

**ERRORS IN THE USE OF COMPARATIVE AND SUPERLATIVE
DEGREES OF ADJECTIVES
BY THE TENTH GRADE STUDENTS
OF SMK MARSUDI LUHUR II YOGYAKARTA**




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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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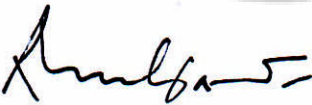
A Thesis on

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November 12th, 2008

Sponsor

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on 25 November 2008
and Declared Acceptable

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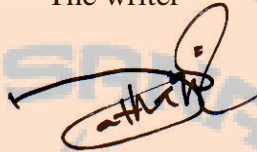

Drs. Tarsisius Sarkim, M.Ed., Ph.D.

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I wrote, does not contain the work or parts of the works of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 12 November 2008

The writer



Hyacintha Handayani Purwitasari
041214061





*I dedicated this thesis for:
Jesus Christ
My beloved parents and brothers
My special boyfriend*

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(Hyacintha Handayani Purwitasari)

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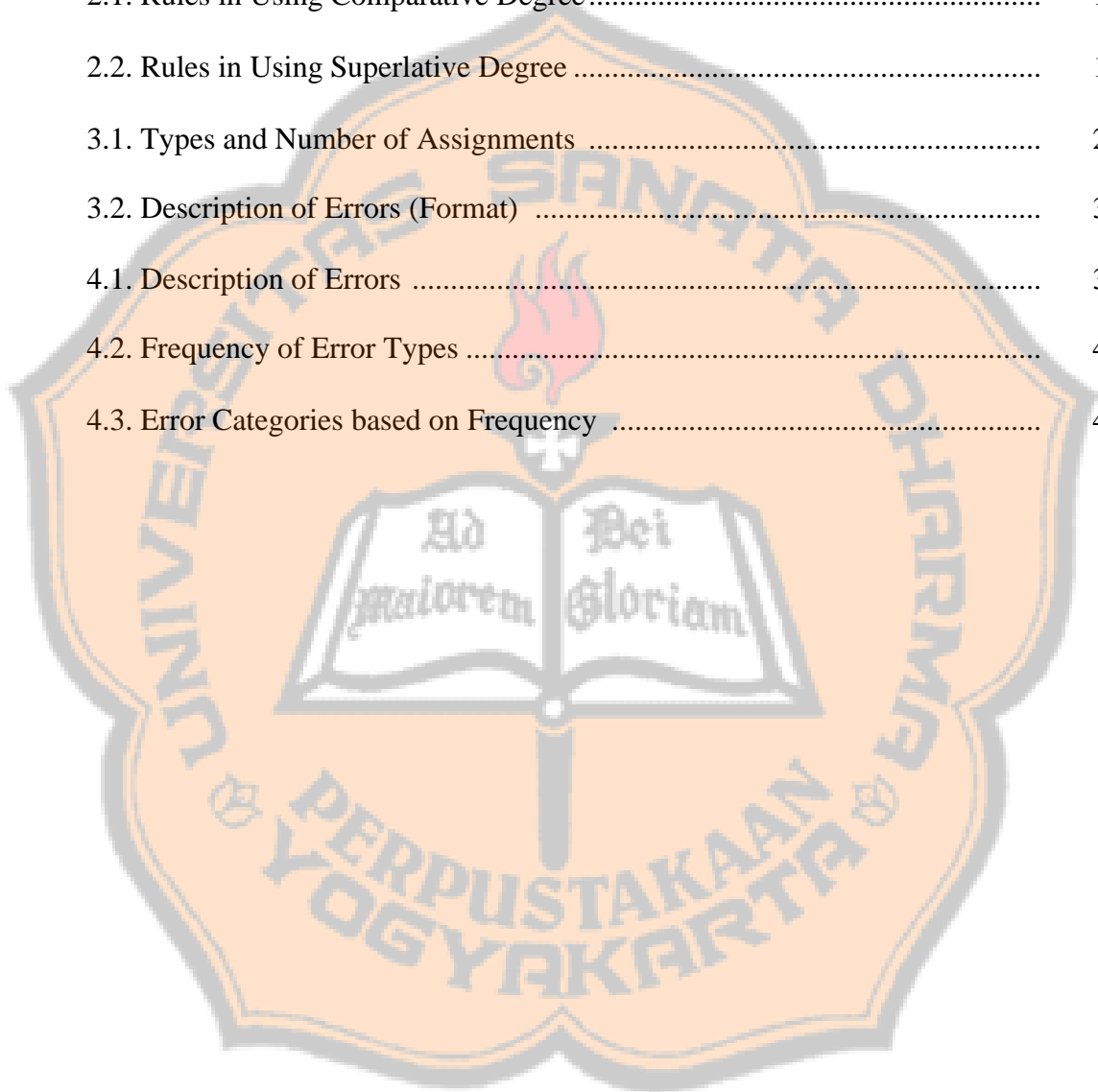
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ABSTRACT

Purwitasari, Hyacintha Handayani. 2008. *Errors in the Use of Comparative and Superlative Degrees of Adjectives by the Tenth Grade Students of SMK Marsudi Luhur II Yogyakarta*. Yogyakarta: Sanata Dharma University.

In order to master English, learners should master the English grammar first. However, mastering English grammar is considered difficult for Indonesian students who learn English as a foreign language. Therefore, the writer chose one part of grammar, the comparative and superlative degrees of adjectives to be analyzed. Although some people consider that mastering the comparative and superlative degrees of adjectives are easier than other grammar such as English tenses, many students still make errors in using the comparative and superlative degrees of adjectives.

There are two research problems formulated in this study. The first is what kinds of errors made by the students in using the comparative and superlative degrees of adjectives. The second is what the causes of errors is.

In order to address the research problems, the writer conducted a qualitative study, namely, a document analysis supported by a survey. In this study, the documents were the students' assignments which were analyzed to find out the kinds of errors made by the students in using the comparative and superlative degrees of adjectives. Afterwards, a survey was carried out in order to identify the possible factors generating the tenth grade students of SMK Marsudi Luhur II Yogyakarta to make errors in using comparative and superlative degrees of adjectives. The survey was conducted by distributing questionnaires to the participants.

The results of the study depicted that the most common errors in using the comparative and superlative degrees of adjectives were misformation, omission and addition. Afterwards, the questionnaires' results depicted that the factors generating the students to make errors in using the comparative and superlative degrees of adjectives were the students' carelessness and lack of motivation, the teacher's tedious way in explaining the materials and the invariable exercises.

Finally, there were some suggestions intended for the tenth grade students of SMK Marsudi Luhur II Yogyakarta and English teachers to reduce the errors in the use of comparative and superlative degrees of adjectives. Furthermore, the writer developed some exercises which could help the students to master the use of comparative and superlative degrees of adjectives based on the errors that students made. Some suggestions were also intended for other researchers to continue this preliminary research.

ABSTRAK

Purwitasari, Hyacintha Handayani. 2008. *Kesalahan Dalam Penggunaan Comparative dan Superlative Degrees of Adjectives Siswa Kelas 10 SMK Marsudi Luhur II Yogyakarta*. Yogyakarta: Universitas Sanata Dharma.

Untuk menguasai bahasa Inggris dengan baik, para siswa harus menguasai tata bahasa dalam bahasa Inggris terlebih dahulu. Akan tetapi, hal tersebut masih dianggap sulit bagi siswa-siswa di Indonesia yang mempelajari Bahasa Inggris sebagai bahasa asing. Oleh karena itu, penulis memilih salah satu tata bahasa yaitu *comparative* dan *superlative degrees of adjectives* untuk diteliti. Walaupun beberapa orang menganggap penguasaan *comparative* dan *superlative degrees of adjectives* lebih mudah daripada penguasaan tata bahasa lainnya seperti *tenses*, akan tetapi pada kenyataannya banyak siswa masih melakukan kesalahan dalam penggunaan *comparative* dan *superlative degrees of adjectives*.

Ada dua rumusan permasalahan dalam penelitian ini. Yang pertama yaitu apa jenis-jenis kesalahan dalam penggunaan *comparative* dan *superlative degrees of adjectives*. Yang kedua yaitu apa faktor-faktor penyebab munculnya kesalahan-kesalahan tersebut.

Untuk menjawab rumusan permasalahan, penulis melakukan penelitian kualitatif dengan analisa dokumen yang didukung oleh survei. Dalam penelitian ini, yang dimaksud dokumen adalah tugas-tugas siswa yang kemudian dianalisa untuk menemukan jenis-jenis kesalahan dalam penggunaan *comparative* dan *superlative degrees of adjectives*. Kemudian, survei dilakukan untuk memperoleh faktor-faktor penyebab munculnya kesalahan-kesalahan dalam penggunaan *comparative* dan *superlative degrees of adjectives*. Survei ini dilakukan dengan membagikan kuesioner kepada subyek penelitian.

Hasil penelitian menunjukkan bahwa kesalahan umum dalam penggunaan *comparative* dan *superlative degrees of adjectives* adalah *misformation*, penghilangan atau *omission* dan penambahan atau *addition*. Hasil kuesioner menunjukkan pula ada beberapa faktor yang menyebabkan munculnya kesalahan yaitu ketidaktelitian dan kurangnya motivasi siswa, cara guru yang monoton dalam menjelaskan materi, dan soal latihan yang kurang bervariasi.

Akhirnya, penulis memberikan beberapa saran untuk mengurangi terjadinya kesalahan dalam penggunaan *comparative and superlative degrees of adjectives* yang ditujukan bagi siswa kelas 10 SMK Marsudi Luhur II Yogyakarta dan para guru bahasa Inggris. Dari kesalahan yang dibuat siswa, penulis mengembangkan bentuk latihan-latihan yang dapat membantu siswa dalam menguasai penggunaan *comparative and superlative degrees of adjectives*. Penulis juga memberikan saran untuk peneliti lain agar melanjutkan penelitian ini.

CHAPTER I

INTRODUCTION

This chapter, which presents the introduction of this study, consists of seven sections, namely, the background of the study, problem identification, problem limitation, problem formulation, objectives of the study, benefits of the study, and clarification of terms.

A. Background of the Study

English is an international language which is used as a means of communication among people around the world in many fields, such as, commerce, tourism, economy, military aid, science, technology, literary and so on (Greenbaum, 1990: 3). Therefore, it is important for many people to master English in order to catch up the development of the world. This fact encourages the Indonesian National Education Ministry to determine English as the first foreign language to teach at Indonesian educational institutions.

The goal of teaching English at the Indonesian educational institutions, especially in vocational high school, as written in the curriculum of English for vocational high schools, is to equip the students with adequate English ability and skills in order to be able to communicate orally or written in English in intermediate level (Depdiknas, 2007). Therefore, English is taught intensively in Indonesian educational institutions which are depicted by a large amount of learning English hours.

There are four basic skills and three components of learning language that should be mastered by the students. The four basic skills are listening, speaking, reading and writing. The three components are vocabulary, grammar, and pronunciation. Instead of practicing the four skills, mastering English language components is essential. Mastering vocabulary is important for people who begin to learn because they should memorize a lot of common and useful words in order to be able to use language fluently and sound like native speakers (Greenbaum, 1990: 10).

As well as mastering vocabulary, mastering pronunciation is also important to enable the learners to pronounce the words correctly as commonly are accepted by the English native speakers. Speakers need to pronounce the words correctly in order to be understood by the hearers (Nation, 2003: 130).

After mastering vocabulary and pronunciation, learners are supposed to master grammar because it provides a set of rules that enable them to produce correct sentences. Grammar occupies a central position in the study of language because grammar is essential for the learners to identify the punctuation and help in understanding literary and non-literary texts. In addition, the learners need to recognize first the rules before he or she produces sentences in English both written and spoken (Murphy, 2003: 112; Nunan, 2003:153-154). Therefore, it should be clear that learners should master the grammar first before they are able to produce sentences in English correctly.

