

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS COMPARISON DEGREE OF DESCRIPTIVE WRITING  
AT ISLAMIC BOARDING SCHOOL MUBAROK CENTRAL LAMPUNG  
IN PANDEMIC ERA**

**By:**

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**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2021 M**

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**AN ANALYSIS COMPARISON DEGREE OF DESCRIPTIVE WRITING  
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IN PANDEMIC ERA**

**Presented as a Partial Fulfillment of the Requirements For the Degree of  
Sarjana Pendidikan (S. Pd) in English Education Department**

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CENTRAL LAMPUNG IN PANDEMIC ERA  
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*Assalamu'alaikum, Wr. Wb*

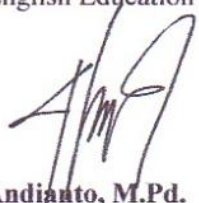
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CENTRAL LAMPUNG IN PANDEMIC ERA

It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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*AssalamualaikumWr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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WRITING AT ISLAMIC BOARDING SCHOOL MUBAROK  
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalmu'alaikum Wr. Wb*

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# **AN ANALYSIS COMPARISON DEGREE OF DESCRIPTIVE WRITING AT ISLAMIC BOARDING SCHOOL MUBAROK CENTRAL LAMPUNG IN PANDEMIC ERA**

## **ABSTRACT**

**By : Wahyu Srihartuti**

The objectives of this research were to investigate the use of comparison degree in descriptive writing, and to analyze the most dominant type of comparison degree in descriptive writing. The researcher analyzed those phenomena based on the consideration of the student's problem in comparison degree in the process of observation. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of using comparison degree of descriptive writing. The method of this research was qualitative research in the form of a descriptive qualitative carried out at Boarding school Mubarak Central Lampung. The primary sources of this research are the seventh graders students' of Boarding school Mubarak Central Lampung that consist of 20 students. The researcher used observation, documentation and interview in collecting data. The observation was conducted to know difficulties in using comparison degree of descriptive writing. The interview was conducted to investigate the use comparison degree in descriptive writing and the most dominant in student's using comparison degree of descriptive writing of the research objectives. The first research result is about the use of comparison degree that was dominated by the inappropriate use because there are 66 inappropriate uses of comparison degree out of 92 uses of comparison degree 72%. Moreover, the second result is related to the most dominant type of comparison degree in students' writing is the comparative degree. It is because the percentage of using the comparative degree type is 64%.

*Key word: An analysis, comparison degree in Descriptive writing, Qualitative research.*

# **AN ANALYSIS COMPARISON DEGREE OF DESCRIPTIVE WRITING AT ISLAMIC BOARDING SCHOOL MUBAROK CENTRAL LAMPUNG IN PANDEMIC ERA**

## **ABSTRAK**

**By : Wahyu Srihartuti**

Penelitian ini bertujuan untuk mengetahui penggunaan comparison degree dalam descriptive writing, dan menganalisis jenis comparison degree yang paling dominan dalam descriptive writing. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam comparison degree dalam proses Observasi. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena penggunaan comparison degree pada descriptive writing. Metode penelitian ini adalah penelitian kualitatif berupa descriptive kualitatif yang dilaksanakan di kelas 8 Pondok Pesantren Mubarak Lampung Tengah. Sumber utama penelitian ini adalah siswa kelas VII Pondok Pesantren Mubarak Lampung Tengah yang berjumlah 20 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Observasi dilakukan untuk mengetahui kesulitan dalam menggunakan comparison degree pada descriptive writing. Wawancara dilakukan untuk mengetahui tingkat penggunaan comparison dalam descriptive writing dan yang paling dominan pada siswa yang menggunakan comparison degree dalam descriptive writing pada tujuan penelitian. Hasil penelitian pertama adalah tentang penggunaan comparison degree yang didominasi oleh penggunaan yang tidak sesuai karena terdapat 66 penggunaan comparison degree yang tidak sesuai dari 92 penggunaan comparison degree 72%. Selain itu, hasil kedua terkait dengan jenis comparison degree yang paling dominan dalam tulisan siswa adalah comparative degree. Hal ini dikarenakan persentase penggunaan tipe comparison degree adalah 64%.

Kata kunci: Analisis, Comparison degree in Descriptive writing, penelitian Kualitatif.



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Metro, Desember 2021  
Yang membuat pernyataan



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## STATEMENT OF RESEARCH ORIGINALITY

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Metro, December 2021  
The writer



Wahyu Sri Hartuti  
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## MOTTOS

أَتَىٰ أَمْرُ اللَّهِ فَلَا تَسْتَعْجِلُوهُ

*Allah's decree will surely come, so do not ask for it to be hastened.*

*Ketetapan Allah pasti datang, maka janganlah kamu meminta agar dipercepat (datang)nya.*

(Qs An-Nahl:1)

*Your future is not from the stigma of society. Do the best for your version*

*(Wahyu sri hartuti)*

## **DEDICATION PAGE**

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Sriono, and Mrs. Suryati who always support me in finishing this thesis.
2. My beloved sister Shafa Nirfana, and all my big family.
3. My best friends, Andri agustian, Cindy melyviany, Uci Hamidah, Putri nindi pratiwi and her sister Audy, Dewi sugiarti and Pungky Galuh Adityas, who always help me in finishing this thesis.
4. My Almameter IAIN Metro.

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**Metro, December 2021**

**The Researcher**



**Wahyu Sri hartuti**  
**1701070149**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of study**

Writing is an activity to convey an idea or ideas in the form of writing, letters, and numbers. Writing means expressing thoughts, into written form or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings that is expressed in writing.

In the other words, through the writing process, the writer can communicate the message indirectly by using stationery in the form of pencils, pens, markers, paper, books, or the most popular currently through the internet or social media. There are various types of writing. The students write something that is given by the teacher either in writing or orally, compose a story, make poetry, write a concept, develop an idea that is usually printed into a book.

The importance of writing a text in English is that students have broad knowledge. Writing can also enrich that knowledge of anything. Writing can train a person brain to think creatively. Writing in English requires high creativity. In addition, with writing skills, students can express ideas, thoughts, feelings and abilities to others.

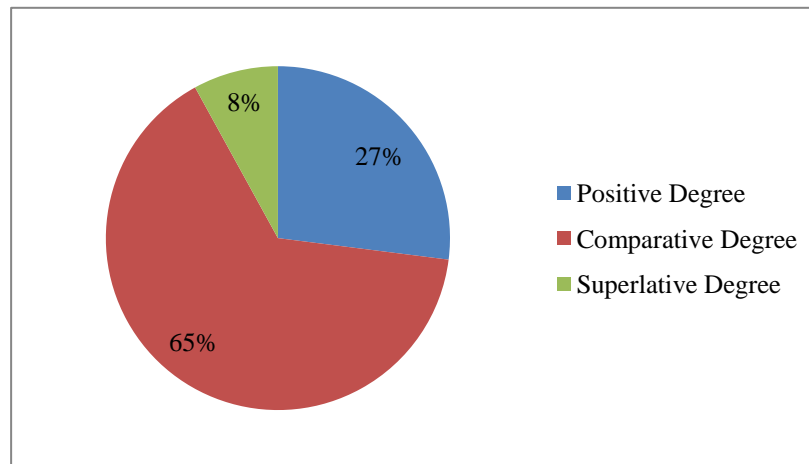
By writing, the students can also persuade readers to agree or to support something that is stated. Apart from having certain abilities, writing skill also has excellent benefits for students. As can improve vocabulary, with

writing skills, the students can express ideas, thoughts, feelings and abilities to others through writing.

However, writing is a very complex thing to master. There are many problems in the process of writing a text in English. There are three factors to writing problems. The first is the linguistic factor which relates to the students' proficiency in writing the correct structure. Therefore, the sentences that are formed to blend with one another and produce text that is made to be executed by readers properly.

The second problem is linguistic factors, namely problems related to students' mastery of language forms, structures, grammar that are useful for effective communication in writing. The last is the idea factor. This problem is related to what students can put in writing. Students often lose ideas when writing. One of the problems that students often get is the use of adjectives or comparison degrees.

In connection with this problem, the writer had conducted a pre-survey on 17th March, 2021 in the eighth graders. In the pre-survey process, the writer has observed forty documents of English assignment that have been given by the English teacher. In the pre-survey process, the writer found the phenomenon by using Comparison Degree in students' English writing. Pre-survey result data is illustrated in the following table.



**Figure 1**  
**Diagram of Pre-Survey Results**  
**Writing Skill of the Eighth Graders**

Based on presentage table above total in the most dominant type of comparison degree in the students' writing of eight grade in MTs Mubarak Central Lampung is Comparative Degree. With a total use of Comparison Degree: Positive Degree with a total 76, Comparative Degree with a total 187, Superlative Degree with a total 24. In addition a total of comparison degree 289 is used in student's writing of eight grade in MTs Mubarak Central Lampung.

For the example result of pra-survey in student's writing. "There are is animal. The first is Elephant, The Elephant is a big animal. The Elephant is bigger than zebra. The second is zebra, zebra have strips in the skin. They are is Herbivore". It means that the paragraph consist one Positive Degree: Elephant is big animal, and one comparative degree: The Elephant is bigger than zebra. it means that paragraph not consist superlative Degree.

In line with the results of the pre-survey above, the researcher intends to analyze the use of comparison degree in students' writing more in the use of comparison degree. Comparison degree is the adjective can also be inflected and changed in form to compare a quality between two nouns.

Moreover, comparison degree is the result of a comparison between two words that are used differently for nouns and animals derived from the word Comparison which is part of the difference in grammar structures used to compare. Degree itself means the degree or level, the stages of being a comparison of degree or we often hear it with a degree of comparison means the "degree of comparison" of the stages or levels of comparison of something or someone. That is an adjective of any kind used to compare two or more things.

In addition, comparison degree has functions to compare two or more uses of the words people, animals, objects, or things in life, so that is happens students must be able to learn this. Comparisons are show in English by the suffix -er or by the comparative word and the conjunction - or preposition - as or from.

In general, an adjective or adverb consisting of one syllable is added with the suffix -er, while two or more syllables begin with the word more. Especially for two adjective syllables with the -y suffix, the suffix is removed and then added -ier. When in a sentence, this comparison of degree or degree of comparison is usually followed by the word than.

Based on the description above, the researcher intends to conduct a qualitative research in the type of a case study. In this case, the writer analyzed the comparison degree in English writing of eight grade in MTs Mubarok. Therefore, the writer constructs a research proposal entitled “An Analysis of Comparison Degree of Descriptive Writing at Islamic Boarding School Mubarok Central Lampung in Pandemic Era”.

## **B. Research Questions**

The researcher constructs the research questions as follows:

1. How is the use of comparison degree in the students’ writing at MTs Mubarok Central Lampung in Pandemic Era?
2. What is the most dominant type of comparison degree in the students’ writing at MTs Mubarok Central Lampung in Pandemic Era?

