a. late
 - b. lately
 - c. more lately
 - d. the most lately
7. I finished my work than tom. (did)
 - a. quick
 - b. quickly
 - c. more quickly
 - d. the most quickly
8. My sister works than I. (do)
 - a. harder
 - b. hardly
 - c. more hard
 - d. the most hard
9. My brother works the of all.
 - a. hardest
 - b. hardly
 - c. more hard
 - d. harder

KEY ANSWERS

- | | | |
|-------|-------|-------|
| 1. D | 16. C | 31. B |
| 2. D | 17. C | 32. D |
| 3. C | 18. D | 33. A |
| 4. C | 19. C | 34. A |
| 5. D | 20. C | 35. C |
| 6. C | 21. D | 36. A |
| 7. C | 22. C | 37. B |
| 8. A | 23. C | 38. D |
| 9. A | 24. C | 39. A |
| 10. B | 25. A | 40. C |
| 11. C | 26. B | 41. C |
| 12. C | 27. B | 42. D |
| 13. D | 28. A | 43. B |
| 14. C | 29. A | 44. C |
| 15. A | 30. D | 45. C |

APPENDIX 5

THE SCORE OF THE TEST



PEMERINTAH PROPINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Pemuda 134 Semarang 50132 Telp. (024) 3515301
Faximile 3520071

Nomor: 070/0033e-
al : Izin Penelitian

12 Oktober 2001

th. Ketua STAIN Salatiga

Memperhatikan surat Saudara nomor : ST.27/K-O/IL.01/1089/2001, tanggal 10 Oktober 01
Perihal seperti tersebut pad pokok surat, dengan ini kami tidak berkeberatan memberi izin kepada :

Nama : Agus Santoso

NIM : II397017

Jurusan : Tarbiyah STAIN Salatiga

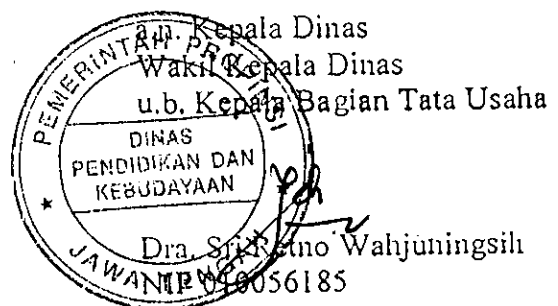
untuk mengadakan penelitian mengenai "THE STUDENTS' MASTERY OF ADVERBS EXPRESSING
DEGREES OF COMPARISON"

(The Case Of The Third Year Students Of SLTP Negeri 8 Salatiga In The
Academic Year Of 2001/2002)

Dengan catatan :

1. Pelaksanaan penelitian/survey/pengumpulan data tidak mengganggu proses belajar mengajar.
2. Hasil penelitian/survey/pengumpulan data tidak untuk disajikan pada pihak luar/media massa.
3. Sebelum melaksanakan penelitian/survey/pengumpulan data harus melaporkan terlebih dahulu kepada :
Kepala Dinas Pendidikan Kota Salatiga dan Kepala Sekolah yang
bersangkutan
4. Pelaksanaan penelitian survey/pengumpulan data harus selesai sampai bulan Nopember 2001
5. Menyampaikan laporan hasil penelitian paling lambat 1 (satu) bulan setelah selesai pelaksanaan
penelitian.

Demikian harap maklum.



Tembusan :

1. Kepala Dinas
2. Kadit Sospol Prop. Jateng
3. Ketua BAPPEDA Prop. Jateng
4. Ka Dinas Pendidikan/Kakandep-Dinas Kab/Kota Salatiga
5. Kepala Sekolah yang bersangkutan