Nowadays, grammar has been taught in all Indonesian educational institutions. However, the students face many difficulties in mastering grammar

since they have to master many rules in producing sentences in English, for example, tenses in English and also other grammatical forms.

So far tenses are considered difficult and complicated to master than other grammatical forms in learning English since English is multi-tenses language, but it does not mean that the other grammatical form such as degrees of comparison is not difficult and complicated to master. Politzer and Ramirez state in Dulay (1982: 148) that some students who learn English as a second language produce some errors in using comparative degrees of adjectives. Additionally, Hughes and Heah (1996:62) discover some errors in the form of superlative and comparative degrees of adjectives in students' works who learn English as a foreign language in Malaysia, for example, *Rosli is tallest than his brother Amin*. Other examples are the use of *more* instead of adding *-er* in *I was afraid it would rain so I walked more fast*, and over-emphasis in *Tokyo is more colder than Hong Kong in winter*.

Fitikides (2004: 37-38) also discover some errors in the use of superlative and comparative degrees of adjectives, for example, *John is the tallest of the two boys; John is taller from his brother; This one looks more good than that*. It shows that it is also crucial for the learners to learn comparative and superlative degrees of adjectives beside tenses in order to produce sentences in English correctly. If learners do not master the degrees of comparison especially comparative and superlative degrees of adjective well, they will not be able to produce comparative sentences in English correctly. Whereas in fact, they will

often face situations in which they have to make expressions of comparisons, for example, when they have to choose which one is better or which one is the best.

This study discusses errors in the use of comparative and superlative degrees of adjectives faced by the tenth grade students of SMK Marsudi Luhur II Yogyakarta. As stated by Dulay et al (1982: 138-139), that the learner's errors is useful for the researchers, teachers and the learners themselves to investigate. Errors can be used as the feedback because by knowing the learners' errors, the teachers can realize whether their materials and their techniques are effective or not. Moreover, errors analysis has the purpose to investigate which difficult parts that the learners or the students face. Therefore, this study can be used as a feedback for the teachers and the learners themselves in learning comparative and superlative degrees of adjectives.

B. Problem Identification

Based on the researcher's experience in studying English in senior high school or in university, some students produced errors in applying comparative and superlative degrees of adjectives and they also produced errors in using the irregular comparison, for example, they used *gooder* instead of *better*. Another example is when the researcher browsed in the internet, the researcher discovered many people used *more good* or *gooder* instead of *better*. Those examples show that learners face difficulties in mastering comparative and superlative degrees of adjectives. Based on the previous discussion, the researcher would like to analyze errors in the use of comparative and superlative degrees of adjective by the tenth

grade students of SMK Marsudi Luhur II Yogyakarta further and the possible causes of the errors.

C. Problem Limitation

This study is conducted to analyze errors in the use of comparative and superlative degrees of adjective by the tenth grade students of SMK Marsudi Luhur II Yogyakarta and the possible causes of the errors. The subjects of this study are the tenth grade students of SMK Marsudi Luhur II Yogyakarta. They are chosen because they are still learning degrees of comparison.

D. Problem Formulation

In this study, the researcher intends to discover the answers for the following questions:

1. What kinds of errors do the tenth grade students of SMK Marsudi Luhur II Yogyakarta made in using comparative and superlative degrees of adjectives?
2. What are the causes of the errors?

E. Objectives of the Study

Based on the problem formulations, the researcher formulates two objectives of this study. The objectives of this study are as follows:

1. To discover the kinds of errors that the tenth grade students of SMK Marsudi Luhur II Yogyakarta made in using comparative and superlative degrees of adjectives.

2. To discover the causes of the errors?

F. Benefits of the Study

The researcher hopes that the study may give some benefits for many people. The benefits of the study are specified as follows:

1. For English teachers

This study is hopefully able to improve the teaching of English especially the teaching of Degrees of Comparison. The teachers are hopefully able to teach better in order to decrease the errors. In other words, the result of the study can be used as a feedback to their teaching and learning process.

2. For students

This study is hopefully able to provide valuable information on errors related to the use of comparative and superlative degrees of adjectives. Having known the information, they are expected not to make the same errors in the use of comparative and superlative degrees of adjectives.

3. For other researchers

It is expected that the study can provide useful information and give stimulus for other researchers to conduct further research which will be useful to improve the English language teaching and learning.

G. Clarification of Terms

1. Errors

Corder in Dulay (1982: 139) states that error means “systematic deviations due to the learner’s still-developing knowledge of the second language rule system.” Errors in this study are resulting from the lack of knowledge of the rules of the target language.

2. Use

Hornby (1948: 947) states that use means having an objective or certain goals. In this study, use means how the students apply the adjectives in comparative and superlative degrees to compare things or people correctly.

3. Comparative and Superlative Degrees of Adjectives

Comparative and Superlative Degrees of Adjectives are the types of degrees of comparison of adjectives that are used to compare between two or more things, people, or events (Asih, 2005: 58).

4. The Tenth Grade Students

In this study the tenth grade students refer to the students who are in their second semester of the first year of SMK Marsudi Luhur II Yogyakarta.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the related theory from the study outlined in Chapter I. It is divided into two main parts, namely, theoretical description and theoretical framework. In the theoretical description, four major points are discussed. They are adjective, comparative and superlative degrees of adjective, the theory of error analysis, and grammar assignment. The second part of this chapter provides the theoretical framework of the study based on the theoretical description that has been discussed in the first part of this chapter.

A. Theoretical Description

To support the research, the researcher tried to collect some theories about adjectives, the comparison of adjectives and errors which were stated by several experts in language teaching.

1. Theory on Adjectives

a. Kinds of Adjectives

There are many kinds of adjectives. According to Thomson (1986: 33), the main kinds are:

- 1). Demonstrative, such as: this, that, these, those
- 2). Distributive, such as: each, every, either, neither
- 3). Quantitative, such as: some, any, no, little, few, many, much, one
- 4). Interrogative, such as: which, what, whose

- 5). Possessive, such as: my, your, his, her, its, our, your, their
- 6). Of quality, such as: clever, dry, fat, golden, good, heavy, square

b. Formation of Adjectives

According to Alexander (1994: 80) adjectives can be formed from verbs or nouns added with suffixes and prefixes.

1). Adjectives formed with suffixes

- able, for example: manageable, enjoyable
- ful, such as: boastful, painful
- ic, such as: energetic, romantic
- ive, such as: attractive, additive
- ant, -ent, such as: hesitant, present
- ible, such as: permissible, edible
- (i)an, such as: Victorian, Alexandrian
- ish, such as: foolish, reddish
- ly, such as: friendly, womanly
- ous, such as: humorous, dangerous
- ern, such as: northern, southern
- ior, such as: superior, inferior
- al, such as: additional, mortal

2). Adjectives formed with prefixes

- un-, such as: uncooked, unimaginable

in-, such as: incapable, inhuman

il-, such as: illegal, illegible

im-, such as: immoral, impractical

dis-, such as: dishonest, disagreeable

ir-, such as: irresponsible, irregular

According to Thomson (1986: 33), adjectives also can be formed from participles, both present participles (-ing) and past participles (-ed). Present participle adjectives are active and mean “having this effect”, for example, *amazing*, *boring*, and *tiring*. Past participle adjectives are passive and mean “affected in this way”, for example, *amused*, *horrified*, and *tired*.

c. Position of Adjectives

According to Thomson (1986: 33), the position of adjectives can be attributive and/or predicative. Attributive adjectives are the position of adjectives that come before their nouns, for example, *this book*, *which boy*, *my dog*. Predicative adjectives are the position of adjectives that come after verbs. Verbs used in this way are called link verbs or copulas, for example the adjectives that come after verbs such as *be*, *become*, and *seem*, such as, *Tom became rich* and *Ann seems happy*. Another example is the adjectives that come after verbs such as, *appear*, *feel*, *get*, *grow*, *keep*, *look*, *make*, *smell*, *sound*, *taste*, *turn*, such as, *Tom felt cold*, *He made her happy*, *He grew impatient*, *The idea sounds interesting*.

Some adjectives can be used only attributively or predicatively, and some change their meaning when moved from one position to the other. For

example, *A small farmer* means that a man who has a small farm, *The farmer is small* means that he is a small man physically.

2. Comparative and Superlative Degrees of Adjectives

1. Comparative Degree

Comparative degree indicates that something has more quality than something else.

The pattern of comparative degree is:

adjective + er	than
more + adjective	

Example:

- 1). Duta is taller than Indra.
- 2). Dina is more stupid than her sister.
- 3). Math is more difficult than English.

There are some rules to consider in using comparative degree of adjectives.

The rules are on the following page.

Table 2.1 Rules in Comparative Degree

	Rules	Adjectives	Comparatives
Monosyllabic adjectives	By adding -er	Dark Big Long Fast	Darker Bigger Longer Faster
Two syllable adjectives ending in -y, -er, -ly, -e, and -ow,	-y + -er = ier -er + er = rer -ly + er = lier -e + er = er -ow + -er = wer	Pretty Clever Holy Simple Narrow	Prettier Cleverer Holier Simpler Narrower
One syllable adjectives ending in -y preceded by a vowel.	-y + -er = yer	Grey Gay	Greyer Gayer
Adjectives ending in -ed, -ing, -re, -ful, and -ous and those with the stress on the first syllable.	By putting more in front of the adjectives	Modest Stupid Honest Famous Useful Obscure Charming Learned	More modest More stupid More honest More famous More useful More obscure More Charming More Learned
Adjectives with one vowel and followed by a consonant	By adding -er and the last consonant is doubled	Big Fat Thin	Bigger Fatter Thinner
Adjectives with more than two syllables	By putting more in front of the adjectives	Important Intelligent	More important More intelligent

There are some forms of irregular comparison in comparative degree.

Irregular Degrees of Comparison

Positive	Comparative
Good	better
Bad	worse
Many	more
Much	
Late	later
	latter
Near	nearer
	nearer
Far	farther (distance)
	further (distance and additional)
Little	less (uncountable nouns)
Few	fewer (countable nouns)
Old	older (persons and things)
	elder (members of the same family)

Example:

- 1). This bag is as good as that one.
- 2). This bag is better than that one.

2. Superlative Degree

Superlative degree indicates that something has more quality than anything of its kind.

The pattern:

The + adjectives + -est	Of all/period of time
The + most + adjectives	In + place/group of people

Example:

- 1). Nida is the most stupid students in her class.
- 2). Paper is the most combustible of all the materials.

There are some rules to consider in using superlative degree. The rules are as follows:

Table 2.2 Rules in Superlative Degree

	Rules	Adjectives	Superlatives
Monosyllabic adjectives	By adding -est	Dark Big Long Fast	Darkest Biggest Longest Fastest
Two syllable adjectives ending in -y, -er, -ly, -e, and -ow,	-y + -est = iest -er + est = rest -ly + est = liest -e + est = est -ow + -est = west	Pretty Clever Holy Simple Narrow	Prettiest Cleverest Holiest Simplest Narrowest
One syllable adjectives ending in -y preceded by a vowel.	-y + -est = yest	Grey Gay	Greyest Gayest

	Rules	Adjectives	Superlatives
Adjectives ending in –ed, -ing, -re, -ful, and –ous and those with the stress on the first syllable.	By putting most in front of the adjectives	Modest Stupid Honest Famous Useful Obscure Charming Learned	Most modest Most stupid Most honest Most famous Most useful Most obscure Most Charming Most Learned
Adjectives with one vowel and followed by a consonant	By adding –est and the last consonant is doubled	Big Fat Thin	Biggest Fattest Thinnest
Adjectives with more than two syllables	By putting most in front of the adjectives	Important Intelligent	Most important Most intelligent

There are also some forms of irregular comparison in superlative degree.