## **C. Objectives and Benefits of the Study**

### **1. Objectives of the Study**

Based on the research questions, the writer constructs the research objectives, including the following:

- a. To analyze the use of comparison degree in the students’ writing at MTs Mubarok Central Lampung in Pandemic Era
- b. To investigate the most dominant type of comparison degree in the students’ writing at MTs Mubarok Central Lampung in Pandemic Era

## 2. Benefits of the Study

This research is expected to provide benefits not only for the writer but also for:

### a. For the Students

After the students are taught writing, they are motivated in writing activity because there are still many students who get difficulty to write English texts. It is difficult to understand grammar and lack of vocabulary especially in the use of comparison degree. To find out their quality in writing this strategy it is expected to know the quality of students in writing especially in using comparison degree in English writing.

### b. For the Teachers

It is hoped that the teacher gets information about the students' difficulty of comparison degrees in English writing. By knowing the difficulties of students in mastering comparison Degree teachers can seek alternative solutions for improving the quality of comparison Degree students through the application of teaching techniques or appropriate English media. For the other researcher

By doing this research, it supports and motivates the other writers, and is expected to have a positive influence on the quality of research to improve the skills of using comparison degree in English writing. And of course it can be useful for other research.

## **D. Prior Research**

This research was conducted by considering several previous studies. The first Prior research was conducted by Shalehoddin, Junawati Samosir with the research title is An Analysis of Students' Mastery of Comparison Degrees.



With the research method is a qualitative research method. The research objective is the purpose of this study is to know how far the eighth grade students of SMP Clarissa Batam in mastering of degrees of comparison. While the results of the study were the result showed that from 22 students of eighth grade students of SMP Clarissa Batam, only 6 (27.3%) students were able in mastering of degrees of comparison of adjective and there were 16 (72.7%) students are fail in it. It means that most of eighth graders of SMP Clarissa Batam did not master degrees of comparison well<sup>1</sup>.

This research and first prior research have similarities and differences. The similarities are in the topic of research and research methods. This is because the research method of these two studies is comparison degree in English writing. Another similarity exists in the research method because the research method of the two studies is qualitative. The difference between these two studies lies in the research objectives and research results. The purpose of this study is different because this study does not only focus on the percentage of using comparison degrees in writing but also aims to focus in using of comparison degree and most dominant type in comparison degree.

The second research was conducted by Siti Nur Fatimah Hud, with the tittle research The Students' Ability on Comparison Degree in Irregular with the research method is quantitative is a method to take data in numeral form. The study is designed to investigate the students' ability in using comparison degree on learning English especially in using irregular forms. To look their

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<sup>1</sup> Shalehoddin, and Junawati Samosir, "An Analysis of Students' Mastery of Comparison Degrees," *Batam: University of Riau Kepulauan*, no. 2 (2017):1.

understanding about this mastery, the writer used method design descriptive design, while the research results are of the case study conducted at the school grade of SMP N 3 Tangerang Selatan (class VIII. 10) academic year 2010/2011, the writer concluded that there are 5 reasons that students find difficulties in mastering degrees of comparison. They are confused to put suffixer for comparative and –st/est for superlative or prefix more for comparative and most for superlative, they forgot to add the article the in the superlative form and confused to omit or misplaced the use of be, they forgot to add than adjective for comparative form, they did not know how to change the word that was ended in –y to –i and add –er/est, and some students confused to differentiate the usage of comparative or superlative degree<sup>2</sup>.

This research and the second prior research have similarities and differences. The similarities are in the topic of research and research methods. This lies in the research method of these two studies, namely comparison degree in English writing. Another similarity is in the research method because the research method of these two studies is qualitative. The difference between these two studies lies in the research objectives and research results. The purpose of this study is different, namely to determine the ability of students and the use of comparison degrees correctly, in contrast to this study is designed to determine student difficulties in using comparison degrees, and aims to focus in using of comparison degree and most dominant type in comparison degree.

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<sup>2</sup> Siti Nur Fatimah Hud, "The Students' Ability on Comparison Degree in Irregular Form," *Interaction: Jurnal Pendidikan Bahasa*, no. 2 (2019):1.

The third research was conducted by Bonari HR Tambunan, Juandi Nababan with the title of his research is The Error of using Degrees of Comparison in Adjectives. The research method was conducted by applying descriptive quantitative. With the aim of the research is The purpose of this study was to know the dominant type of the error. Error is associated with failure in competence. To find the data of the errors in using degrees of comparison in adjectives, while the research results are the data were the total of all errors is 841. The highest rate of all error types is misformation with the total of errors is 364 or 43,28 % and the lowest rate of the error type is omission with 139 errors or 16.52%. Next, there are 186 or 22.11% error in misordering and 152 or 18.07%<sup>3</sup>.

This research and the third prior research have similarities and differences. The equation lies in the topic of research and research methods. This is because the research method of these two studies uses comparison degree in English writing because the second research method of this study is qualitative. The difference between these two studies lies in the research objectives and research results. The purpose of this study is different from this research, namely to determine the types of errors and failures of competence, in contrast to this study, which is designed to determine student difficulties in using comparison degree, and to examine aims to focus in using of comparison degree and most dominant type in comparison degree.

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<sup>3</sup> Bonari HR Tambunan, and Juandi Nababan, "The Error of using Degrees of Comparison in Adjectives," *university of Tapanuli, East Java, Indonesia: International Journal of English Literature and Social Sciences (IJELS)*, no. 3, (2018):1.

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Writing Skill

##### 1. Nature of Writing

In English, there are skills that must be mastered by students. Among them are listening, speaking, reading, and writing. Writing is one of the skills skills expressed in writing. Where students are able to express ideas or ideas, by putting them in the form of written English.

The meaning of writing was put forward by several authors. According to Nazario, et al Writing is not only the form of thinking but also the process of delivering ideas in different ways including of mathematically, musically, and visually. It means that writing is the vehicle through which the writers learn new ideas and share them with one another. Writing is a social, communal activity, involving writers and readers joining together to exchange information, support each other, and work toward a transfer of ideas, experiences, and opinions.<sup>4</sup>

Furthermore, M. Swales Jhon, et al stated that Writing is a complex socio-cognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen.<sup>5</sup> It means writing is a activity sourced by message or a

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<sup>4</sup> Luis A. Nazario, Deborah D. Borchers, and William F. Lewis, *Bridges to Better Writing*, Ed. 1 (Boston, MA: Wadsworth Cengage Learning, 2010), 5-7

<sup>5</sup> M. Swales Jhon and Christine B. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, Ann Arbor: University of Michigan Press), 34.

recording that is poured into a sentences. Involving paper stationery, computer.

Moreover, Lengan argues that writing is a typing skill, and a skill that must be developed, many people fail and do not try and struggling<sup>6</sup>. It means writing is a skill that not everyone think easy, writing must be developed. One should put more effort in achieving good writing skills.

Based on the above statement, it can be concluded that writing is one of the skills in English to transform thoughts, ideas, experiences. Which uses structured and systematic knowledge that is poured through the form of writing. Writing is an important skill for language productivity. therefore, it is important for students to be more active in the writing process.

## 2. The Component of Writing

Jacobs et al point out five significant components in writing. These are content, organization, vocabulary, language, use and mechanics<sup>7</sup>.

### a. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good contents writing , its contents should be well unified and completed. This term is usually

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<sup>6</sup> John Lengan, *Exploring Writing Sentences and Paragraphs*, Ed. 2 (New York: McGraw-Hill, 2010), 10.

<sup>7</sup> Holly I. Jacobs et al, *Testing ESL composition, a practical approach*, (Massachuset: Newburg House, 1981), 25

known as unity and completeness, which become characteristics of good writing.

b. **Organization**

In organization of the writing, the writer focuses on how arrange and organize the ideas chronologically. They also should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing.

This organization is mainly recognized as order. Coherence means that sticking together and in coherent easy, all the ideas stick together. A coherent paragraph is paragraph that all of the ideas are put in right order and never confused. This makes the writer's thought is easy to follow sentences and paragraph.

c. **Vocabulary**

Vocabulary is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

d. **Language use**

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image of

description. This specific nouns can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase.

There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistake in writing work and however, are much serious, and since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal form, subject-verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

e. **Mechanics**

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing makes readers easy to understanding conveying ideas other message stated in the writing.

It means in writing consist five component . in writing a content must be clear and completed. So, readers understand the content of what we write, in writing paragraphs, ideas must be arranged correctly. So, that ideas can be organized properly. Vocabulary and languages used must be clear so, mastering word choice can help us to develop our writing, language use in writing involves correct usage of the rules of language or grammar.

Furthermore according to J.B Heaton mention there are some criteria component of writing. There are Language use, Mechanical skills, treatment of content, stylistic skills, and judgement skills.

f. **Language Use**

Language use is the ability to write correct and appropriate sentences.

g. **Mechanical skills**

Mechanical skill is the ability to use correctly those conventions peculiar to the written language- e.g. punctuation, spelling.

h. **Treatment of content**

Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information.

i. **Stylistic skills**

Stylistic skill is the ability to manipulate sentences and paragraphs, and use language effectively;

j. **Judgement skills**

Judgement skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information<sup>8</sup>.

It means the component of writing includes five. Is very important components, starting from the use of appropriate language,

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<sup>8</sup>J.B Heaton, *Writing English Language Texts New Edition*. (New York:Longman), 146



required skills in using punctuation, creativity in developing thoughts, skill compiling sentences using appropriate language. And also effective and skill proper assessment.

Moreover, based on Oshima and Hougen making good piece of component writing is a complex process. It requires that ability to write grammatically correct sentences and organize them logically into paragraphs or essays<sup>9</sup>.

It means there are three important component so, that writing is achieved a complex process. Requires ability to write a paragraph. It takes writing skills with good grammar skills and can organize ideas in each paragraphs.

Based on the above statement, it can be concluded that component important in writing are content, the language used, appropriate grammar and the right vocabulary, as well as organizing ideas in making paragraphs.

### **3. Measurement of Writing**

One of the aspects measurements of writing skill in evaluation is scoring rubrics. Jacobs, et al in Ghanbari, et al, mention that there are some criteria of each writing score to evaluate the result of writing test: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), mechanics (2-5).