DEPARTEMEN PENDIDIKAN NASIONAL
WILAYAH PROPINSI JAWA TENGAH
KANTOR KOTA SALATIGA

Jalan LMU Adisucipto 2 Telepon 324844 - 324979 Fax. 324844

Nomor : 1199 /03.52/TU/2001
Hal : Ijin Penelitian

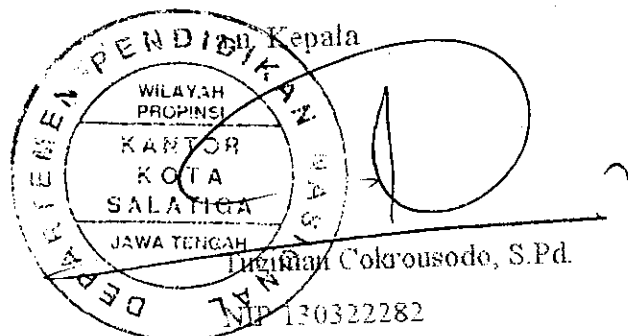
18 Oktober 2001

Yth. Kepala SLTP Negeri 8
di Salatiga

Diberitahukan dengan hormat, bahwa berdasarkan Surat Rekomendasi Research/Survey BAPPEDA Jawa Tengah, tanggal : 11 Oktober 2001 Nomor : R/4445/P/X/2001, perihal seperti tersebut pada pokok surat, telah datang melapor ke Ka. Kandepdiknas Kota Salatiga.

Nama : Agus Santoso
NIM : 11397017
Jurusan : Tarbiyah STAIN
Keperluan : untuk mengadakan penelitian mengenai " THE STUDENTS MASTERY OF ADVERBS EXPRESSING DEGREES OF COMPARISON " (The Case Of The Third Year Students Of SLTP Negeri 8 Salatiga In The Academic Year Of 2001/2002)
Waktu : 17 Oktober s.d. 17 Nopember 2001

Guna keperluan tersebut diatas kami mohon Saudara dapat membantu Mahasiswa tersebut.



Tembusan :

1. Ka. BAPPEDA Kota Salatiga
2. Kabag Sos Pemkot Salatiga
3. KANAN STAIN



**PEMERINTAH PROPINSI JAWA TENGAH
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jl. Pemuda No. 127 - 133 Telp. 515591 - 515592 Fax. 546802
Kode Pos 50132 e - mail : bppdjtg @ indosat.net.id
Semarang

Semarang, 11 Oktober 2001

Kepada Yth. :

or : R/ 4445/p/x/2001
biran : 1 (satu) lembar.
ai : Pemberitahuan tentang
Pelaksanaan Research /
Survey.

.Walikota Salatiga....
di- Salatiga

Menarik Surat Rekomendasi Research / Survey BAPPEDA Jawa Tengah, tanggal :
11 Oktober 2001..... Nomor : R/4445/p/x/2001..... dengan
hormat kami memberitahukan dalam Wilayah Saudara akan dilaksanakan Research / Survey
atas nama :

Agus Santosa

Dengan maksud tujuan sebagaimana tersebut dalam surat Rekomendasi Research / Survey
BAPPEDA Jateng (terlampir).

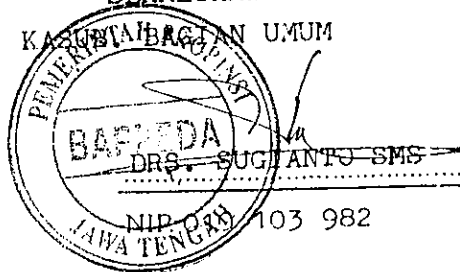
Besar harapan kami, agar Saudara mengambil langkah-langkah persiapan seperlunya,
sesuai dengan ketentuan yang berlaku.

**AN. GUBERNUR JAWA TENGAH
KETUA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

u.b.