Irregular Degrees of Comparison

Positive

Superlative

Good

best

Bad

worst

Many

most

Much

Late

latest

Last

Near

next

nearest

Far

farthest (distance)

furthest (distance and additional)

Positive	Superlative
Little	least (uncountable nouns)
Few	fewest (countable nouns)
Old	oldest (persons or things)
	eldest (members of the same family)

Example:

- 1). This bag is as good as that one.
- 2). This bag is the best of all.
- 3). Let's go by car. It is much cheaper.
- 4). Don't go by car. It is a lot more expensive.

3. The Theory on Error Analysis

a. Definition of Error

There are some definitions of errors. Errors in a language learning process can be defined as “systematic deviations due to the learner’s still-developing knowledge of the second language rule system.” (Corder in Dulay, 1982: 139). According to Chomsky as stated by Dulay (1982; 139), there are two types of errors. The first is error caused by fatigue and inattention (performance) and the second is errors that resulting from lack of knowledge of the rules of the language (competence). Then Dulay (1982:139) concludes that the definition of errors refers to “any deviation from a selected norm of language performance, no matter the characteristics or causes of the deviation might be.”

b. Error Analysis

In answering the research problems that have been stated in Chapter I, the researcher actually conducted an errors analysis. According to Dictionary of Linguistics and Phonetics (Crystal, 1991:112), error analysis is “a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language”. The unacceptable forms refer to the error made by the learner. It is unacceptable since it does not correspond to the foreign language norm being learnt. Brown also proposes the same definition that errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to rush forward of the study of learner’s errors (Brown, 1994:206).

Asher (1994: 740) adds that in fact, the term error is an artificial concept which, however, is convenient for many research purposes, especially when beginners and intermediate learners are studied. Error analysis has played an important role in creating a different perspective. Errors should be regarded as normal and inevitable features of target language learning. The developmental pattern of error in an individual learner should be taken as evidence not of failure and weakness, but as important not least for its representation of the role of the learner, who is seen no longer as a mere passive recipient of the target language input, but as playing an active role in the learning process.

In addition, the theoretical interest in a study of errors gives feedback to both descriptive linguistics and psycholinguistics (Corder, 1973: 266). In descriptive linguistics, errors analysis involves the explanation of errors in terms

of the linguistic process or rules that are followed by the students. At this point, the students' errors are examined in terms of syntactic and semantic linguistics. On the other hand, in psycholinguistics, error analysis provides an explanation on how errors may occur in language production.

c. The Purposes of Studying Learner's Errors

Studying the learner's errors is useful for the researchers, teachers and the learners themselves to investigate. According to Dulay et al (1982: 138-139) there are two major purposes to study learner's errors. First, it provides data from which inferences about the nature of the language learning process can be made. Secondly, it helps teachers and curriculum developers to provide the data on which part of the target language that the students have most difficulty and which error types detract most from the learner's ability to communicate effectively. From the statement above, it means that errors analysis is very important especially for the teachers.

Errors can be used as the feedback because by knowing the learners' errors, the teachers can realize whether their materials and their techniques are effective or not. Moreover, errors analysis has the purpose to investigate which difficult parts that the learners or the students face.

d. The Classification of Error

Dulay et al. (1982: 146-192) proposes four basic classification of errors.

Those are classification of errors based on linguistic category, surface strategy, comparative analysis, and communicative effect.

1. Linguistic Category

This category classifies errors in accordance with language components and linguistic constituents.

1. Morphology

- a. Errors in indefinite article
- b. Errors in possessive case
- c. Errors in third person singular verb
- d. Errors in simple past tense

They are: errors in regular past tense and irregular past tense

- e. Errors in past participle
- f. Errors in comparative adjective or adverb

2. Syntax

- a. Errors in noun phrase
- b. Errors in verb phrase
- c. Errors in verb and verb construction
- d. Errors in word order
- e. Errors in some transformation

2. Surface Strategy

This strategy classifies errors according to the ways the surface structure are altered, e.g. omission, addition, and misinformation.

1. Omission

Omission errors are characterized by the absence of an item that must be appeared in a well-formed utterance. For example, He went to store to buy an alarm clock. He went to the store buy an alarm clock.

2. Addition

Addition errors are marked by the existence of certain items that should not have appeared in the correct sentence.

a. Double marking

This type of errors is caused by two items rather than one that is marked for the same feature. For example, He would went to sleep.

b. Regularization

For example, I eated a slice of bread.

c. Simple Addition

Addition not describable as regularizations or as double-markings

3. Misformation

Misformation errors are marked by the existence of the wrong form of certain verb in the sentence.

a. Regularization errors

A regular marker is used in place of an irregular one. For example, The car runned into a tree.

b. Archi-forms

Selection of a class of forms to represent others in the class. For example,

That two boys were collecting some twigs.

c. Alternating forms

For example the use of no go instead of do not go.

4. Misordering

Incorrect placement of a morpheme or a group of morphemes in an utterance.

For example, Budi comes late to the course always.

3. Comparative Analysis

The classification of errors in a comparative analysis is based on comparisons between the structure of the target language errors and certain other types of construction. This includes:

1. Developmental Errors

Developmental errors are errors similar to those made by children who learn the target language as their first language. For example, Rico seed his mother.

2. Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. For example, I like the apple red, equivalent to 'Saya suka apel yang merah'.

4. Communicative Effect

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing errors that seem to cause miscommunication and those that do not. This includes;

1. Global Errors

Global errors are errors that effect overall sentence organization and significantly hinder communication. For example, We excited that game very much. I told about the new regulation just now (I was told about the new regulation just now).

2. Local Errors

Errors that affect single elements (constituents) in a sentence and do not usually hinder communication significantly.

For example: Where we go now?

I am with your opinion.

e. The Causes of Errors

In analyzing learners' errors, it is also necessary to determine the factors causing the errors. There are many possible answers regarding the causes of errors. Dulay (1982: 2) states that most errors are resulted from the interference of the learner's first language or mother tongue. According to Brown there are three factors causing the learners' errors, namely: interlingual interference, intralingual interference and context of learning (Brown, 1994: 213-215). Interlingual interference is interference from the mother tongue during the

second language learning process. Intralingual interference refers to the overgeneralizations as a process that occurs as the second language learner acts within the target language. Context of learning refers to, for example, the classroom with its teacher and material. The teacher or the materials may lead the students to make faulty hypothesis about the language.

4. Grammar Assignment

Heaton (1976:6) stated that a good language assignment can consist of production or identification assignment items, or combination of both. Moreover, Hughes (2001:143) states that the testing of grammar should avoid excessive use of multiple choices. There are three techniques that can be used to assess grammar. They are paraphrase, completion, and modified cloze. Paraphrase requires the students to write a sentence equivalent in meaning to one that is given. Completion requires the students to complete the sentences to make it correct. In modified cloze techniques, the students have to find the correct answer to complete the sentences similar to the completion techniques. However, in the modified cloze there are only one possible answer.

B. Theoretical Framework

The research problems are focused on the errors that are made by the tenth grade students of SMK Marsudi Luhur II Yogyakarta in using the comparative and superlative degrees of adjectives and the possible factors that

cause those errors. There are two major theories that are used in this study, namely, the theories related to the classifications of errors and causes of errors.

The first theory is the classification of errors (Dulay et al., 1982: 146-192). The theory states that there are four ways to classify errors. In this research, the researcher merely employs the first two classifications because the last two classifications only classify errors based on the comparison of learner's native language and target language and the communicative effect of the errors, whereas the study is intended to discover the types of grammatical error. Therefore the researcher only employs the first two classifications. The first classification is based on the linguistics category of the errors. In this category, errors are classified based on the language component and particular linguistics constituent. This classification classifies errors from the morphological and syntactical point of view. The second classification is surface strategy. This classification classifies errors from the surface structure point of view. There are five types of errors in this classification, namely, omission, addition, substitution, misinformation and misordering errors. This theory will be useful in analyzing and discovering the first research problem about the types of errors.

The second theory is related to the causes of errors. There are three causes of errors, namely the interlingual interferences, intralingual interferences, and context of learning (Brown, 1994: 213-215). This theory will be used to identify some possible factors generating the errors.

CHAPTER III

METHODOLOGY

In this chapter, the researcher discusses the methodology which was used in this study. Therefore, this chapter presents the research method, research setting, research participants, research instruments, data collection, data analysis, and research procedures.

A. Research Method

This study was a qualitative study. According to Fraenkel (1993: 380), qualitative research is a kind of research study that investigates the quality of relationship, activities, situations, or materials. Bogdan and Biklen state in Fraenkel (1993: 381) that the data collected in qualitative research are in the form of statements or pictures rather than numerical or statistical data. However, to make the result more understandable usually the numerical data is integrated to portray what have been observed. Therefore, this study covered both numerical and non-numerical data. The non-numerical data provided an explanation of errors which were made by the students in their works.

Specifically, the study was in the form of a document analysis supported by a survey. Document analysis here means the activity of analyzing the written or visual contents of a document (Fraenkel & Wallen, 1993: 389). The aim of survey here was to obtain the possible causes of the errors.

In order to classify the errors, the researcher collected the data from the students' works. In order to obtain the data of students' errors, the researcher made five assignments concerning in comparative and superlative degrees of adjectives. Afterwards, the researcher analyzed each of the students' works carefully to find the errors and classified them correctly. The results of the assignments would be useful for the researcher to identify the types of errors. The result of the classification would be the answer for the first research problem.

In relation to the second research problem, namely, the possible causes of the errors, the researcher distributed questionnaires to the participants of the study to discover the causes of the errors.

B. Research Participants

The participants of this study were 60 students of the 2007/2008 tenth grade students of SMK Marsudi Luhur II Yogyakarta. There were two reasons why the researcher chose the tenth grade students of SMK Marsudi Luhur II Yogyakarta. First, the students were learning these grammar items as mentioned in the guidelines of the instructional program of the school syllabus (Syllabus of English for vocational high schools, 2007). Degrees of comparison were taught in the tenth grade of vocational high school, therefore they were learning about it. The second reason was that it would be easier for the researcher to conduct the research because the researcher was doing the teaching practice in this school.

The tenth grade students of SMK Marsudi Luhur II Yogyakarta were divided into five classes. They are IMA, IMB, IMC, IMD, and IME. The

researcher chose two classes (IMA and IMD) as the participants of the research. In this research, the researcher used a purposive sampling. It meant that the researcher chose particular samples to be the representatives of the population (Fraenkel & Wallen, 1993: 87). The researcher chose these two classes because the researcher assumed that they could represent the other tenth grade students of Marsudi Luhur II Yogyakarta. IMA class consisted of students who had low and average grade in their school report whereas IMD class consists of students who had high and average grade in their school report. Therefore, those two classes can be the representative of the population.

C. Research Instruments

There were three instruments in this study. The first instrument, namely the students' assignments was used to obtain the data that will be analyzed to answer the first research problem. In this study, the researcher used five written assignments which consisted of five different types of assignments. The researcher prepared five different assignments in order to obtain the errors from various types of questions and to ensure whether those errors would appear persistently in any different situation and any types of assignments. In other words, by analyzing the assignments the researcher was able to investigate the errors the students produce.

The researcher developed the assignments in the form of production, identification and error analysis types in order to obtain the data that revealed the students competence in the use of comparative and superlative form of adjective.

The researcher developed the production assignments in the form of modified cloze, completion, paraphrasing, and translation. For the identification assignment, the researcher conducted the assignment in the form of error analysis type in which the students were given some incorrect sentences and they had to find the mistakes and then they had to construct the correct ones (Hughes, 2001:143).