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<sup>9</sup>A. Oshima, and Houge, *Writing Academic Essay*: Forth edition. (White Plains:Longman), 126

**Table 1**  
**The Measurement Rubric of Writing Score**

| Score        | Level | Criteria  |
|--------------|-------|---|
| Content      | 30-27 | <b>Excellent to very good:</b> knowledgeable, substantive, through development of thesis, and relevant to assigned topic.   |
|              | 26-22 | <b>Good to average:</b> some knowledge able of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.                                      |
|              | 21-17 | <b>Fair to poor:</b> limited knowledge of subject, little substance, and inadequate development of topic.   |
|              | 16-13 | <b>Very poor:</b> does not show knowledge of subject, non-substantive, non pertinent, and or not enough to evaluate.  |
| Organization | 20-18 | <b>Excellent to very good:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized but main ideas stand out, limited support, logical sequencing, and cohesive. |
|              | 17-14 | <b>Good to average:</b> somewhat copy, loosely organized, and logical but incomplete sequencing.  |
|              | 13-10 | <b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development   |
|              | 9-7   | <b>Very poor:</b> does not communicate; no organization; or no enough to evaluate   |
| Vocabulary   | 20-18 | <b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register  |
|              | 17-14 | <b>Good to average:</b> adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured   |
|              | 13-10 | <b>Fair to poor:</b> limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured   |
|              | 9-7   | <b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate   |
| Language Use | 25-22 | <b>Excellent to very good:</b> effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions                           |
|              | 21-18 | <b>Good to average:</b> effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns,  |

|           |       |  |
|-----------|-------|--|
|           |       | prepositions but meaning seldom obscured.  |
|           | 17-11 | <b>Fair to poor:</b> major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured |
|           | 10-5  | <b>Very poor:</b> virtually no mastery of sentence construction rules; dominated b errors; does not communicate; or not enough to evaluate   |
| Mechanics | 5     | <b>Excellent to very good:</b> demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing   |
|           | 4     | <b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  |
|           | 3     | <b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured  |
|           | 2     | <b>Very poor:</b> no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate. <sup>10</sup>  |

(Source: Ghanbari, et al. *Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny*)

In conclusion, there are some criteria of writing skill to measure the students' abilities and each criterion has a writing score and level. It can help to assess students' writing abilities.

#### 4. The Process of Writing

The writing process is a way to describe the steps that effective writers follow, from the initial point of coming up with an idea for writing

<sup>10</sup> Batoul Ghanbari, Hossein Barati, and Ahmad Moinzadeh, *Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny*, Hossein Barati: Language Testing in Asia 2, no. 1 (2012): 94.

to the final point, the paper that the intended audience reads<sup>11</sup>. Writing process has four steps:

a. Planning

Planning is a step in which the writers must consider the purpose of writing the audience who read the writing. The purpose of writing an idea or topic in the middle of writing. Write down the ideas that appear, then choose what is included in the draft.<sup>12</sup>.

b. Drafting

Drafting is the process of the writer mapping the things to be written before taking the next step, namely editing.

Drafting is the first step in writing after planning at this stage does not require word counting, grammar, spelling, punctuation. Because at this stage, it is the stage of writing down any topics and those that have appeared. And after writing a few concepts, the next step is combining elements from the recovery stage and the revision or editing stage.

c. Editing

Editing is the process of reflecting and revising the results of writing after the drafting process so that the writing has good quality and is able to achieve the writing objectives.

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<sup>11</sup> Luis A. Nazario, Deborah D. Borchers, and William F. Lewis, *Bridges to Better Writing*, Ed. 1 (Boston, MA: Wadsworth Cengage Learning, 2010), 9

<sup>12</sup> 4-6 Jeremy Harmer, *How to Teach Writing*, Repr (Harlow: Longman, Pearson Education 2011). 4-6

Is a correction stage in writing. Namely Editing involves a close-up view of the individual sentences and words. This step is a large-scale revision step. when editing, it is necessary to do a line-by-line search, and make sure every sentence, phrase, and word is as good as possible.

d. Final version

The final version is the final result of the writing after going through the planning, drafting, editing process. So that the reader is ready to read the text to get the core message of what has been written.

stages whose results are very different from previous stages, and there are many changes. This change is very important in the final version. Because there are a lot of edits from the start.

The writing process is very important to do because many writers fail in writing because it is not in accordance with the writing process and stages. The writing process is the stages in writing, starting from expressing ideas, composing the writing to revising the writing, and the results of the writing.

## **B. Concept of Comparison Degree**

### **1. The Nature of Comparison Degree**

Comparison is the term in the system of grade indicating of plain, comparative and superlative forms.<sup>13</sup> It means that comparison is a term that serves to express a level in three different forms, namely positive

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<sup>13</sup> Rodney Huddleston and Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. (Cambridge: Cambridge University Press, 2005), 195.

comparative and superlative. In the other words, comparison has function to show the level of comparison

Moreover, comparison is typically expressed by a prepositional phrase with like or unlike, or an adverbial group of similarity or difference.<sup>14</sup> It means That comparison is the subject in a group of words with the same process and form, while the quality and degree are like the ability of the process itself. This comparison illustrates the tendency for a specific purpose: how to compare in prepositional phrases, while the quality and comparison are more aimed at the adverbial group.

Degree is typically expressed by an adverbial group with general indication of degree such as much, a good deal, a lot, or with a collocationally more restricted adverb of degree such as deeply, profoundly, completely, heavily.<sup>15</sup> It means that degree is usually communicated by word intensifying a group with a general sign of degrees.

Comparison degree is adjective that can also be inflected (changed in form) to compare a quality between two nouns.<sup>16</sup> It means that the comparison degree has a function as a part of speech used to compare two objects. Particularly, comparison degree is used to compare

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<sup>14</sup> Christian M.I.M.Matthiessen, M.A.K.Halliday. *An Introduction to Functional Grammar*, (London:Oxford University Press,2004). 267-268

<sup>15</sup> Christian M.I.M.Matthiessen, M.A.K.Halliday. *An Introduction to Functional Grammar*, (London:Oxford University Press,2004). 268

<sup>16</sup> Peter herring. *Complete English Grammar Rules*, (United States: Farlex International, 2016), 561.

the nouns to find out the difference between the quality of one noun and another.

Comparison degree is a gradable adjective for comparative or superlative degree used to express the notion that a person, thing or situation has more or less of a quality.<sup>17</sup> It means that comparison degree is used to modify an adjective to show the comparison which one is more or less and which one is the highest or the lowest. In addition, it has certain formula, namely comparative and superlative which are utilized to specify that the noun has more or less quality.

## 2. The function of comparison

According to Peter Herring, comparison degree has great functions, as follows:<sup>18</sup>

- a. Being used to compare two things, called by comparative adjectives, those that end in “-er” or are preceded by the word more, as in stronger, taller, cleverer, more beautiful, and others.
- b. Being used to compare three or more things as nominal adjectives in the same way that comparatives, can called by superlative adjective such as strongest, tallest, most beautiful, most clever, and others.
- c. Being used to describe the equal quality or characteristic of two nouns, positive also used are compare two nouns or verbs that are

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<sup>17</sup> Angela Downing and Philip Locke. *English Grammar and University Course*, (Canada: Routledge, 2006), 484.

<sup>18</sup> Peter herring. *Complete English Grammar Rules*, (United States: Farlex International, 2016), 561.

equal or almost equal (equality), can be used as+ adjective+ as that called by positive. Adjective such as, as old as others.

Based on the information above, it can be concluded that there are three functions of comparison that consist of comparing two things, comparing three or more things as ostensible descriptive words within the same way, and describing a condition related to the quality or characteristics of two things.

### 3. Kinds of Comparison Degree

There are three kinds of comparison degree; they are positive, comparative, superlative.

#### a. Comparative

Comparative degree denotes a greater amount of a quality relative to something else. Zandvoort and Van Ek state that the comparative is when two person or things (or two groups of persons or things) are compared or contrasted as bearers of a certain quality<sup>19</sup>. Murphy says that the comparative form is –er or more that is used adjective and adverb. Comparative degree is used to compare two person, places or things.

#### 1) Comparative Adjectives

Comparative adjective are used to compare differences between two nouns (people, places, or objects). Form of

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<sup>19</sup> Marcella Frank, “*Modern English: A Practical Reference Guide*” (New Jersey: Prentice Hill, Inc 1972) 94.



comparative adjectives either by adding “-er” to the end of the adjective, or by adding the word more (or less)<sup>20</sup>.

## 2) Comparative Adverbs

Comparative adverbs are used to express a higher (or lower) degree of how an action is performed, usually in comparison to another person or thing. Comparative adverbs are used to describe differences and similarities between two things. And form of comparative adverbs by adding the ending “-er” to the base adverb, or by adding the word more (or less) before the base adverb.<sup>21</sup>

## 3) For Example

1. Neo is taller than tirta
2. Via less talkative than Vira

Based on the information above, comparative degree are used to compare differences and similarities between two nouns, to express a higher (or lower) degree, and to form of comparative adverb formed by adding the suffix “-er.”

### b. Superlative

Superlative degree is used to stress the highest degree of quality for more than two objects compared. It is the highest or lowest degree of quality when more than two persons or things are compared. The superlative is used to compare one member of a group

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<sup>20</sup> Ibid, 569.

<sup>21</sup> Michael Swan, *Practical English Usage*, (Oxford University Press, 2016 ), 203

with the whole group (including that member)<sup>22</sup>. It is the highest or lowest degree of quality when more than two persons or things are compared. The superlative is used to compare somebody or something with the whole group that she or he or it belongs to. Murphy says that the superlative use the with –est or –most to form the superlative or adjective and adverb<sup>23</sup>.

Superlative is used to identify a noun with the highest (or lowest) degree of an attribute among a group<sup>24</sup>. Superlative degree has four types:

1) One-syllable adjectives

One-syllable adjective add “-est” and double the final consonant if preceded by one vowel.

2) Adverb ending in “-ly”.

Many adverbs are formed by adding “-ly” to the end of an adjective. If an adverb has been created according to this pattern, we simply use the words more and less to create the comparative degree, and we use the word most or least to make the superlative degree.

3) Irregular adverb

Of course, the rules we have just looked at have some exceptions, which are known as irregular verbs.

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<sup>22</sup> Ibid, 14.

<sup>23</sup> M. Murcia Celce and Dianne. *The Grammar Book: An ESL/EFL Teacher's Course*, (USA:Heinle and Heinle Publishers, 1999, 135

<sup>24</sup> Peter herring. *Complete English Grammar Rules*, (United States: Farlex International, 2016) 577.

## 4) Adverb with two form

There are a few adverbs that have two generally accepted forms.<sup>25</sup>

Based on the information above, superlative adjectives are used to compare three or more nouns and indicate which is best or worst. In other words, superlative adjectives are adjectives used to compare three or more things and indicate the most.

a) For example:

1. Bob is tallest boy in the club.
2. The turtle is lately than rabbit.

## c. Positive

Positive degree is the most basic form of the adjective, positive because it does not relate to any superior or inferior qualities of other things. Positive refers to the quality of one person or thing. It is simply the adjective form. Positive is used to compare two nouns or verbs that are equal or almost equal (equality)<sup>26</sup>. In addition positive also used for expressing equality and inequality using as + adjective for comparing two person or thing, as There is another way to express similarities and differences between two nouns using adjectives that aren't comparative or to describe two things as equal.<sup>27</sup>

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<sup>25</sup> Michael Swan, *Practical English Usage*, (Oxford University Press, 2016 ) 204.

<sup>26</sup> Ruth Pierson & Susan Vik, *Making Sense in English*, (USA: Addison-Wesley Publishing Company, 1987), p. 77.

<sup>27</sup> Peter herring. *Complete English Grammar Rules*, (United States: Farlex International, 2016) 580.