SEKRETARIS

KASUBAGIAN UMUM



TEMBUSAN Kepada Yth. :
Sdr. Pembantu Gubernur Untuk
Wilayah :

I

Arsip



PEMERINTAH PROPINSI JAWA TENGAH
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jl. Pemuda No. 127 - 133 Telp. (024) 3515591 - 3515592 Fax. 3546802
 Kode Pos 50132 e-mail : bppdjtg @ indosat.net.id
 Semarang

SURAT REKOMENDASI RESEARCH / SURVEY

Nomor : R/ 4445/p/x/2001

- DASAR** : Surat Gubernur Propinsi Jawa Tengah tanggal 15 Agustus 1972 Nomor : Bappemda/345/VIII/72.
- MENARIK** : 1. Surat Kadit Sospol Pemerintah Propinsi Jawa Tengah
 tgl. 10 Oktober 2001 no. 070 / 5177 /x1/2001
 2. Surat dari Sekolah Tinggi Agama Islam (STAIN) Salatiga
 tgl. 10 Oktober 2001 nomor ST.27/K-0/IL.01/1089/2001

Yang bertanda-tangan di bawah ini Ketua Badan Perencanaan Pembangunan Daerah (BAPPEDA) Propinsi Jawa Tengah, bertindak atas nama Gubernur Jawa Tengah, menyatakan **TIDAK KEBERATAN** atas pelaksanaan research / survey dalam wilayah Propinsi Jawa Tengah yang dilaksanakan oleh :

1. Nama : Agus Santosa
2. Pekerjaan : Mahasiswa
3. Alamat : Jl. Merak Gg. Garuda 1 229B Salatiga
4. Penanggungjawab : Drs. Saadi M. Ag.
5. Maksud tujuan : Dalam rangka penyusunan skripsi dg. judul:
 research/survey The students mastery of adverbs expressing degrees
 of comparison (The case of the third year students
 of STIP B Salatiga in academic year 2001/2002)
6. Lokasi : Kota Salatiga

dengan ketentuan-ketentuan sebagai berikut :

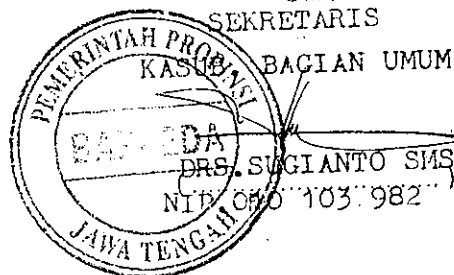
- a. Pelaksanaan research / survey tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
- b. Sebelum melaksanakan research / survey langsung kepada responden, harus terlebih dahulu melaporkan kepada Penguasa Daerah setempat.
- c. Setelah research/survey selesai supaya menyerahkan hasilnya kepada BAPPEDA Jawa Tengah.

IV. Surat Rekomendasi Research/Survey ini berlaku dari :
 17 Oktober 2001 s.d. 17 November 2001

Dikeluarkan di : SEMARANG
 Pada tanggal : 11 Oktober 2001
 A.n. GUBERNUR JAWA TENGAH
 KETUA BAPPEDA

TEMBUSAN :

1. Bakorstanasda Jateng / DIY.
2. Kapolda Jateng.
3. Kadit Sospol Pemerintah Prop. Jawa Tengah
4. Bupati/Walikota/Kab. Salatiga
5. Arsip.



RIWAYAT HIDUP

Sekilas mengenai penulis

Nama : Agus Santosa

Tempat& tanggal lahir: Kab. Semarang, 28 Juni 1978

Alamat : Jl. Merak Gg. Garuda I 229 B Salatiga

Hobby : Membaca, Bulu tangkis, Makan Bakso

Telp : (0298) 313954

Pendidikan :

TK Tarbiyatul Banin	Lulus tahun 1984
MI Manyaran II	Lulus tahun 1991
MTsN Susukan	Lulus tahun 1994
MAN Salatiga	Lulus tahun 1997
STAIN Salatiga	Lulus tahun 2002

Pengalaman Organisasi :

Ketua RISKARI (Organisasi Remaja Islam Karang Sari)	Th. 1997 - Th. 1999
Ketua TPA – Musholla AL Hidayah	Th. 1998 - Th. 2000
Pengurus ORIS (Organisasi Remaja Islam Sumbersari)	Th. 2000 - Sekarang
Wakil Ketua Remaja Musholla Al Hidayah	Th. 1998 - Th. 2000