The assignments were weekly written assignments. The reason for the assignments were carried out five times was to obtain the types of errors from various types of questions and to ensure whether those errors would appear persistently in different situation and types of assignments as the researcher had stated before. The time allocation for the assignment was 45 minutes.

The first assignment consisted of two instructions. The first was in the form of modified cloze in which the students were asked to change the adjectives in parentheses into the form of comparative or superlative degrees. It consisted of 20 items both in comparative and superlative form. The second was in the form of completion. There were 10 questions. In this part, the students had to compose sentences using comparative or superlative degrees based on the adjectives given.

In the second assignment, which was in the form of paraphrasing, the students were asked to make sentences using both the comparative and superlative degrees based on the situations and adjectives given. The assignment consisted of 5 items.

The third assignment was in the form of identification assignment. In this assignment, the students were asked to find out the mistakes in the sentences and

correct them. It consisted of 15 items. There were 6 numbers in the form of comparative and 9 numbers in the form of superlative since the errors usually found in the superlative form.

The fourth assignment consisted of 10 items in the form of translation both in comparative and superlative form. In this part, the students were asked to translate sentences into English.

The last assignment was the compilation of the four assignments. It consisted of four instructions. The first was in the form of modified cloze. It consisted of 10 items in which the students were asked to change the adjectives in parentheses into the form of comparative or superlative degree. The second was in the form of identification. It contained 10 items in which the students were asked to find out the mistakes in the sentences and correct them. The third was in the form of completion, in which the students asked to make sentences using both the comparative and superlative degrees based on the situations and adjectives given. It consisted of 6 items. The last was in the form of translation, in which the students had to translate Indonesian sentences into English. It consisted of 4 items.

The summary of the types and number of the assignments are provided in the table below.

Table 3.1 The Types and Number of the Assignments

Assignment	Type	Number
First	Modified Cloze	20 items
	Completion	10 items
Second	Paraphrasing	5 items

Assignment	Type	Number
Third	Identification	15 items
Fourth	Translation	10 items
Fifth	Modified Cloze	10 items
	Identification	10 items
	Completion	6 items
	Translation	4 items

In this research, the researcher had already consulted the assignment to one linguistics lecturer and one vocational high school English teacher to make the assignment valid. Moreover, these assignment were valid in the term of content validity since the assignment were consisted of exercises in measuring the students' competency in using comparative and superlative degrees of adjectives. The researcher also had tried out the assignments with five students of vocational high school students who were not the sample of this research to check the reliability of the assignments. The result was those five students could do the test and were able to understand the instruction. The result of each assignment was also similar.

The second instrument was human instrument. Since in the qualitative research, the researcher was the primary instrument for data collection and analysis (Lincoln & Guba, 1985: 39-40). Therefore, the researcher was the main instrument who collected all the data needed in this study. In this study, the

human instrument was used to analyze the data obtained from the students' assignments to answer the first research problem.

The third instrument was questionnaire. In this study, the questionnaire was used in order to find out the factors which caused the errors in the use of comparative and superlative degrees of adjectives. The results of the questionnaire were intended to answer the second research questions.

The questionnaire used closed-ended questions. The questions in this questionnaire consisted of three questions. The first question was asking whether they had any difficulty or not to ensure that they produced errors since they did not master the material. The second question was about the students' kinds of difficulties in mastering comparative and superlative degree, for example, difficulty in deciding when to use comparative or superlative degree. The last question was about the causes of those difficulties from the teacher factors, student factors and other factors, for example, the lack of knowledge about the rule in the use of comparative and superlative degree of adjectives.

D. Data Gathering Technique

The data were gathered from the participants' works of the assignments of comparative and superlative degrees of adjective and the questionnaires. The assignments were conducted weekly during the English lesson. The researcher had informed the participants one week before the assignments were conducted. Therefore they were well-prepared in doing the assignment. After the students had completed the assignments, the researcher collected the assignment papers and the

answer sheets. After finishing the five assignments, the researcher distributed the questionnaires. The next step was analyzing the assignments and questionnaire results.

E. Data Analysis Technique

There were three steps which were used to analyze the data from the documents. First was checking the result of the students' works. The incorrect answers were given check marks. Therefore it would be easier for the researcher to collect the errors for each of answer sheets. The second step was classifying the students' errors based on the errors classification on the table. In order to make the classification was easier the researcher adapted the table from *Analyzing Learner Language Book* (Ellis and Barkhuizen, 2005: 63) because they also used the Dulay's theory about classification of errors. The table is illustrated as follows:

Table 3.2 Description of Errors (Format)

Errors	Correct forms	Linguistic Description	Surface Structure Description

This step was done by analyzing each erroneous item by identifying and comparing the errors to the correct forms (Ellis and Barkhuizen, 2005: 58). The researcher, then, counted it into the percentage form to obtain the types of errors which frequently appeared.

There were also three steps which were used to analyze the data from the questionnaire instrument. First was checking the result of the questionnaires by

reading all the results. The second step was calculating the number of respondents that choose the same answers and then made the percentage. The last step was the researcher analyzed each statement to obtain the factors causes the errors.

F. Research Procedure

In this study, the researcher carried out five steps as the research procedure. The research procedures of the study were specified as follows:

1. The researcher conducted library research to study relevant theories and to prepare the assignments and questionnaires.
2. The researcher asked for permission from the faculty of Teachers Training and Education, Sanata Dharma University and from the school where the research was conducted.
3. The researcher distributed the assignments and questionnaires to the tenth grade students of SMK Marsudi Luhur II Yogyakarta as the subjects of this study.
4. The researcher collected the data from the assignments and filled-in questionnaires.
5. The researcher analyzed the data. The first was analyzing the data from the document by identifying and classifying the errors and then percentage the numbers of errors. The second was analyzing the questionnaires.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the research findings and provides the discussion results concerning the findings which are focused on the two research problems. There will be two main parts, namely, the part dealing with the errors produced by the students of SMK Marsudi Luhur II Yogyakarta and the factors generating those errors

A. Errors Produced by the Students

1. Data Presentation

Dealing with the first research problem, the researcher discovered 141 errors in the first assignment, 49 errors in the second assignment, 66 errors in the third assignment, 53 errors in the fourth assignment and 108 errors in the last assignment. Then, the researcher classified the errors based on Dulay, Burt and Krashen's theory (1982: 146-192).

Theoretically, there are four basic classifications of errors. As the researcher has stated in chapter II, the researcher merely used the first two classifications of errors which are linguistic category and surface strategy in this study, because the last two classifications only classify errors based on the comparison of learner's native language and target language and the communicative effect of the errors.

Having analyzed the assignments, the researcher identified some errors categories. In the first assignment, the researcher discovered 16 omission errors, 1 omission and misinformation – alternating form errors, 89 misinformation – alternating form errors, 20misformation- archi-form errors, 8 misinformation-regularization errors, 2 addition-double marking errors, and 5 addition – simple addition errors.

In the second assignment, the researcher discovered 15 omission errors, 3 omission and addition – simple addition errors, 2 omission and addition–double marking errors, 9 misinformation–alternating form errors, 12 misinformation-archi-form errors, and 16 addition-double marking errors.

In the third assignment, the researcher discovered 6 omission errors, 38 misinformation–alternating form errors, 7 misinformation-archi-form errors, 2 misinformation-regularization errors, 9 addition-double marking errors and 4 addition–simple addition errors.

In the fourth assignment, the researcher discovered 6 omission errors, 2 omission and addition-double marking errors, 25 misinformation–alternating form errors, 17 misinformation-archi-form errors, 1 misinformation-regularization error, 1 addition-double marking error and 1 addition–regularization error.

In the last assignment, the researcher discovered 21 omission errors, 2 omission and addition-double marking errors, 60 misinformation–alternating form errors, 16 misinformation-archi-form errors, 5 misinformation-regularization errors, 3 addition-double marking errors, 3 addition–simple addition errors, 2 addition–regularization errors and 1 addition-simple addition and omission errors.

The table below depicts some examples of errors and their description.

Table 4.1 Description of Errors

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FIRST	the thickest	thicker	Noun phrase; adjectives; comparative form	Misformation – alternating form
	most famous	the most famous	Noun phrase; adjectives; superlative form	Omission
	more much	more	Noun phrase; adjectives; comparative form	Addition – simple addition
	saferer	safer	Noun phrase; adjectives; comparative form	Addition-double marking
	the most bravest	the bravest	Noun phrase; adjectives; superlative form	Addition-double marking Omission
	moderner	more modern than	Noun phrase; adjectives; comparative form	Misformation – archi-form; Omission
SECOND	more older	older than	Noun phrase; adjectives; comparative form	Omission; addition
	the most oldest	the oldest	Noun phrase; adjectives; superlative form	Addition-double marking
	oldest	the oldest	Noun phrase; adjectives; superlative form	Omission
Assignment	Errors	Correct	Linguistic	Surface

		forms	Description	Structure Description
SECOND	oldest than	the oldest	Noun phrase; adjectives; superlative form	Omission; addition-simple addition
	more heavier	heavier than	Noun phrase; adjectives; comparative form	Addition-double marking; omission
	most shortest	the shortest	Noun phrase; adjectives; superlative form	Omission; addition-double marking
	more cleverer than	cleverer than	Noun phrase; adjectives; comparative form	Addition-double marking
THIRD	the most cold	the coldest	Noun phrase; adjectives; superlative form	Misformation – archi-form
	the most coldest	the coldest	Noun phrase; adjectives; superlative form	Addition-double marking
	the cold	the coldest	Noun phrase; adjectives; superlative form	Omission
	the more slippery	more slippery	Noun phrase; adjectives; comparative form	Addition-simple addition
	the bestest	The best	Noun phrase; adjectives; superlative form	Misformation – regularization
	the betterest	The best	Noun phrase; adjectives; superlative form	Misformation – regularization
Assignment	Errors	Correct forms	Linguistic Description	Surface Structure

				Description
THIRD	bester than	better	Noun phrase; adjectives; comparative form	Misformation – alternating form
	The most tallest	the tallest	Noun phrase; adjectives; superlative form	Addition-double marking
FOURTH	fattest	the fattest	Noun phrase; adjectives; superlative form	Omission
	fatter	the fattest	Noun phrase; adjectives; superlative form	Misformation – alternating form
	most beautifulest	the most beautiful	Noun phrase; adjectives; superlative form	Omission; addition-double marking
	farther	farther than	Noun phrase; adjectives; comparative form	Omission
	more far from	farther than	Noun phrase; adjectives; comparative form	Misformation – regularization
	farer than	farther than	Noun phrase; adjectives; comparative form	Misformation – regularization
	more many money than	more money than	Noun phrase; adjectives; comparative form	Addition- regularization
	longer then	longer than	Noun phrase; adjectives; comparative form	Misformation – alternating form
Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description

FOURTH	more heavier than	heavier than	Noun phrase; adjectives; comparative form	Addition-double marking
	most stupidest	the most stupid	Noun phrase; adjectives; superlative form	Omission; addition-double marking
FIFTH	interestinger	more interesting	Noun phrase; adjectives; comparative form	Misformation – archi-form
	worse	the worst	Noun phrase; adjectives; superlative form	Misformation – alternating form
	the badest	the worst	Noun phrase; adjectives; superlative form	Misformation – regularization
	thinnest	the thinnest	Noun phrase; adjectives; superlative form	Omission
	best	better	Noun phrase; adjectives; comparative form	Misformation – alternating form
	gooder	better	Noun phrase; adjectives; comparative form	Misformation – regularization
	most largest	the largest	Noun phrase; adjectives; superlative form	Omission; addition-double marking
	the more important	more important than	Noun phrase; adjectives; comparative form	Addition-simple addition; omission
Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description

FIFTH	more much money than	more money than	Noun phrase; adjectives; comparative form	Addition- regularization
	long than	longer than	Noun phrase; adjectives; comparative form	Omission

The table below depicts the frequency of errors based on both the linguistic description and surface structure description.