Positive refers to the quality of one person or thing. It is simply the adjective form. Marcella said that positive degree is two units are compared to an equal degree<sup>28</sup>. In addition, Khron state that the positive form As.... As is used with adjectives. On the other hand, we can use as + adjective as for comparing two persons or thing that have the similarity of quality or quantity.

1) For example :

- a) My mother is as old as my father
- b) Molly is as pretty as her mother

Based on the information above, the first type is the comparative degree that has two kinds consisting of the comparative adjective, and the comparative adverb. The second type is the superlative degree that has two kinds consisting of one-syllable adjectives and two or three or more syllables.

#### **4. The Form of Degrees of Comparison**

a. Form of adjective comparisons

The adjective change their form to express different of quality one of them is comparative degree. There are some groups or exceptions of comparative form. In comparison of adjective there are two forms, they are irregular and regular forms.

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<sup>28</sup> Marcella frank, “*Modern English: A Practical Reference Guide*” (New Jersey: Prentice Hill, Inc 1972), 92.

b. Regular forms of comparison

1) Adjectives of one syllable (regular comparison)<sup>29</sup>

Form the comparative and superlative of one syllable adjective by adding **-er**, see in the table bellow:

a) Adjectives of One Syllable Add **-er** and **-est**

- (1) Adjective: Small, old;
- (2) Comparative: Smaller, Older;
- (3) Superlative: Smallest, Oldest.

When the positive ends in mute final *e*, is dropped before adding just add **-r** and **-st**, see in the table bellow:

b) Adjectives of One Syllable End *s* with an *e* Just Add **-r**

- (1) Adjective: Large, strange;
- (2) Comparative: Larger, Stranger;
- (3) Superlative: Largest, Strangest.

c) Adjective with Double the Last Consonant and Add **-er**

- (1) Adjective: Big, Red;
- (2) Comparative: Bigger, Redder;
- (3) Superlative: Biggest, Reddest.

When the positive ends in *le*, the mute *e* before the suffix is dropped. See in the table bellow:

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<sup>29</sup> Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 2005), 113.

d) Adjective Ends with *le* Just Add *-r*

- (1) Adjective: Able, Noble;
- (2) Comparative: Abler, Nobler;
- (3) Superlative: Ablest, Noblest.

When the positive **ends in y** preceded by a consonant, the **y** is changed to **i** before the suffix. **Shy and sly** may retain the **y**, see in the table below:

e) Adjective One Syllable End in y is Changes to

- (1) Adjective: Dry, Silly;
- (2) Comparative: Drier, Sillier;
- (3) Superlative: Sillier, Silliest.

More, most with short adjectives

With one syllable past participle adjectives use more such as:<sup>30</sup>

f) More, most with short adjectives

- (1) Adjective: Bored, Silly, Creased, Pleased, Worn;
- (2) Comparative: More bored, More creased, More pleased,  
More worn;
- (3) Superlative: Most bored, Most creased, Most pleased,  
Most worn.

With fun, real, right and wrong

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<sup>30</sup> Martin Hewings, *Advanced Grammar in Use*, Second Edition, (Cambridge: Cambridge University Press, 2005), 144.

g) More, most with fun, real, right and wrong

(1) Adjective: Fun, Real, Right, Wrong;

(2) Comparative: More fun, More real, More right, More wrong;

(3) Superlative: Most fun, Most real, Most right, Most wrong.

## 2) Adjectives of two Syllables

Two syllables adjectives form their comparative and superlative in two different ways: Adjectives ending in **ed, ing, re, ful, ous** and those with the stress on the first syllable usually take more and the most, see in the table below:

a) Adjectives Ending in **-ed, -ing, -re, -ful, -ous** use **more** and **most**.

(1) Adjective: Charming, Famous, Hopeful, Learned, Obscure;

(2) Comparative: More charming, More famous, More hopeful  
More learned, More obscure;

(3) Superlative: Most charming, Most famous, Most hopeful,  
Most learned, Most obscure.

b) Adjective ending in **er, y, le ow** and those with the stress on the second syllable add **er and est** to the positive degree, see in the table below:

(1) Adjective: Clever, Narrow, Pretty, Polite, Simple;

(2) Comparative: Cleverer, Narrower, Prettier, Politer,  
Simpler;

(3) Superlative: Cleverest, Narrowest, Prettiest, Politest, Simplest.

c) If the two syllable adjective ends with **-y**, change the **y** to **i** add **-ier** and **-est** for the comparative form, see in the table below:

(1) Adjective: Happy, Angry, Easy, Lucky, Dry;

(2) Comparative: Happier, Angrier, Easier, Luckier, Drier;

(3) Superlative: Happiest, Angriest, Easiest, Luckiest, Driest.

But in British English **shy**, **sly**, **spry**, **wry** normally keep the **-y**: **shy**, **shyer**, **shyest**, etc. (in American English it is generally changed to **-i**. Furthermore, another two syllables adjectives can use both **-er**, **-est** or more, most to form comparative or superlative sentences.

d) Two syllables adjective that follow two rule. Adjectives ending in **-y** use **-ier** and **-est** These adjectives can be used with **er** and **est** or **more** and **most**, see in the table below:

(1) Adjective: Clever, Gentle, Easy, Friendly, simple;

(2) Comparative: Cleverer More cleverer, Gentler more gentle, Friendlier more friendly, Simpler more simple;

(3) Superlative: Cleverest, Most clever, Gentlest most gentle, Friendiest most friendly, Simplest most simple.

But exceptions to these rules occur, such as **eager**, **proper**, etc. which take **more** or **most** before them. All of these rules can cause confusion in using comparison. A good rule to keep in



mind, however, is that more, most may actually be used with all two syllables adjectives except for those ending in –y and –i just mentioned above. In addition, it is significant to memorize that two forms of comparison never occur together; a form like more dirtier would be ungrammatical.

### 3) Adjectives of three or more syllables

Adjectives with more than two syllables form their comparative and superlative by putting more and most in front of the adjective see in the table below:

#### a) Adjectives of Three or More Syllable Use More and Most

(1) Adjective: Beautiful, Dangerous, Exciting;

(2) Comparative: More beautiful, More dangerous, More exiting;

(3) Superlative: Most beautiful, Most dangerous, Most exiting.

#### c. Irregular forms of degrees of comparison

Some adjectives have irregular comparative and superlative form, see in the table below:

##### 1) Irregular Comparison

a) Adjective: Good (well), Bad, Little, Much/many, Far, Late, Old;

b) Comparative: Better, Worse, Less, More, Farther/further, Later, Older;

c) Superlative: Best, Worst, Least, Most, Farthest, Last/Latest.

In informal usage, *further* is often used instead of *farther* to compare distance, and in all contexts *older* is frequently used to refer to a sibling of greater age.

In addition, the comparatives *former*, *inner*, *nether*, *outer*, *upper*, (*utter*) cannot be said to correspond to any positive forms, and there are no corresponding regular superlatives. These comparatives are used only to express contrast, not degree: a form arrangement (as against later), an *inner/outer* wall, the netherlip (*nether* was formerly the opposite of *upper*), *upper* lip (as against *under*, *lower* lip).

d. Forms of adverb comparison

With adverb of two or more syllables we form the comparative and superlative by putting *more* and *most* before the positive form, just as adjectives have comparison, adverbs follow the same general rules for comparisons as adjective.

Adverb that have the same form as adjectives and others have comparatives and superlatives with *-er* and *-est*. The most common are: *fast*, *early*, *late*, *hard*, *long*, *near*, *high*, *low*, *soon*, *well*, (*better*, *best*), *badly* (*worse*, *worst*), and informal English *easy*, *slow*, *loud* and *quick*. and in linguistic.<sup>31</sup>

By adding *-er* or *-est* to an adverb containing one syllable, by using *more* or *most* (or *less* or *least*) with an adverb ending in *-ly* or

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<sup>31</sup> Michael Swan, *Practical English Usage*, Third Edition, (New York: Oxford University Press, 2005), p. 115

containing more than one syllable, and by completely changing the form of the adverb see in the table bellow:

1) Adverb Add **-er** or **-est**

a) Positive: Fast, Late, Soon, Slowly, Quietly, Well, Badly,

Much;

b) Comparative: Faster, Later, Sooner More slowly, Less slowly,

More quietly, Less quietly, Better, worse, more;

c) Superlative: Fastest, Latest, Soonest, Most slowly, Least

slowly, Most quietly, Least quietly, Best, Worst.

5. The Difficulties of using Comparison Degree in Descriptive writing

The Difficulties of using Comparison Degree in Descriptive writing, are as follow:<sup>32</sup>

- a. The difficulty to apply the rules of Comparison degree in the Positive, Comparative and Superlative and Superlative types.
- b. The difficulty to Distinguish the concept of regular and irregular Comparison
- c. The Difficulty to write Complete Comparison degree
- d. d. The difficulty to write logical Comparison degree

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<sup>32</sup> Geraldine woods. *English for Dummies*. Indianapolis: Wiley Publishing. 2010

## CHAPTER III

### RESEARCH METHOD

#### A. The Types and Characteristic of Research

In this case, the researcher considers the use of comparison degree in student writing. The researcher decides to use qualitative research to analyze the use of comparison Degree in students' writing. In this case, the researcher considered the phenomenon of using comparison degree in students' writing in MTs Mubarok Central Lampung.

According to Yin's qualitative research is a research procedure that allows the researcher to carry out and in analyses of a wide variety of subject, including their favourites, in both plain and everyday words<sup>1</sup>.

Qualitative research is research that aims to describe studying, explaining, phenomena, understanding phenomena, achieved by describing and exploring through narrative this means that research procedures that produce descriptive material in the form of writing, from participant sources and observed behavior, qualitative research also refers to Descriptive research that aims to gather current information to identify problems and to compare or evaluate to study other experiences to get decisions. Descriptive research is data collected in the form of words or writings.

The characteristic in this research focuses on the descriptive qualitative research. The researcher conducted a case study that it can be used

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<sup>1</sup> Robert K. Yin, *Qualitative Research from Start to Finish* (New York: Guilford Press, 2011), 6.

to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of general description.

Descriptive qualitative is kind of research than has goal to develop set of related but distinct of categories within a phenomenon that discriminate across the phenomenon<sup>2</sup>.

Based on the above statement, the purpose of this study is use to analyze the use of comparison degree in the students' writing at MTs Mubarak Central Lampung in Pandemic Era.

## **B. Data Resources**

In this research, the researcher divides two sources into two items, they are primary and secondary resources.

### **1. Primary sources**

Primary source presents the literature in the original state and present the viewpoint of the original author, primary source consists of literature reported by the individuals who actually conducted the research or who originated the ideas.<sup>3</sup>

Primary sources are original phenomena that are first collected by researcher and used as the basis for a study. Which is a testimony or direct evidence related to the topic. The main source in this research is written documents. Namely in the form of student writing containing comparison

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<sup>2</sup> Lisa M. Given *The Sage Encyclopedia of Qualitative Research Methods*, (Thousand Oaks: Sage Publication, 2008), 900.

<sup>3</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research*, Ed. 4 (Boston: Person, 2021), 83.

degrees obtained from writing of the eight grade students in MTs Mubarak Central Lampung, with a total of 20 students.

## **2. Secondary sources**

Secondary source is used by researcher in starting reviews, to explore and determine various materials about a topic in research, secondary sources are handbooks, encyclopedias, and select journals that summarize research, such as the Review of Educational Research<sup>4</sup>

It is pre-existing information on primary data which aims to complement the needs of research data. The data obtained in secondary data in this study are electronic books, e-books, journals and articles related to this study in the use of compare it. is pre-existing information on primary data which aims to complement the needs of research data.

The data obtained in secondary data in this study are electronic books, e-books, journals and articles related to this study in the use of comparison degrees in students' English writing comparison degrees in students' English writing.

## **C. Data Collection Techniques**

Deborah finfgeld-connett said that the aim of data collection is to assemble an unbiased sample of published qualitative or mixed-method research reports that support the full explication of process theory. In general,

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<sup>4</sup> Ibid, 83.

bias is "any influence that distorts the results of a study and undermines validity".<sup>5</sup>

Data collection technique is an attempt to systematically compile and collect data to draw conclusions. From the data records that have been collected, namely notes on the results of observations, interviews, and so on in this study. The researcher in this research used document to collect the data.

The researcher took the documents from the use of comparison degree in student writing of the eighth grade students in Mts Mubarak, which began with the data collection process.

In the process of collecting data, the researcher collects the results of writing comparison students to analyze and to identify the using of writing comparison degree in this research, the researcher use three techniques to collect the data. There are observation, documentation, and interview.

## **2. Observation**

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site<sup>6</sup>. Therefore, in observing the students written documents. The observation process is aimed at research question. In the observation process in the research, the researcher observed the students assignment in a sentence containing comparison degree which was focused on the words contained in the paragraph in the comparison degree. In the observation process, the

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<sup>5</sup> Deborah Fihn-geld Connett, *A Guide of Qualitative Meta-Synthesis*, (New york: Roulledge, 2018), 18.

<sup>6</sup> John W. Creswell, *Educational Research: Planning, Concluding, and Evaluating Qualitative and Qualitative Research*, Ed. 4 (Boston: Person, 2021), 212.

researcher tries to answer research questions to complete the research objectives. In this case, the researcher came to MTs Mubarak Central Lampung to meet with the principal and teacher with the aim of asking permission to conduct research related to difficulties in writing English for the eight grade students.

After obtaining permission from the teacher, the researcher will ask for help from the teacher to obtain student written documents in the form of English writing in sentences containing comparison degree that have been studied in school learning system in MTs Mubarak Central Lampung was still face-to-face. After obtaining the students written documents, the researcher analyzed the students writing based on the research questions to answer and achieve the research objectives.

### **3. Documentation**

Qualitative research can use written documents or other artifacts so that researcher can understand the phenomenon under study.<sup>7</sup> In this research, the researcher took the document to collect data. Documents are used to obtain data and information in the form of documents, student writings, in the form of reports and information that can support research.

The documents used in the research is student's writing in the form of comparison degree. Furthermore, the researcher got the data resource in the form the document result of twenty student's writing of the eight grade students in MTs Mubarak School Central Lampung.

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<sup>7</sup> Donald Ary et al, *Introduction to Research in Education, Ed. 8* (Belmont, CA:Wadsworth, 2010), 442.



#### **4. Interview**

Interview happens when researcher ask one or more participants general, open-ended questions and record their answers.<sup>8</sup> In this research, the researcher used interviews, namely giving questions to teachers and students in the form of questionnaires or recordings, as a data collection technique to collect important data in order to answer the first and second research question. That is related to how is the use of comparison degree in student's writing and what is the most dominant type of comparison degree.

To answer the research question from this research, the researcher conducted the interview, teacher and students related to how is the use of comparison degree and What is the most dominant type of comparison degree in the student's writing.

#### **D. Data Analysis**

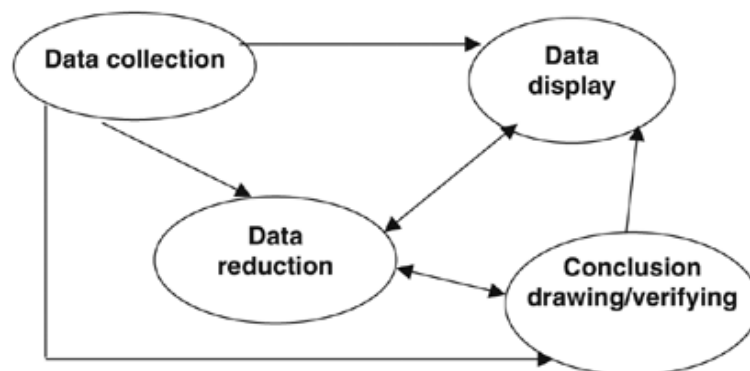
In research, the most important step is analyzing the data because the results of the analysis are the conclusions of all research. Data analysis means studying material or measurable phenomenon to determine facts, the data analysis technique scans complex factors that are intact in full writing, and breaks them down into simple parts, and puts these parts in a new arrangement to answer the goal.

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<sup>8</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research*, Ed. 4 (Boston: Person, 2021), 217.

Qualitative data generally is in the form of words. After that, the researcher must compile and categorize codes or broad meanings so that the researcher can describe and interpret them. In qualitative research, data analysis includes two aspects consisting of text analysis and developing theme descriptions. Furthermore, the following explanation is a more detailed explanation of the data analysis conducted by the researcher

The researcher applied Miles and Huberman model to analyze the data.<sup>9</sup> The components of this analyzing model are shown in this figure.



**Figure 2 Components of Data Analysis: Interactive Model**

Data analysis with the Miles and Huberman model was carried out as follows.

## 2. Data Collection

Data collection is the activity of collecting information to find answers or solutions to problems or questions that are used as material in research, testing theories and analyzing findings. The data sought or collected must be based on the objectivity of the research location and

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<sup>9</sup> Mathew B. Miles Huberman, *Data Analysis: A Method Sourcebooks*, In N. K. Denzin and Y.S Lincoln Eds. (Thousand Oaks, CA:Sage , 1994), 26.

based on the research objectives. There are many techniques for collecting data and different ways of collecting data using data collection tools.

- a. The first the Researcher came to the research location, namely Mts Mubarok Central Lampung, collected data in the form of students' English writing containing a comparison degree that was in accordance with the syllabus in this odd semester. collected data.
- b. The second, researcher came to school after that, the researcher asked the teacher for help to condition the students in the class. After the students were in the class the researcher observed and documented the use of comparison degree in student descriptive writing of the eighth grade students in Mts Mubarok Central Lampung, which began with the data collection process.
- c. Third, the researcher collected the data in the form of students' English writing containing a descriptive writing. that was in accordance with the syllabus in this odd semester.

### **3. Data Reduction**

Data reduction is a process or procedure of selecting, simplifying, in this process the researcher sorts and simplifies the data obtained by summarizing and selecting specific things or documents, which are part of the full content of written field reports, interview results, and documents. other empirical documents. In this case the researcher details the data related to the use of comparison degree in students' English writing by referring to the research question and research objectives.

In this study, the process of determining the data,

- a. The first the researcher carried out a coding process to adjust the theory of the English linguist with the research questions. It is expected that from this condensation process researcher can obtain accurate and specific data, so that they can answer research questions.
- b. The second related is how to use the comparison degree in descriptive writing, therefore, the researcher focuses on the data collected to answer about how the use students using comparison degree. Therefore, the researcher chose data that was in accordance with this first study.
- c. Second, related to the type of comparison degree, the researcher analyzed the required data from interviews related to the factors that caused the use of type in the use of comparison degree in descriptive writing.

#### **4. Data display**

After the researcher sorts the data, then the researcher displayed the research data in the form of words and supported by using tables and charts to clarify the research results, the display should be able to describe the content of the entire data.

- a. In the data display, the researcher makes a table to make it easier to analyze

Then the researcher analyzed the comparison degree documents in descriptive writing,

- b. Researchers analyzed and then entered the data that had been analyzed in the table.
- c. The researcher analyzed the appropriate and incorrect data and the researcher also grouped the types of comparison degree. After that, the researcher calculated the correct and incorrect student writing data, then calculated the types of comparison degree types.
- d. Then the researcher made an explanation and analysis on five examples of student writing on the positive, comparative, and superlative degree types. And explain proper writing.

#### **5. Drawing and verifying conclusion data**

The final step is drawing and verifying data conclusion. After the results are obtained, the researcher presented the conclusions of the research results so that it was proven whether this research has achieved the research objectives or not.

After that, the researcher makes an explanation of the data that has been analyzed, and has been verified. Explains the results of the percentage of data analyzed. Then the researcher draws the conclusion how the comparison degree in MTs Mubarak, and the most dominant type used by students.

And the researcher draws conclusions from the interviews that have been answered. And researchers have proven that the data that has been verified is in accordance with the objectives of the researcher.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. Result of the Research**

##### **1. Description of the Research Setting**

###### **a. The History and The Profil of MTs Mubarak Central lampung**

MTs Al-Mubarak was established on 01 November 1993. With Number SK WH/6/PP.00.5/1117/1996. The SK operational permit on 24 Juli 2006. With accredited status B. Registered with 121218020057. Chaired by a school principal named : H. MURTANDO, S.ThI. S.PdI, M.Pd. with the address at Jalan Ujan Mas, Uman Agung Village, Bandar Mataram District, Central Lampung.

###### **b. Visions and Missions of MTs Mubarak Central Lampung**

###### **1) Vision**

The realization of students who are strong in aqidah, do charity with knowledge and excel in achievement.

###### **2) Mission**

a) Preparing students who are faithful and pious.

b) Motivating students to live the teachings of Islam and be able to actualize them in everyday life.

c) Fostering students to develop their potential.

d) Developing the potential of students and education staff.

e) Preparing students who are smart, creative, competitive, and independent.

## 3) The Aims

- a) Educating students to be aqidah, charitable and achievers
- b) Educate students to become people who believe, and fear Allah SWT.
- c) Creating students who are able to compete in society and master modern technology.