Table 4.2 Frequency of Error Types

2. Discussion

[illegible]

In responding to the first problem question, the researcher determined some errors in sentences that were classified in terms of linguistic description and surface strategy description. In the terms of linguistic description, errors in superlative forms were higher than in comparative form in almost all of the assignment except the fourth assignment. In terms of surface structure description, errors in misinformation are the highest frequency in all assignments and the lowest frequency is addition errors. The students did not produce errors in misordering form.

Some errors were combination of two kinds of errors, for example, the students used *interestinger* instead of *more interesting than*. Here the students produced two types of errors, namely, misinformation-archi-form and omission. The students alternate the use of more into adding -er and it was called misinformation-archi-form error. The students also omitted the use of then and it was called omission error. Therefore, the researcher concluded that in one error might be consisted of two or more types of errors and counted that there were two errors in one answers. Here, the researcher composed the errors based on the frequency of error types from the highest to the lowest frequency based on the table of frequency of error types on the following page.

Table 4.3 Error Categories based on Frequency

Error Categories	Errors	Correct Forms
Misformation	the thickest	thicker
	<u>farer</u> than	farther than
	longer <u>then</u>	longer than
	interestinger	more interesting
Omission	thinnest	the thinnest
	farther	farther than
Addition	the <u>most</u> largest	the largest
	more <u>many</u> money than	more money than

The forms of misformation errors mostly were the wrong uses of comparison form, for example, they used superlative instead of comparative and vice versa and also the wrong uses of irregular forms of comparison, such as the use of *farer* instead of *farther*. Other forms of errors in the misformation form were the students added *er* or *est* instead of *more* or *most* and the use of *then* instead of *than* in the comparative forms. In the form of omission errors, the students mostly omitted *the* in the superlative forms and *than* in the comparative forms. In addition errors, the students mostly did some double-marking errors, such as, the use of *the most largest* instead of *the largest*.

B. Possible Factors Generating the Errors

1. Data Presentation

To obtain the data to answer the second research problem, the researcher distributed questionnaires to the students. The researcher distributed 60 questionnaires but there were only 53 questionnaires collected. Based on the questionnaires results, the researcher discovered that almost 37 students or 69.8 % students had difficulties in using comparative and superlative forms of adjectives. The researcher also discovered the common difficulties the students had and common factors that caused the errors. Based on the raw data, the causes of errors could be analyzed further by using the theory of causes of errors by Brown (1994: 213-215). As stated before on the Chapter II that there were three causes of errors, namely, interlingual interference, intralingual interference, and context of learning. Interlingual interference was interference from the mother tongue during the second language learning process. Intralingual interference referred to the overgeneralizations as a process that occurs as the second language learner acts within the target language. Context of learning referred to, for example, the classroom with its teacher and material. The teacher or the materials might lead the students to make faulty hypothesis about the language.

The questionnaires' results depicted that the causes of errors are from intralingual interference and context of learning. In this study, intralingual interference mainly consisted of the students' difficulties in differentiating between comparative and superlative, in deciding which adjectives having irregular comparison, in deciding when to use more/most or add -er/-est, and in distinguishing the irregular comparison form of adjectives. These causes of errors

were likely due to the overgeneralizations in the process that occurs in learning the target language.

The context of learning as another possible cause of errors can be related to the students' characteristics and behavior, the teacher's method of teaching, classroom situation and materials. First is the students' characteristics and behavior. They consisted of the students' lack of motivation, carelessness, lack of self-confidence, and laziness. Moreover, the teacher's method of teaching consisted of explaining the material in a high-speed, tediously, unsystematically, and unclearly. The teacher could not manage the class well is also included in the teacher's method of teaching. The noisy classroom was also one of the causes included in the context of learning which is related to the classroom situation. The last was related to the materials and exercises. They could consist of invariable exercises, small quantity exercises, confusing exercises, and lack of explanation for each exercise.

2. Discussion

After finding the possible factors that caused the errors, the researcher would like to discuss each factor further. In the questionnaires, the students could choose more than one statement. Therefore the statements that had high percentage were more serious than others. The first factor was the interlingual interference. The students faced some difficulties in learning the rules in using comparative and superlative degrees of adjectives. Therefore, these causes resulted the students produced many errors. The second causes were from the

context of learning. This factor dealt with the situation, the teacher, and its material. The teachers also played important role in causing the students produced the errors. The strategies in teaching also influenced the students in producing errors. The data which were obtained from the questionnaires depicted that the teacher's way in explaining their materials caused the students did not have enough motivation in learning the materials.

However, the important factors of context of learning that caused the errors were from the students themselves. The result of the questionnaires showed that carelessness and lack of motivation were the main factors from the students which caused them to produce the errors in the use of comparative and superlative forms of adjectives. They neglected the material since they did not consider that it was important. They did not have enough motivation to learn the material. Therefore they did not seriously learn the material. The result was they produced many errors when using the comparative and superlative forms of adjectives. The other factors were the students' lack of knowledge about the material. They did not master the material well, especially in mastering the irregular forms of comparative and superlative form of adjectives.

Other factors of context of learning which also caused the errors were the form of exercises and the class situation. The questionnaires showed that too many exercises but lack of explanation was the important factor caused the errors. The number of the exercises had to be fixed with the students' competency and explanation about the exercises was also needed. The important thing was the type of exercises should be appropriate with the needs of the students. In this case, the

teacher needed to provide the students with exercises which appropriate with the students difficulties. Based on the questionnaires' result, the noisy class was one of the factors which caused the students to produce errors. Therefore, the researcher concluded that the causes of errors mostly were the context of learning and interlingual interference.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this final chapter, the researcher presents the conclusion based on the data which has been discussed and analyzed in the previous chapter. The researcher also would like to give some suggestions which might be useful to be applied to solve the problems.

A. Conclusions

This study, concerning on the errors in the use of comparative and superlative degrees of adjectives, finally arrived at some conclusions. First, based on the research which was done by the researcher, it was very obvious that many of the students produced errors in the use of comparative and superlative form of adjectives. Based on the analyzed data in the previous chapter, the most common errors made by the students were errors in comparative form and misformation form.

The second conclusion concerned to the second research problem. The errors made by the students might be caused by two factors, internal and external. The internal factor, which frequently happened to the students, was the students' carelessness. This carelessness might be triggered by their lack of motivation to do the task and pay attention to their teacher when explaining the material. Therefore, the students had minimum knowledge in the use of comparative and superlative form of adjectives.

The second factor was the external one. This factor came from outside, or in other word, the students' environment plays an important role in the students' errors. This factor included the class situation and the exercises that were given. It was obvious in the analyzed data, that the noisy class was able to disturb the students in their learning activities.

B. Suggestions

After conducting this study, the writer had some suggestions dedicated to the tenth grade students of SMK Marsudi Luhur II Yogyakarta, the English teachers, and for other researchers.

1. The Tenth Grade Students of SMK Marsudi Luhur II Yogyakarta

Knowing that enough practice was a key to master something successfully, the students should have more and more practice to improve their comprehension. They should practice what they have learned both in the class and outside the classroom. Doing exercises that were suitable to their difficulties would be a significant help for the students to obtain good comprehension. They should also improve their motivation to learn until they can comprehend all the material.

2. The English Teachers

In order to minimize the carelessness made by the students in using the comparative and superlative for of adjectives, the teachers needed to motivate the students to learn the material well. Conducting a game or giving pictures related

to the discussed subject was also good to increase the students' motivation in learning the subject. It would be better if teachers provided exercises that were suitable to the students' weaknesses.

The researcher suggested some exercises to reduce errors produced by the students in the use of comparative and superlative for of adjectives.





a. Exercises in Reducing Misformation Errors and Difficulties in Differentiating Between Comparative and Superlative Form

From the data of the research, the researcher noted that students make errors most in misformation form, such as, the use of comparative form rather than superlative form. Then the students should have a lot of practice in the form of paraphrasing exercises. For example:

Make sentences using comparative or superlative degrees of adjectives based on the pictures below.

Example: Sarah is the youngest of all.

Sandra is taller than Joanna.

 <p><i>Sarah</i> 16 years old Height: 180 cm Weight: 75 kg</p>	 <p><i>Lucy</i> 15 years old Height: 170 cm Weight: 65 kg</p>
 <p><i>Sandra</i> 19 years old Height: 178 cm Weight: 75 kg</p>	 <p><i>Joanna</i> 17 years old Height: 175 cm Weight: 68 kg</p>

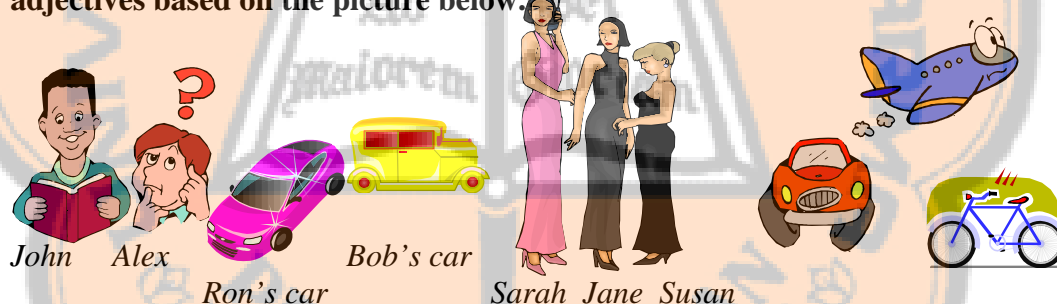
1. _____

2. _____
3. _____
4. _____
5. _____

b. Exercises in Reducing Omission Errors

The students also produced errors in omission form. To reduce this kind of error, the students should be provided with adequate exercises in the form of modified cloze techniques. In this kind of exercises, the students had to find the correct answer to complete the sentences. In the modified cloze there were only one possible answer. For example:

Complete the sentences below using comparative or superlative degrees of adjectives based on the picture below.



1. John is _____ (clever) than Alex.
2. Ron's car is _____ (modern) than Bob's car.
3. Jane is _____ (short) than Sarah.
4. Sarah is _____ (tall) of all.
5. Plane is _____ (fast) of all.

c. Exercises in Reducing Addition Errors

To reduce the addition errors, the students should be provided with sufficient exercises in the form of errors analysis. This type of exercises would

enable the students to recognize the wrong pattern which was underlined and try to find out the correct one.

Examine the sentences. Correct the mistakes on the comparative and superlative degrees of adjectives based on the pictures. (30)

**Example: Sarah is the shortest of all.
tallest**








1. John is more clever than Alex.
2. Ron's car is the more modern than Bob's car.
3. Jane is taller than Sarah.
4. Sarah is shorter of all.
5. Plane is the faster of all.

d. Exercises in Reducing the Difficulties in Deciding When to Use More/Most Or Add -Er/-Est and Which Adjectives Having Irregular Comparison

To reduce the difficulties in deciding when to use more/most or add -er/-est, and which adjectives having irregular comparison, the students needed to learn and memorized the rule in how and when the students needed to use more/most or add -er/-est. Then, the students needed to have a lot of exercises in the form of modified cloze in which the students were asked to change the adjectives into the form of comparative or superlative degrees. For example:

Fill the blank with their appropriate form.

Adjectives	Comparative Forms	Superlative Forms
Beautiful	.....	.....
.....	smarter	.....
.....	.....	The oldest 
Stupid	.....	.....
.....	Better	.....
.....	.....	The worst
.....	Fewer	.....
Much	.....	.....