**Tabel 2****Teaching and learning support facilities**

| <b>No</b> | <b>Description</b>  | <b>Total</b>    |
|-----------|---------------------|-----------------|
| 1         | Class room          | 14              |
| 2         | Principal Room      | 1               |
| 3         | Teacher room        | 1               |
| 4         | Administration room | 1               |
| 5         | Lab Room. IPA       | 1               |
| 6         | Lab Room. Computer  | 1               |
| 7         | Library room        | 1               |
| 8         | UKS room            | 1               |
| 9         | Skill room          | 1               |
| 10        | Art room            | 1               |
| 11        | Teacher's restroom  | 1               |
| 12        | Student toilet room | 7               |
| 13.       | Water source        | Bore well       |
| 14.       | Internet            | Telkom Internet |
| 15.       | Learning Media      | Multimedia      |

**Table 3****Total data on Teachers at MTS Mubarak Central Lampung**

| Position              | Total |        | Status        |
|-----------------------|-------|--------|---------------|
|                       | Male  | Famale |               |
| Headmaster            | 1     |        | Swasta        |
| Civil servant teacher | 1     |        | Civil servant |
| Private teacher       | 16    | 21     | Swasta        |

**Table 4****Total of students in the last 6 years of MTS Mubarak Central Lampung**

| Year      | ClassVII |       | Class VIII |       | Class IX |       | Total   |       |
|-----------|----------|-------|------------|-------|----------|-------|---------|-------|
|           | Total    | Total | Total      | Total | Total    | Total | Total   | Total |
|           | Student  | class | Student    | class | Student  | Class | Student | Class |
| 2015/2016 | 70       | 2     | 63         | 2     | 66       | 2     | 199     | 6     |
| 2016/2017 | 84       | 2     | 71         | 2     | 47       | 2     | 202     | 6     |
| 2017/2018 | 116      | 3     | 84         | 2     | 65       | 2     | 265     | 7     |
| 2018/2019 | 120      | 3     | 115        | 3     | 79       | 2     | 314     | 8     |
| 2019/2020 | 145      | 3     | 121        | 3     | 113      | 3     | 379     | 9     |
| 2020/2021 | 176      | 5     | 141        | 4     | 107      | 3     | 424     | 12    |



## 2. Description of Research Result

Description of objective of the result question including of *to analyze the use of comparison degree in the students' descriptive writing for the eight grade in Mts Mubarok Central Lampung in Pandemic Era, and to investigate the most dominant type of comparison degree in the students' writing for the eight grade in Mts Mubarok Central Lampung in Pandemic Era.*

### a. The Use of Comparison Degree in the Students' Descriptive Writing

In collecting data of the first research question, the researcher used the techniques of observation and interview. Therefore, the instruments are observation and interview sheet.

#### 1) The data analysis based on the observation sheet

The data result of observation sheet related with the use of comparison degree in the students' writing is provided in appendix.

The data analysis is illustrated in the following table:

**Table 6**  
**The Use of Comparison Degree in Students' Writing**

| No.   | Comparison Degree | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1.    | Positive          | 9         | 10 %       |
| 2.    | Comparative       | 58        | 64%        |
| 3.    | Superlative       | 25        | 26%        |
| Total |                   | 92        | 100%       |

**Table 5**  
**Total of Appropriate and Inappropriate in each type use of Comparison Degree**

| No. | Comparison Degree | The Appropriate use |            | The Inappropriate |            |
|-----|-------------------|---------------------|------------|-------------------|------------|
|     |                   | Frequency           | Percentage | Frequency         | Percentage |
| 1.  | Positive          | 2                   | 8 %        | 7                 | 11 %       |
| 2.  | Comparative       | 18                  | 69 %       | 42                | 64 %       |
| 3.  | Superlative       | 6                   | 23%        | 17                | 25 %       |
|     | Total             | 26                  |            | 66                |            |

The explanation of data in the table above is provided, as follow:

a) Positive degree

Based on the results of observations, it was observed that there was 2 (8%) use of the positive degree out of all 26, in the appropriate uses. Meanwhile, there are 7 (11%) of the 66, in the inappropriate uses. Inappropriate uses of the positive degree were found. It means that the use of positive degree in students' writing is dominated by inappropriate use of positive degree.

The use of positive degree in student writing can be seen in the following data:

(1) Slvn's ata

In Silviani's data, it is found that the correct use of positive degree is shown in the sentence: *His size is as big as the palm of hand.*

The sentence contains the right positive degree because the use of the components to form a positive

degree is very good. Through above sentence, the student compares *his size* to the size of *the palm of the hand*. The use of *as+adjective+as* is correct. Therefore, it can be concluded that the use of positive degree in Slvn's data is very appropriate.

(2) Azzh's data

In Azzh's data, it is found that the correct use of positive degree is shown in the sentence: *Ciko is as big as Ciki*.

The sentence contains the right positive degree because the use of the components to form a positive degree is very good. The use of *as+adjective+as* is correct. Therefore, it can be concluded that the use of positive degree in Azzh's data is very appropriate.

(3) Dv's data

In Dv's data, it was found that the use of the positive degree was not appropriate. It was shown in the sentence: *Milo as big as Moli*.

The use of the positive degree is not appropriate because it does not show what is being compared. It should be added with the verb *is*. Therefore, the correction for the inappropriate sentence should be: *Milo is as big as Moli*.

## (4) Vr's data

In Vr's data, it was found that the use of the positive degree was not appropriate. It was shown in the sentence:  
*Mocha as big as Mona.*

The use of positive degree is not appropriate because there is no *to be is* in the sentence. Therefore:  
*Mocha is as big as Mona.*

## (5) Sfr's data

In Sfr's data, it was found that the use of the positive degree was not appropriate. It was shown in the sentence: *Ronald is the same height as messi.*

The use of positive degree is not appropriate because of that sentence use *same*. It should use *is+as+adjective+as*. Therefore the appropriate sentence:  
*Mocha is as big as Mona.*

## (6) Nr aj

In Nr's data, it was found that the use of the positive degree was not appropriate. It was shown in the sentence:  
*Dog that is as big as a goat.*

The use of the positive degree is not appropriate because the sentence use *that*. It should be placed at the beginning of sentence. Therefore the appropriate sentence:  
*That dog is as big as a goat.*

b) Comparative degree

Based on the results of observation, it was observed that there was 18 (69%) use of the comparative degree out of all 26, in the appropriate uses. Meanwhile, 42 (64%) use of the comparative degree out of all 66, in the inappropriate uses. Inappropriate uses of the positive degree were found.

It means that the use of comparative degree in students' writing is dominated by inappropriate use of comparative degree.

(1) Tts's data

In Tts's data, it is found that the correct use of comparative degree is shown in the sentence: *But for me Jennie more beautiful than jassey.*

The sentence contains the right comparative degree because the use of the components to form the comparative degree is very good. The use of *more + adjective (beautiful) because two syllables*. So, use *more* is correct. Therefore, it can be concluded that the use of comparative degree in Tts's data is very appropriate.

(2) Ns's data

In Ns's data, it is found that the correct use of the comparative degree is shown in the sentence: *Coco is slower than Dodo.*

The sentence contains the right comparative degree. Because the use of the components to form the comparative

degree is very good. Through the sentence above. The use of *er + than* is correct. Therefore, it can be concluded that the use of Comparative degree in Ns's data is very appropriate.

### (3) Lstn's data

In Lstn's data, the researcher found the correct use of the Comparative degree. It was shown in the sentence:  
*Rere is more beautiful than Riri*

The sentence contains the right comparative degree. Because the use of the components to form the comparative degree is very good. The use of *more + adjective (beautiful) because two syllables. So, use more* is correct. Therefore, it can be concluded that the use of comparative degree in Lstn's data is very appropriate.

### (4) Adr's data

In Adr's data, it was found that the use of the comparative degree was not appropriate. It was shown in the sentence: *Black is more young than red.*

The use of the comparative degree is not appropriate because the inappropriate lies in *er* which shows comparative degree. the sentence should added *er*. Therefore, the correction for the inappropriate should be:  
*Black is more younger than red.*

## (5) Tk's data

In Tk's data, it is found that the use of the Comparative degree is not appropriate. It was shown in the sentence: *Milo and mochi, mochi has soft fur, softer than milo.*

The use of the comparative degree is not appropriate because the inappropriate lies in to be *s in verb*, which shows *it fur is milo's and mochi's fur*. Therefore, the correction of the inappropriate should be: *mochi's fur, is softer than milo's fur.*

## (6) Vrlt's data

In Vrlt's data, it was found that the use of the Comparative degree was not appropriate. It was shown in the sentence: *It has longer ear than my pets.*

The use of the comparative degree is not appropriate due to the inappropriate that lies in. Objects are illogical because *my pets* should added *verb* to compare it. Therefore, the correction for the inappropriate should be: *It has longer ears than my pet's ears.*

## c) Superlative degree

Based on the results of observations, it was observed that there was 6 (23%) use of the superlative degree out of all 26, in the appropriate uses. Meanwhile, there are 17 (25%) of the 66, in the inappropriate uses. Inappropriate uses of the positive degree were found. It means that the use of superlative

degree in students' writing is dominated by inappropriate use of superlative degree.

(1) Vrln's data

In Vrln's data, it is found that the correct use of the Superlative degree is shown in the sentence: *This giraffe is the tallest animal.*

The sentence contains the correct superlative degree, because the use of the components to form the superlative degree is very good. The use of *to be* and *est* is correct. Therefore, it can be concluded that the use of Superlative degree in Vrln's data is very appropriate.

(2) Adr's data

In Adr's data, it is found that the correct use of the Superlative degree is shown in the sentence: *Red is the most expensive.*

The sentence contains the correct superlative degree, because the use of the components to form the superlative degree is very good. The use of *to be* and *most* because expensive is two syllables, is correct. Therefore, it can be concluded that the use of Superlative degree on Adr's data is very appropriate.



## (3) Sfr's data

In Sfr's data, it is found that the correct use of the Superlative degree is shown in the sentence: *Ronal is the oldest horse.*

The sentence contains the correct superlative degree, because the use of the components to form the superlative degree is very good. The use of *to be* and use *st from adjective one syllables* is correct. Therefore, it can be concluded that the use of Superlative degree in Sfr's data is very appropriate.

## (4) Lstn's data

In Lstn's data, it is found that the use of the superlative degree is not appropriate. It was shown in the sentence: *They are is cutest animal I have.*

The use of the Superlative degree is not appropriate not use *is* if to use more subject. Therefore, the correction of the inappropriate should be: *They are the cutest animal.*

## (5) Tts's data

In Tts's data, it is found that the use of the superlative degree is not appropriate. It was shown in the sentence: *Jennie and Jasey is cuties rabbit I ever seen.*

The use of the Superlative degree is not appropriate. *Cuties* should *cutest* . Therefore, the correction of the

inappropriate should be: *Jennie and jassey is the cutest rabbit I ever seen.*

(6) Ns's data

In Ns's data, it is found that the use of the superlative degree is not appropriate. It was shown in the sentence: *Coco have cutest pattern.*

The use of the Superlative degree is not appropriate. *Should added s after verb and should is as a to be* in using superlative degree. Therefore, the correction of the inappropriate should be: *Coco's patern is cutest*

Based on the entire description above, it can be seen that the use of comparison degree in student writing can be illustrated in the following table:

**Table 7**  
**Total of Appropriate and Inappropriate The Use of Comparison Degree**

| No    | The use of Comparison degree | Frequency | Percentage |
|-------|------------------------------|-----------|------------|
| 1.    | Appropriate                  | 26        | 28%        |
| 2.    | Inappropriate                | 66        | 72%        |
| Total |                              | 92        | 100        |

From the information in the table above, the use of the comparison degree is dominated by inappropriate use, because there are 66 (72%) inappropriate uses of the

comparison degree out of the 92 uses of the comparison degree.

d) The analysis result of interview sheet

The questions of interview were given directly to 20 students' of the eight grade of MTS Mubarak of Central Lampung. The aim of this interview is to know the use of comparison degree in writing. In this case, the researcher used the interview sheet as the instrument.