3. The Other Researchers

Since this research was a preliminary research, the writer recommended a further study on errors in the use of comparative and superlative form of adjectives. Therefore, other studies that were related to this study were appreciated.

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APPENDICES



Appendix 1
Letter of Permission





UNIVERSITAS SANATA DHARMA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Tromol Pos 29, Yogyakarta 55002
 Telp. (0274) 513301, 515352; Fax. (0274) 562383

Nomor : 054 /Pnlt/Kajur/JPB5 / IV / 2008
 Hal : -
 Hal : Permohonan Ijin Penelitian

Kepada

Yth. Bapak Kepala Sekolah
SMK Marsudi Luhur II
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : HYACINTHA HANDAYANI PURWITASARI
 No. Mhs : 041214061
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jurusan : PENDIDIKAN BAHASA DAN SENI
 Semester : VII (DELAPAN)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMK MARSUDI LUHUR II YOGYAKARTA
 Waktu : 3 APRIL - 26 MEI 2008
 Topik / Judul : DIFFICULTIES IN MASTERING COMPARATIVE AND SUPERLATIVE DEGREES AMONG THE TENTH GRADE STUDENTS OF SMK MARSUDI LUHUR II YOGYAKARTA AND THEIR POSSIBLE SOLUTIONS

ang diberikan, kami ucapkan terima kasih.

Yogyakarta, 2 April 2008

u.b. Dekan,

Ketua Jurusan Pendidikan Bahasa dan Seni

Ag. Hardi Prasetyo, S.Pd., M.A

NPP. 2064

busan Yth:

Dekan FKIP



ASSIGNMENT I
COMPARATIVE AND SUPERLATIVE DEGREES
OF ADJECTIVES FOR THE TENTH GRADE STUDENTS OF
SMK MARSUDI LUHUR II YOGYAKARTA

A. Complete the sentences below using comparative or superlative degree of adjectives in the parentheses. (20)

Example: Ann is (young) of my four sisters.

Ann is the youngest of my four sisters.

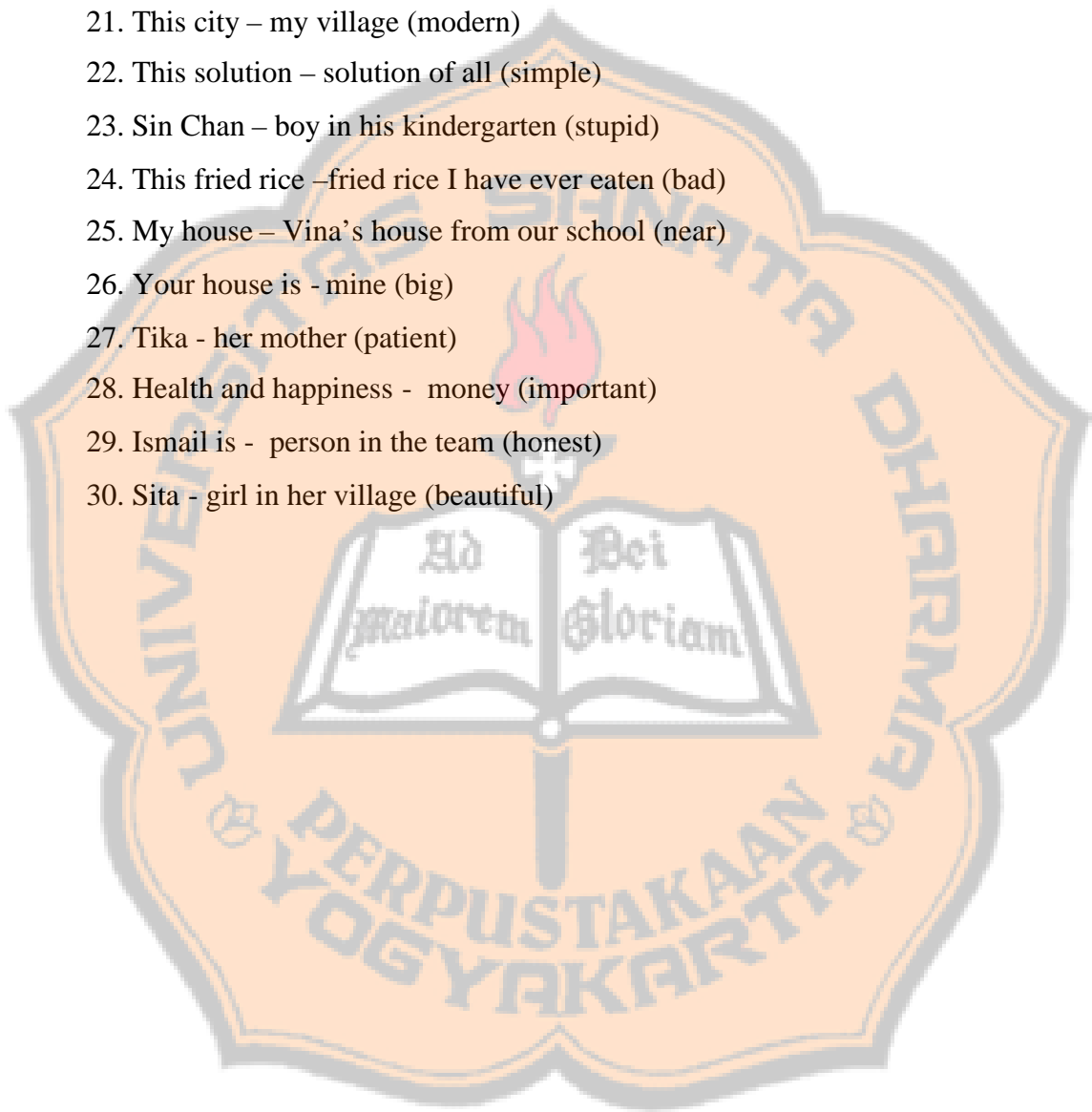
1. Your book is(thick) than my book.
2. Intan: Which do you like better, a comedy or an action film?
Yosa: I think a comedy film is (interesting) than an action one.
3. His heart attack was (bad) experience in his life.
4. Cindy is (thin) person I know.
5. Tukul Arwana is(famous) comedian in Indonesia.
6. I am (careful) than my sister.
7. The plane is(fast) of all means of transportation.
8. Which of the two boys is(tall)?
9. My writing is(good) than his writing.
10. Iron is the (useful) of all metals.
11. Jakarta is (hot) than Yogyakarta in December.
12. My room is(larger) than Rina's room.
13. He is the best teacher, even though he has the (little) experience.
14. If you need (much) information, please contact our head office.
15. The Petronas Tower has replaced the World Trade Center as
(tall) building in the world.
16. Rosalia is(fat) student in the class.
17. Monkeys are(playful) than kittens.
18. Jack is(kind) man I have ever met.
19. Life in a village is(safe) than in a city.
20. Jordan is(brave) man in this school.

B. Make sentences using comparative degree or the superlative degree of the adjectives given. (30)

Example: Rico – boys in my class (clever)

Rico is the cleverest boys in my class.

21. This city – my village (modern)
22. This solution – solution of all (simple)
23. Sin Chan – boy in his kindergarten (stupid)
24. This fried rice –fried rice I have ever eaten (bad)
25. My house – Vina's house from our school (near)
26. Your house is - mine (big)
27. Tika - her mother (patient)
28. Health and happiness - money (important)
29. Ismail is - person in the team (honest)
30. Sita - girl in her village (beautiful)



ASSIGNMENT II
COMPARATIVE AND SUPERLATIVE DEGREES
OF ADJECTIVES FOR THE TENTH GRADE STUDENTS OF
SMK MARSUDI LUHUR II YOGYAKARTA

Make sentences using both the comparative degree and superlative degrees of the adjective given based on the situation below.

Example: Bobby has Rp. 500.000,-

Tina has Rp. 450.000,-

Robin has Rp. 550.000,-

(much)

Comparative : Bobby has more money than Tina

Superlative : Robin has the most money of all.

1. Romi is 19 years old.
Tobi is 23 years old.
Tuti is 17 years old.
Ardi is 25 years old.
(old)

a. Comparative: _____
b. Superlative : _____

2. Deni's bag is Rp. 60.000,-
Janu's bag is Rp. 50.000,-
Randy's bag is Rp. 65.000,-
(expensive)

a. Comparative: _____
b. Superlative : _____

3. Doni is 55 kg
Romi is 60 kg
Dadang is 50 kg
Karyo is 70 kg
(heavy)

a. Comparative: _____
b. Superlative : _____

4. Welas is 155 cm
Pretty is 170 cm
Shella is 160 cm
Mita is 165 cm
(short)

a. Comparative: _____
b. Superlative : _____

5. Andi's score is 85
Suryo's score is 75
Akbar's score is 80
Andrian's score is 70
(clever)

a. Comparative: _____
b. Superlative : _____



ASSIGNMENT III
COMPARATIVE AND SUPERLATIVE DEGREES
OF ADJECTIVES FOR THE TENTH GRADE STUDENTS OF
SMK MARSUDI LUHUR II YOGYAKARTA

Examine the sentences. Correct the mistakes on the comparative and superlative degrees of adjectives on the sentences below. (30)

Example: I am two years elder than my sister.

Elder = older

1. Tokyo is more coldest place in Japan in winter.
2. The road is slipperly than I thought it was.
3. The population growth in Indonesia is more rapider than in developed country.
4. John is most strongest boy in his family.
5. New York is the larger city in the United States.
6. He is the better student from all.
7. Which of the boys is taller in the class?
8. Rico's manners are best than his brother's.
9. Who is heavier student in this class?
10. Alexandria is smaller from Cairo.
11. I need most money.
12. Riri is a most patient girl in my town.
13. John is the first child so he is the old brother.
14. This is difficulter than I thought it was.
15. Jonathan is the taller of the three boys.

ASSIGNMENT IV
COMPARATIVE AND SUPERLATIVE DEGREES
OF ADJECTIVES FOR THE TENTH GRADE STUDENTS OF
SMK MARSUDI LUHUR II YOGYAKARTA

Translate the sentences below into English. (20)

Example: Tas Rina lebih mahal dari tas saya.

Rina's bag is more expensive than my bag.

1. Saya gadis paling gemuk di kelas saya.
2. Rina gadis paling cantik di kelas saya.
3. Rumah Nadia lebih jauh dari rumah saya dari sekolah kami.
4. Saya mendapat lebih banyak uang daripada kakak perempuan saya.
5. Penggaris saya lebih panjang dibandingkan penggaris Rico.
6. Tom adalah anak paling tinggi di kelas saya.
7. Jimmy adalah anak paling pintar di kelas saya.
8. Apel lebih murah daripada jeruk.
9. Buku saya lebih berat daripada buku Ibnu.
10. Hilda adalah anak paling bodoh di kelas saya.

ASSIGNMENT V
COMPARATIVE AND SUPERLATIVE DEGREES
OF ADJECTIVES FOR THE TENTH GRADE STUDENTS OF
SMK MARSUDI LUHUR II YOGYAKARTA

A. Complete the sentences below using comparative or superlative degree of adjectives in the parentheses. (20)

Example: Ann is (young) of my four sisters.

Ann is the youngest of my four sisters.

1. Your book is(thick) than my book.
2. Intan: Which do you like better a comedy or an action film?
Yosa: I think a comedy film is (interesting) than action one.
3. His heart attack was (bad) experience in his life.
4. Cindy is (thin) person I know.
5. Tukul Arwana is(famous) comedian in Indonesia.
6. I am (careful) than my sister.
7. The plane is(fast) of all means of transportation.
8. Which of the two boys is(tall)?
9. My writing is(good) than his writing.
10. Iron is the (useful) of all metals.

B. Examine the sentences. Correct the mistakes on the comparative and superlative degrees of adjectives on the sentences below. (30)

Example: I am two years elder than my sister.