Furthermore, the result of interview is presented in the following explanation:

**Table 8**  
**Total of the Result Interview**

| No. | The difficulty in using comparison degree  | Frequency | Percentage |
|-----|--|-----------|------------|
| 1.  | The difficulty to apply the rules of comparison degree in the positive, comparative and superlative types. | 17        | 85%        |
| 2.  | The difficulty to distinguish the concept of regular and irregular comparison.                             | 14        | 70%        |
| 3.  | The difficulty to write complete comparison degree.  | 17        | 85%        |
| 4.  | The difficulty to write logical comparison Degree.   | 14        | 70%        |

a) The difficulty to apply the rules of comparison degree in the positive, comparative and superlative types.

Based on the results of interviews in the pre-survey process, 17 students (85%). Stated that it was difficult to apply the rules in the comparison degree in the positive, comparatives and superlative type. Because they did not understand the types of comparison degree. In addition, they feel confused in applying the types of comparison degree in writing.

- b) The difficulty to distinguish the concept of regular and irregular comparison

Based on the results of the interview, it showed that there were 14 students (70%). Who stated that they had difficulty in distinguishing between regular and irregular concepts in the comparison degree. Because most students found it difficult to understand the concept of regular and irregular comparisons.

- c) The difficulty to write complete comparison degree

Based on the results of interviews, 17 students (85%) stated that they often wrote the comparison degree incompletely. Because they did not know the basic concept of comparison, especially related to the grammar of the comparison degree writing.

- d) The difficulty to write logical comparison degree.

Based on the result of interviews, 14 students (70%) stated that they often wrote logical comparisons because they did not know about the concept of logical comparison. In addition, they forgot to add the right grammatical pattern in the comparison degree.

Based on the entire description above, it can be concluded that the use of comparison degree in writing. Students have difficulty in using comparison degree in writing in the form of: the difficulty to apply the rules of comparison degree in the positive, comparative and superlative types, the difficulty to distinguish the concept of regular and irregular comparison, the difficulty to write complete comparison degree, the difficulty to write logical comparison degree.

**b. The most dominant type of comparison degree in the students' descriptive writing**

The process of collecting data for the second research purpose related to the most dominant type of comparison degree used in student writing was carried out by using observation data collection techniques. Therefore, the researcher used observation sheets. In this case, the researcher observed the data on student assignments related to the writing skills that the researcher got from the English teacher. The writing task is related to descriptive text that describes objects, people

and animals. Some students use the Comparison degree in student writing, while the results of the research are illustrated in the following table.

**Table 7**  
**Total of Appropriate and Inappropriate The Use of Comparison Degree**

| No    | The use of Comparison Degree | Frequency | Percentage |
|-------|------------------------------|-----------|------------|
| 1.    | Appropriate                  | 26        | 28%        |
| 2.    | Inappropriate                | 66        | 72%        |
| Total |                              | 92        | 100%       |

1) Positive degree

Based on the results of observations, it was observed that there was 7 (11%) use of the positive degree out of all 66, in the inappropriate uses. Meanwhile, there are 2 (8%) of the 26, in the appropriate uses. inappropriate uses of the positive degree were found. It means that the use of positive degree in students' writing is dominated by inappropriate use of positive degree.

The use of Positive Degree in student writing can be seen in the following data:

(a) Slvn's data

In Silviani's data, it is found that the correct use of Positive Degree is shown in the sentence: *His size is as big as the palm of hand.*

The sentence contains the right positive degree because the use of the components to form a positive degree is very good. Through the sentence above, the student compares

*his size to the size of the palm of the hand.* The use of *as+Adjective+as* is correct. Therefore, it can be concluded that the use of positive degree in slvn's data is very appropriate.

(b) Azzh's data

In Azzh's data, it is found that the correct use of Positive Degree is shown in the sentence *Ciko is as big as Ciki.*

The sentence contains the right positive degree because the use of the components to form a positive degree is very good. Through the sentence above, the student compares his size to the size of the palm of the hand. The use of *as+Adjective+as* is correct. Therefore, it can be concluded that the use of positive degree on Azzh's data is very appropriate.

2) Comparative degree

Based on the results of observations, it was observed that there was 42 (64%) use of the Comparative degree out of all 66, in the inappropriate uses. Meanwhile, there are 18 (69%) of the 26, in the appropriate uses. appropriate uses of the comparative degree were found. It means that the use of comparative degree in students' writing is dominated by inappropriate use.

While, the use of Comparative degree in students' descriptive writing is shown in the following data:

(a) Why's data

In Why's data, it is found that the correct use of Comparative Degree is shown in the sentence: *Rafael is slower than Donatello.*

The sentence contains the right Comparative degree because the use of the components to form the Comparative degree is very good. Through the sentence above, the student compares Rafael slower than Donatello. The use of *er + than* is correct. Therefore, it can be concluded that the use of positive degree in Why's data is very appropriate.

(b) Vrlt's data

In Vrlt's data, it is found that the correct use of Comparative Degree is shown in the sentence: *Lary is cheaper than timmy when sold.*

The sentence contains the correct comparative degree because the use of the components to form the comparative degree is very good, The use of *er + than* is appropriate. Therefore, it can be concluded that the use of positive degree in Vrlt data is very appropriate.

(c) Vrln's data

In the Vrln's data, it is found that the correct use of Comparative Degree is shown in the sentence: *And I saw deer, it is shorter than giraffe.*



The sentence contains the correct comparative degree because the use of the components to form the comparative degree is very good. The use of *er + than* is appropriate. Therefore, it can be concluded that the use of positive degree in Vrln's data is very appropriate.

### 3) Superlative

Based on the results of observations, it was observed that there was 17 (25%) use of the superlative degree out of all 66, in the inappropriate uses. Meanwhile, there are 6 (23%) of the 26, in the appropriate uses. inappropriate uses of the superlative degree were found. It means that the use of superlative degree in students' writing is dominated by inappropriate use.

writing is shown in the following data:

#### (a) Mgg's data

In Mgg's data, it is found that the correct use of the superlative degree is shown in the sentence: *Conny is laziest*.

The sentence contains the correct superlative degree because the use of the components to form the superlative degree is very good. The use of *of to be is*, and *est* is correct. Therefore, it can be concluded that the use of Superlative degree on Mgg's data is very appropriate.

(b) Adr's data

In Adr's data, it is found that the correct use of the superlative degree is shown in the sentence: *Red is the most expensive.*

The sentence contains the correct superlative degree because the use of the components to form the superlative degree is very good. The use of *most* in *two syllables* is correct. Therefore, it can be concluded that the use of Superlative degree on Adr's data is very appropriate.

(c) Vr's data

In Vr's data, it is found that the correct use of the superlative degree is shown in the sentence: *They are the cutest animals in the world.*

The sentence contains the correct superlative degree because the use of the components to form the superlative degree is very good. The use of *st* and to be *are* is correct. Therefore, it can be concluded that the use of Superlative degree on Vr's data is very appropriate.

Based on the entire description above, the results of observations on students' descriptive writing assignment. It can be seen that the most dominant type of comparison degree in student descriptive writing is the comparative degree. It is

because the percentage of use of the comparative degree type is 65%.

## **B. Discussion**

### **1. The use of comparison degree in the students' descriptive writing**

The students' difficulties in using Comparison degree in the students' descriptive writing were analyzed based on the instrument of observation and interview. The first analysis of the students' difficulties in using Comparison degree in the students' writing was conducted by observing the students' descriptive writing assignment given by the English teacher. It was adopted from the theory taken from Michael Swan about some difficulties got by the students in using Comparison degree in the students' descriptive writing<sup>1</sup>.

- a. The use of Positive degree in writing
- b. The use of Comparative degree in writing
- c. The use of Superlative degree in writing

In analyzing the use of comparison degree in students' descriptive writing, the researcher analyzes the accuracy and inaccuracy in each type. The results of the analysis related to the comparison degree in students' descriptive writing are shown in the following table:

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<sup>1</sup> Michael Swan, *Practical English Usage*, (Oxford University Press, 2016 ), 203

**Table 6**  
**Total of Appropriate and Inappropriate Use of Comparison Degree**

| No. | Comparison Degree | The Appropriate use |            | The Inappropriate |            |
|-----|-------------------|---------------------|------------|-------------------|------------|
|     |                   | Frequency           | Percentage | Frequency         | Percentage |
| 1.  | Positive          | 2                   | 8 %        | 7                 | 11 %       |
| 2.  | Comparative       | 18                  | 69 %       | 42                | 64 %       |
| 3.  | Superlative       | 6                   | 23%        | 17                | 25 %       |
|     | Total             | 26                  |            | 66                |            |

Based on the results of observations of students' descriptive writing, it is known that the use of comparison degree in writing is dominated by inappropriate use. This is because there are 66 inappropriate uses (72%). The most inappropriate type is the comparative type with a percentage of 64%.

In addition, the use of comparison degree in students' descriptive writing was strengthened by the results of interviews with students by taking Geraldine Woods'. Theory about the forms of difficulties in using the comparison degree including of the difficulty to apply the rules of Comparison degree in the Positive, Comparative and Superlative and Superlative types: the difficulty to Distinguish the concept of regular and irregular Comparison; the Difficulty to write Complete Comparison degree; and the difficulty to write logical Comparison degree.<sup>2</sup>

Based on the results of the interview, it is known that in the use of comparison degree in writing. Students have difficulty in using the Comparison degree in writing in the form of: the difficulty to apply the rules of Comparison degree in the positive, Comparative and superlative

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<sup>2</sup> Geraldine woods. *English for Dummies*. Indianapolis: Wiley Publishing. 2010

types (85%), the difficulty to distinguish the concept of regular and irregular comparison (70%), the difficulty to write complete comparison degree (85%), and the difficulty to write logical Comparison Degree (70%).

## **2. The most dominant type of comparison degree in the students' descriptive writing**

In investigating the most dominant type of comparison degree in students' descriptive writing. The researcher used the instrument of observation sheet by observing the results of students' writing assignments given by the English teacher. The theory about the types of comparison degree is taken from Michael Swan including of positive degree, comparative degree, and superlative degree.

The results of the study show the use of each type of comparison degree are shown in the following table.