Elder = older

11. Tokyo is more coldest place in Japan in winter.
12. John is most strongest in his family.
13. New York is the larger city in the United States
14. He is the better student of all.
15. Alexandria is smaller from Cairo.
16. Andra is the more stupid boy in my class.
17. Riri is a most patient girl in my town.
18. John is the first child so he is the old brother.
19. This is difficulter than I thought it was.
20. Jonathan is the taller of the three boys.

C. Make sentences using comparative degree or the superlative degree of the adjectives given. (30)

Example: Rico – boys in my class (clever)

Rico is the cleverest boys in my class.

21. This city – my village (modern)
22. This solution – solution of all (simple)
23. Sin Chan – boy in his kindergarten (stupid)
24. This fried rice –fried rice I have ever eaten (bad)
25. Health and happiness - money (important)
26. Sita - Rina (beautiful)

D. Translate the sentences below into English. (20)

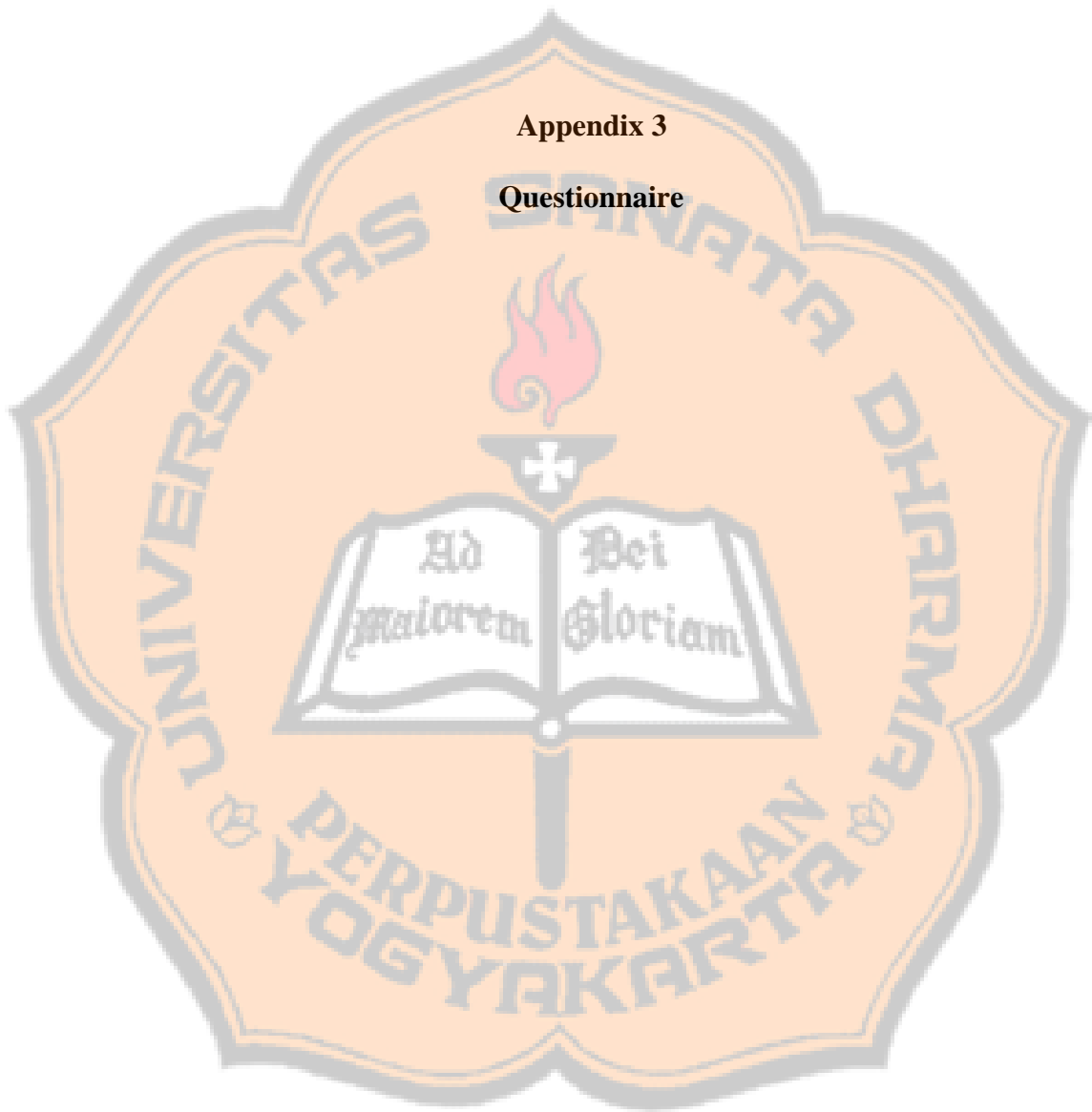
Example: Tas Rina lebih mahal dari tas saya.

Rina's bag is more expensive than my bag.

27. Saya gadis paling gemuk di kelas saya.
28. Rina gadis paling cantik di kelas saya.
29. Saya mendapat lebih banyak uang daripada kakak perempuan saya.
30. Penggaris saya lebih panjang dibandingkan penggaris Rico.

Appendix 3

Questionnaire



PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
UNIVERSITAS SANATA DHARMA

Pengisian Kuesioner Penelitian

Sehubungan dengan pengumpulan data penelitian dengan judul **“Errors in the Use of Comparative and Superlative Degrees of Adjectives Among the Tenth Grade Students of SMK Marsudi Luhur II Yogyakarta and Their Possible Solutions”**, saya mohon bantuan anda untuk bersedia meluangkan sedikit waktu mengisi kuesioner penelitian ini. Kuesioner ini bertujuan untuk memperoleh data tentang jenis kesulitan yang anda hadapi dalam menggunakan perbandingan bentuk komparatif dan superlative dalam bahasa Inggris dan juga faktor-faktor yang menyebabkannya.

Sebagai peneliti, saya menjamin kerahasiaan tentang data yang diperoleh. Semua jawaban yang anda berikan tidak akan berpengaruh terhadap nilai mata pelajaran anda, sehingga sangat diharapkan untuk mengisi kuesioner ini sesuai dengan keadaan anda yang sebenar-benarnya.

Atas kerjasama yang baik dari anda, saya ucapkan terimakasih.

Peneliti,

Hyacintha Handayani Purwitasari

1. Apakah kalian mengalami kesulitan dalam mempelajari dan menggunakan kalimat perbandingan terutama bentuk komparatif dan superlative?

Ya / Tidak

2. Kesulitan apa saja yang kalian hadapi dalam penggunaan kalimat perbandingan: (boleh memilih lebih dari satu dan apabila ada kesulitan lain bisa ditulis di tempat yang telah disediakan)

- a. Sulit menentukan mana yang harus memakai komparatif atau superlative.
- b. Sulit menentukan mana yang harus memakai more/ the most atau penambahan –er / the-est.
- c. Sulit menentukan kata sifat yang mempunyai bentuk perbandingan yang tidak beraturan (irregular comparison)
- d. Tidak tahu bentuk perbandingan yang tidak beraturan (irregular comparison)

e.

3. Faktor apa saja yang menyebabkan kalian menghadapi kesulitan tersebut: (boleh memilih lebih dari satu dan apabila ada kesulitan lain bisa ditulis di tempat yang telah disediakan)

Dari faktor guru:

- a. guru kurang jelas dalam menerangkan
- b. guru kurang sistematis dalam menerangkan
- c. cara guru dalam menerangkan kurang menarik
- d.

 ...

Dari faktor murid:

- a. murid kurang memperhatikan pada waktu dijelaskan
- b. murid kurang mempunyai motivasi dalam belajar
- c. murid kurang tertantang dalam kegiatan belajar
- d. murid tidak percaya diri dalam mengerjakan
- e. murid tidak hafal aturan-aturan yang digunakan dalam perbandingan bentuk komparatif dan superlatif
- f. Murid tidak hafal bentuk- bentuk perbandingan yang tidak beraturan (irregular comparison)
- g.
-
-

Faktor lainnya:

- a. latihan soal kurang banyak dalam hal jumlah
- b. latihan soal kurang bervariasi
- c.

Appendix 4

Description of Errors



Description of Errors

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FIRST	the thickest thickest more thickest the most thick more thick	thicker	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – archi-form
	interestinger the most interesting the interesting	more interesting	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form
	worse the worse the badest the most bad	the worst	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – alternating form Misformation – regularization Misformation – regularization
	thinnest the most thin thinner thiner more thin	the thinnest	Noun phrase; adjectives; superlative form	Omission Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form
	more famous the more famous the famousest most famous	the most famous	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – alternating form Misformation – archi-form Omission
Assignment	Errors	Correct forms	Linguistic	Surface

			Description	Structure Description
FIRST	carefuller the most careful the carefulest the most carefuller the more careful	more careful	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form Addition – simple addition
	fastest faster	the fastest	Noun phrase; adjectives; superlative form	Omission Misformation – alternating form
	the tallest tallest the taller	taller	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Addition – simple addition
	the best the better	better	Noun phrase; adjectives; comparative form	Misformation – alternating form Addition – simple addition
	more useful the usefulest the more useful more usefuller the useful	most useful	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form
Assignment	Errors	Correct forms	Linguistic	Surface

			Description	Structure Description
FIRST	the hottest the most hottest the hottest hottest hoter the hoter	hotter	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – alternating form
	more large the most largest largest the most large most large the largest	larger	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – alternating form
	most little the most little more littler littler the littlest littlest less	the least	Noun phrase; adjectives; superlative form	Misformation – regularization Misformation – regularization Misformation – alternating form Misformation – alternating form Misformation – regularization Misformation – regularization Misformation – regularization
Assignment	Errors	Correct forms	Linguistic	Surface

			Description	Structure Description
FIRST	the muchest the most more much the much	more	Noun phrase; adjectives; comparative form	Misformation – regularization Misformation – alternating form Addition – simple addition Misformation – alternating form
	more taller taller tallest the taller	the tallest	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – alternating form Omission Misformation – alternating form
	more fater fattest fatest the fatest the fater fater fatter	the fattest	Noun phrase; adjectives; superlative form	Misformation – alternating form Omission Omission Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form
	the most playfullest the playfullest playfullest the most playful the more playful playfuller	more playful	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form Addition – simple addition Misformation – archi-form
Assignment	Errors	Correct forms	Linguistic	Surface

			Description	Structure Description
FIRST	kindest kinder more kinder	the kindest	Noun phrase; adjectives; superlative form	Omission Misformation – alternating form Misformation – alternating form
	safest the safest the most safest saferer the more safe	safer	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Misformation – alternating form Addition-double marking Misformation – archi-form
	the most bravest bravest the most brave braver	the bravest	Noun phrase; adjectives; superlative form	Addition-double marking Omission Misformation – archi-form Misformation – alternating form
	moderner modernist the modernist the most modern more modern	more modern than	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form Omission
	more simple simplest simpler	the simplest	Noun phrase; adjectives; superlative form	Misformation – alternating form Omission Misformation – alternating form
Assignment	Errors	Correct forms	Linguistic	Surface

			Description	Structure Description
FIRST	the more stupid more stupid the stupidest the stupid the stupider stupidest	the most stupid	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – alternating form Misformation – archi-form Omission Misformation – alternating form Misformation – archi-form
	worse worst the worse badder bader than bader	the worst	Noun phrase; adjectives; superlative form	Misformation – alternating form Omission Misformation – alternating form Misformation – regularization Misformation – alternating form Misformation – alternating form
	the next nearer the nearest the nearest	nearer than	Noun phrase; adjectives; comparative form	Misformation – regularization Omission Misformation – alternating form Misformation – alternating form
	bigger the most big the biggest biggest	bigger than	Noun phrase; adjectives; comparative form	Omission Misformation – alternating form Misformation – alternating form Misformation – alternating form
Assignment	Errors	Correct forms	Linguistic	Surface

			Description	Structure Description
FIRST	the patientest patientest patienter patientest than the patienter	more patient than	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Misformation – archi-form Misformation – alternating form Misformation – archi-form
	most important importantest the important than more important the most important	more important than	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Misformation – alternating form Omission Misformation – alternating form
	more honest the honest the honestest honestest	the most honest	Noun phrase; adjectives; superlative form	Misformation – alternating form Omission Misformation – archi-form Misformation – alternating form
	more beautiful the beautifullest the beautifuler beautifullest	the most beautiful	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – archi-form Misformation – alternating form Misformation – archi-form; omission Misformation – alternating form
	the more beautiful			

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
SECOND	more older more old oldest	older than	Noun phrase; adjectives; comparative form	Omission; addition-simple Misformation – archi-form Misformation – alternating form
	the most oldest oldest oldest than the older the most old the most older	the oldest	Noun phrase; adjectives; superlative form	Addition-double marking Omission Omission; addition-simple addition Misformation – alternating form Misformation – archi-form Misformation – alternating form
	more than most expensive the more expensive	more expensive than	Noun phrase; adjectives; comparative form	Omission Misformation – alternating form Omission; addition-simple
	the most most expensive than most expensive most	the most expensive	Noun phrase; adjectives; superlative form	Omission Omission; addition-simple addition Omission Omission
	more heavier than more heavy than heavy than	heavier than	Noun phrase; adjectives; comparative form	Addition-double marking Misformation – archi-form Omission

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
SECOND	heaviest the most heavy most heavy	the heaviest	Noun phrase; adjectives; superlative form	Omission Misformation – archi-form Misformation – archi-form, omission Addition-double marking Omission; Addition-double marking Misformation – archi-form Misformation – archi-form; omission Omission
	the most heaviest most heaviest the heaviest heaviest the most			
	more shorter than short than more short than	shorter than	Noun phrase; adjectives; comparative form	Addition-double marking Omission Misformation – archi-form
	shortest the most short the short the most shortest most shortest the most	the shortest	Noun phrase; adjectives; superlative form	Omission Misformation – archi-form Omission Addition-double marking Omission; addition-double marking Misformation – archi-form; omission
	more cleverer than clever than more clever than more than cleverer	cleverer than	Noun phrase; adjectives; comparative form	Addition-double marking Omission Misformation – archi-form Omission Omission

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
SECOND	the most clever the clever cleverest the most cleverest most cleverest	the cleverest	Noun phrase; adjectives; superlative form	Misformation – archi-form Omission Omission Addition-double marking Omission; addition-double marking
	the most cold the most coldest the cold coldest	the coldest	Noun phrase; adjectives; superlative form	Misformation – archi-form Addition-double marking Omission Omission
THIRD	the more slippery slipperier	more slippery	Noun phrase; adjectives; comparative form	Addition-simple addition Misformation – archi-form
	the rapider most rapider	rapider	Noun phrase; adjectives; comparative form	Addition-simple addition Addition-simple addition
	more strongest the most strongest strongest	the strongest	Noun phrase; adjectives; superlative form	Misformation – alternating form Addition-double marking Omission
	the most largest the more larger more larger	the largest	Noun phrase; adjectives; superlative form	Addition-double marking Misformation – alternating form Misformation – alternating form Omission Misformation – alternating form
	the large the larger			

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
THIRD	the bettest most better the most better the better the betterest	the best	Noun phrase; adjectives; superlative form	Misformation – regularization Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – archi-form
	the more taller more taller the taller tallest most taller the most tallest	the tallest	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – alternating form Misformation – alternating form Omission Misformation – alternating form Addition-double marking
	the best bester than	better	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form
	more heavy most heavy more heavier heavierest most heavier the most heavier the most heaviest heaviest	the heaviest	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – alternating form Addition-double marking Omission

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
THIRD	more patient the more patient the patientest the patient the most patientest the patienter	the most patient	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – alternating form Misformation – archi-form Omission Addition-double marking Misformation – alternating form
	the more the most	more	Noun phrase; adjectives; comparative form	Addition-simple addition Misformation – alternating form
	elder the oldest the older most older	the eldest	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – regularization Misformation – alternating form Misformation – archi-form
	The most difficultest The difficultest More difficulter The difficulter The most difficulter The most difficult	more difficult	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Addition-double marking Misformation – archi-form Misformation – alternating form Misformation – alternating form

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FOURTH	More taller The tallerest Most taller The most tallest The most tall taller	the tallest	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – alternating form Misformation – archi-form Addition-double marking Misformation – archi-form Misformation – alternating form
	fattest the fat fatter the fatest fatest most fatest	the fattest	Noun phrase; adjectives; superlative form	Omission Omission Misformation – alternating form Misformation – archi-form Misformation – archi-form Misformation – archi-form
	farther more far from more farest than most far from farter than most far the most far most far than more far than	farther than	Noun phrase; adjectives; comparative form	Omission Misformation – regularization Misformation – alternating form Misformation – alternating form Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – regularization

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FOURTH	most beautiful more beautiful most beautiful most beautifullest	the most beautiful	Noun phrase; adjectives; superlative form	Omission Misformation – alternating form Omission; addition-double marking
	moneyer than moneier than most money than most money then more many money than much	more money than	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – archi-form Misformation – alternating form Misformation – alternating form Addition-regularization Misformation – alternating form
	longer then more long than most long from the longest	longer than	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – archi-form Misformation – alternating form Misformation – alternating form
	most tallest tallest taller more tall most tall most height	the tallest	Noun phrase; adjectives; superlative form	Addition; omission Omission Misformation – alternating form Misformation – alternating form Misformation – archi-form Misformation – alternating form

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FOURTH	most cleverest cleverer most clever	the cleverest	Noun phrase; adjectives; superlative form	Misformation – archi-form Misformation – alternating form Misformation – archi-form
	most cheapest than more cheap more cheap than most cheap from	cheaper than	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – archi-form Misformation – archi-form Misformation – alternating form
	heavier then most heavy from most heavy then heavyer than more heavy than more heavier than	heavier than	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – archi-form Misformation – archi-form Addition-double marking
	most stupid more stupid most stupidest stupidest	the most stupid	Noun phrase; adjectives; superlative form	Omission Misformation – alternating form Omission; addition-double marking Misformation – alternating form

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FOURTH	the thickest thickest more thickest most thickest	thicker	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – alternating form
	Interestinger the most interesting most interesting	more interesting	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form
FIFTH	worse the badest worst bader badder	the worst	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – regularization Omission Misformation – alternating form Misformation – alternating form
	thinnest the thinnest thinnest thining thiner	the thinnest	Noun phrase; adjectives; superlative form	Omission Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form
	more famous more famousest famousest most famous	the most famous	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – archi-form Misformation – archi-form Omission

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FIFTH	Carefully the most careful most careful	more careful	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Misformation – alternating form
	fastest faster	the fastest	Noun phrase; adjectives; superlative form	Omission Misformation – alternating form
	the tallest tallest the taller most tallest	taller	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – alternating form Addition-simple addition Misformation – alternating form
	Best the better gooder	better	Noun phrase; adjectives; comparative form	Misformation – alternating form Addition-simple addition Misformation – regularization
	usefullest more usefullest more useful usefully	most useful	Noun phrase; adjectives; superlative form	Misformation – archi-form Misformation – archi-form Misformation – alternating form Misformation – alternating form
	coldest colder the cold more cold more colder most coldest	the coldest	Noun phrase; adjectives; superlative form	Omission Misformation – alternating form Omission Misformation – alternating form Misformation – alternating form Omission; addition-double marking

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FIFTH	strongest strong the most strongest the strong stronger	the strongest	Noun phrase; adjectives; superlative form	Omission Omission Addition-double marking Omission Misformation – alternating form
	Larger most largest	largest	Noun phrase; adjectives; superlative form	Misformation – alternating form Omission; addition-double marking
	Better bestest	best	Noun phrase; adjectives; superlative form	Misformation – alternating form Misformation – regularization
	Stupidest Stupider more stupid	most stupid	Noun phrase; adjectives; superlative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form
	the patientest the patient patientest patienter more patient	the most patient	Noun phrase; adjectives; superlative form	Misformation – archi-form; omission Omission Misformation – archi-form Misformation – alternating form Misformation – alternating form
	Oldest Elder older	eldest	Noun phrase; adjectives; superlative form	Misformation – regularization Misformation – alternating form Misformation – alternating form
	Difficulter difficultest	more difficult	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – alternating form

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FIFTH	most tallest	tallest	Noun phrase; adjectives; superlative form	Addition-double marking
	the more modern the most modern most modern more modern	more modern than	Noun phrase; adjectives; comparative form	Addition-simple addition; omission Misformation – alternating form Misformation – alternating form Omission
	the most simple more simple the more simple	the simplest	Noun phrase; adjectives; superlative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form
	the stupidest more stupid more stupid than the more stupid most stupid	the most stupid	Noun phrase; adjectives; superlative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form Misformation – alternating form Omission
	the badest worst bader than worse than worse badest than	the worst	Noun phrase; adjectives; superlative form	Misformation – regularization Omission Misformation – alternating form Misformation – alternating form Misformation – alternating form Misformation – regularization

Assignment	Errors	Correct forms	Linguistic Description	Surface Structure Description
FIFTH	important the more important more important the most important	more important than	Noun phrase; adjectives; comparative form	Omission Addition-simple addition; omission Omission Misformation – alternating form
	most beautiful beautifuller than	more beautiful than	Noun phrase; adjectives; comparative form	Misformation – alternating form Misformation – archi-form
	the fatest fattest most fat the most fattest	the fattest	Noun phrase; adjectives; superlative form	Misformation – archi-form Omission Misformation – archi-form Addition-double marking
	the beautiful most beautiful the beautifullest	the most beautiful	Noun phrase; adjectives; superlative form	Omission Omission Misformation – archi-form
	more many money than more than more much money than most many money most money than	more money than	Noun phrase; adjectives; comparative form	Addition-regularization Omission Addition-regularization Misformation – alternating form Misformation – alternating form
	more long than longest than most long from long than	longer than	Noun phrase; adjectives; comparative form	Misformation – archi-form Misformation – alternating form Misformation – alternating form Omission

Appendix 5

Questionnaires' results



Questionnaires' results

Total Number of Participant = 53 participants

No.	Statements	Number of Participant	Percentage
1	Yes	37	69.8 %
	No	16	30.2 %
2	Differentiating between comparative and superlative form	21	39.62%
	Deciding when to use more/most or add –er/-est	16	30.19%
	Deciding which adjectives having irregular comparison	19	35.85%
	Distinguishing the irregular comparison form of adjectives	10	18.87%
3.	Factors from the teacher:		
	Explaining the material unclearly	12	22.64%
	Explaining the material unsystematically	14	26.41%
	Explaining the material tediously	16	30.19%
	Explaining the material in a high-speed	3	5.66%
	Cannot manage the class well.	9	16.98%
	Factors from the students:		
	Carelessness	27	50.94%
	Lack of motivation	30	56.6%
	Lack of self-confidence	15	28.3%
	Lack of knowledge about the rule in comparative and superlative form of adjectives	21	39.62%
	Lack of knowledge about the irregular comparison	9	16.98%

	Laziness	2	3.77%
	Statements	Number of Participant	Percentage
	Other factors:		
	The exercises are small in quantity	5	9.43%
	The exercises are invariable	20	37.73%
	Too many exercises but lack of explanation	5	9.43%
	The exercises are confusing	3	5.66%
	The class is noisy	9	16.98%