**Table 5**  
**The Use of Comparison Degree in Students' Writing**

| No.   | Comparison Degree | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1.    | Positive          | 9         | 10%        |
| 2.    | Comparative       | 59        | 65%        |
| 3.    | Superlative       | 24        | 25%        |
| Total |                   | 92        | 100%       |

From the results of observations on students' writing assignments, it can be analyzed that the type of comparison degree in student descriptive writing is the most dominant is the comparative degree. It is because the percentage of the use of the comparative degree type is 64%.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The conclusion of this study includes an explanation of the research results. The results of the first study were related to the use of comparison degree in students' descriptive writing. The use of comparison degree is dominated by inappropriate use because there are 66 inappropriate uses of comparison degree out of 92 uses of comparison degree 72%. The use of comparison is strengthened by the results of interviews with students which show the results that there is the difficulty to apply the rules of comparison degree in the positive, comparative and superlative types (85%).

The difficulty to distinguish the concept of regular and irregular comparison (70%), the difficulty to write complete comparison degree (85%), and the difficulty to write logical comparison degree (70%).

Moreover, the second research result related to the most dominant type of comparison degree in student writing obtained from observations of students' writing assignments. These results indicate that the most dominant type of comparison degree in student writing is the comparative degree. It is because the percentage of using the comparative degree type is 64%.

## **B. Suggestion**

The researcher provides some suggestion for the writer, the students, the teacher and the headmaster. The students are advised to be more active in practicing writing using English, especially applying the comparison degree to their writing.

Furthermore, the teachers are advised to motivate students to practice writing in English, especially in applying the comparison degree to their writing. Meanwhile, the headmaster is advised to support the process of learning English, especially writing by providing more complete infrastructure and teaching training.

### **Implication**

In this research, the students' writing results were analyzed by the researcher by focusing on the use of comparison degree. Through this research, the students were able to know their errors in using comparison degree in writing. After they have got the chance to realize their difficulties in using comparison degree in descriptive writing, they are able to practice to write the sentences in English regularly.

By doing this research, it supports and motivates the other writers, and is expected to have a positive influence on the quality of research to improve the skills of using comparison degree in English writing. And of course it can be useful for other research. And related to the implications of this research for English education majors, especially for students of English education Metro. This research can increase information about research topics related to

the difficulty of using comparison degree in writing. In addition, this research is closely related to the subject of structure and grammar. It is because this research can increase the theory of comparison degree which will be useful for other students in IAIN Metro. And it is hoped that students of English education can follow up this research into a more useful form of research.



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# Appendices

1. The Blue Print of Documentation
2. The Blue Print of Observation Sheet
3. Documentation Sheet
4. Observation Sheet of Interpersonal Meaning

**INTERVIEW GUIDELINES**

| No | Question   | Student's answers |
|----|--|-------------------|
| 1. | How often do you use comparison degree in your writing?                            |                   |
| 2. | What do you know about comparison degree?  |                   |
| 3. | What do you know about the types of comparison degree?                             |                   |
| 4. | What is the most difficult type of comparison degree that you use in your writing? |                   |

**STUDENT'S WRITING ANALYSIS MUBAROK BOARDING SCHOOL  
CENTRAL LAMPUNG**

| No. | Student's Name | COMPARISON   |          |             |             | Total |
|-----|----------------|--------------|----------|-------------|-------------|-------|
|     |                | No. question | Positive | Comparative | Superlative |       |
| 1.  | Abdul A        | 1            | 1        | 1           | -           | 11    |
|     |                | 2            | -        | 2           | -           |       |
|     |                | 3            | -        | 1           | -           |       |
|     |                | 4            | 1        | 3           | -           |       |
|     |                | 5            | 1        | 1           | -           |       |
| 2.  | Agung T.S      | 1            | -        | 2           | -           | 14    |
|     |                | 2            | -        | 2           | -           |       |
|     |                | 3            | 1        | 2           | -           |       |
|     |                | 4            | 1        | 3           | -           |       |
|     |                | 5            | 1        | 2           | -           |       |
| 3.  | Ahmad M.M      | 1            | 1        | 1           | -           | 12    |
|     |                | 2            | 2        | -           | -           |       |
|     |                | 3            | 1        | 2           | -           |       |
|     |                | 4            | 1        | 1           | 1           |       |
|     |                | 5            | 1        | 1           | -           |       |
| 4.  | Alisha Z.M     | 1            | 1        | 1           | -           | 12    |
|     |                | 2            | 2        | -           | -           |       |
|     |                | 3            | -        | 2           | -           |       |
|     |                | 4            | 1        | 1           | 1           |       |
|     |                | 5            | 1        | 2           | -           |       |
| 4.  | Ananda. R      | 1            | 1        | 1           | 1           | 19    |
|     |                | 2            | 1        | 3           | 1           |       |
|     |                | 3            | 1        | 3           | -           |       |
|     |                | 4            | 1        | 3           | -           |       |
|     |                | 5            | 1        | 2           | -           |       |
| 6.  | Ayu N.         | 1            | 1        | 1           | -           | 12    |
|     |                | 2            | -        | 2           | -           |       |
|     |                | 3            | 1        | 2           | -           |       |
|     |                | 4            | 1        | 1           | 1           |       |
|     |                | 5            | 1        | 1           | -           |       |
| 7.  | Berlian R.A    | 1            | -        | 2           | -           | 14    |
|     |                | 2            | 1        | 2           | -           |       |
|     |                | 3            | 1        | 1           | -           |       |
|     |                | 4            | 1        | 3           | 1           |       |
|     |                | 5            | 1        | 1           | -           |       |
| 8.  | Cindy .M       | 1            | 1        | 2           | 1           | 13    |
|     |                | 2            | -        | 2           | -           |       |
|     |                | 3            | 1        | 2           | -           |       |

|     |                 |   |   |   |   |    |
|-----|-----------------|---|---|---|---|----|
|     |                 | 4 | 1 | 2 | 1 |    |
|     |                 | 5 | 1 | 1 | - |    |
| 9.  | Devi .N         | 1 | - | 2 | 1 | 18 |
|     |                 | 2 | - | 3 | 1 |    |
|     |                 | 3 | 1 | 2 | - |    |
|     |                 | 4 | 1 | 3 | - |    |
|     |                 | 5 | 1 | 2 | 1 |    |
| 10. | Ely N.          | 1 | 1 | 2 | - | 16 |
|     |                 | 2 | - | 2 | - |    |
|     |                 | 3 | 1 | 2 | - |    |
|     |                 | 4 | 1 | 3 | 1 |    |
|     |                 | 5 | 1 | 2 | - |    |
| 11. | Fadhila         | 1 | 1 | 1 | - | 11 |
|     |                 | 2 | - | 2 | - |    |
|     |                 | 3 | 1 | 1 | - |    |
|     |                 | 4 | 1 | 1 | - |    |
|     |                 | 5 | 1 | 2 | - |    |
| 12. | Febriya<br>n P. | 1 | - | 2 | - | 15 |
|     |                 | 2 | 1 | 2 | - |    |
|     |                 | 3 | 1 | 2 | - |    |
|     |                 | 4 | 1 | 3 | 1 |    |
|     |                 | 5 | 1 | 2 | - |    |
| 13. | Igo N.K         | 1 | 1 | 2 | - | 14 |
|     |                 | 2 | - | 2 | - |    |
|     |                 | 3 | - | 2 | - |    |
|     |                 | 4 | 1 | 2 | 1 |    |
|     |                 | 5 | - | 2 | 1 |    |
| 14. | Ika R.N         | 1 | 1 | 2 | - | 14 |
|     |                 | 2 | - | 2 | - |    |
|     |                 | 3 | 1 | 2 | - |    |
|     |                 | 4 | 1 | 2 | - |    |
|     |                 | 5 | - | 2 | 1 |    |
| 15. | Isna A.         | 1 | 1 | 2 | - | 12 |
|     |                 | 2 | - | 2 | - |    |
|     |                 | 3 | - | 1 | - |    |
|     |                 | 4 | - | 2 | 1 |    |
|     |                 | 5 | - | 2 | 1 |    |
| 16. | Meylan<br>R.P   | 1 | 1 | 2 | - | 18 |
|     |                 | 2 | 1 | 2 | - |    |
|     |                 | 3 | 1 | 2 | - |    |
|     |                 | 4 | 1 | 3 | 1 |    |
|     |                 | 5 | 1 | 2 | 1 |    |
| 17. | M.<br>Hasan     | 1 | 1 | 2 | - |    |
|     |                 | 2 | - | 2 | - |    |

|              |              |   |           |            |           |            |
|--------------|--------------|---|-----------|------------|-----------|------------|
|              |              | 3 | 2         | 2          | -         | 16         |
|              |              | 4 | 1         | 3          | -         |            |
|              |              | 5 | 1         | 2          | -         |            |
| 18.          | Nikmah<br>T. | 1 | 1         | 2          | -         | 15         |
|              |              | 2 | -         | 2          | -         |            |
|              |              | 3 | 1         | 2          | -         |            |
|              |              | 4 | -         | 3          | 1         |            |
|              |              | 5 | 1         | 2          | -         |            |
| 19.          | Nur A.       | 1 | 1         | 2          | 1         | 18         |
|              |              | 2 | -         | 3          | -         |            |
|              |              | 3 | 1         | 2          | -         |            |
|              |              | 4 | 1         | 3          | 1         |            |
|              |              | 5 | 1         | 2          | -         |            |
| 20.          | Refol A.     | 1 | 1         | 2          | -         | 15         |
|              |              | 2 | -         | 2          | -         |            |
|              |              | 3 | 1         | 2          | -         |            |
|              |              | 4 | 1         | 3          | -         |            |
|              |              | 5 | 1         | 1          | 1         |            |
| <b>TOTAL</b> |              |   | <b>76</b> | <b>187</b> | <b>24</b> | <b>289</b> |

Based on analysis table above total in the most dominant type of comparison degree in the students' writing at ISLAMIC BOARDING SCHOOL MUBAROK in CENTRAL LAMPUNG is **comparative degree**. With the total use of Comparison Degree:

- a. Positive degree with total 76
- b. Comparative degree with a total 187
- c. Superlative degree with a total 24

In addition the total use of comparison degree is 289 is used in student's writing at ISLAMIC BOARDING SCHOOL MUBAROK CENTRAL LAMPUNG.

Table 9

## DOCUMENTATION SHEET

## The Use of Comparison Degree Student's Descriptive Writing

| No | Data | Sentences  | Type |   |   | Appropriate | Inappropriate | Correction   |                                     |
|----|------|--|------|---|---|-------------|---------------|--|-------------------------------------|
|    |      |  | P    | C | S |             |               |  |                                     |
| 1. | Diva | Milo has beautiful fur than Moli.                      |      | ✓ |   |             | ✓             | <i>Milo's fur is more beautiful than Moli's fur.</i> |                                     |
|    |      | Milo is activer than Moli.                             |      | ✓ |   |             | ✓             | <i>Milo is more active than moli.</i>                |                                     |
|    |      | Milo is more prety than Moli.                          |      | ✓ |   |             | ✓             | <i>Milo is prettier than Moli.</i>                   |                                     |
|    |      | Moli is slower than Milo.                              |      | ✓ |   | ✓           |               |  |                                     |
|    |      | Moli is more cute than Milo.                           |      | ✓ |   |             | ✓             | <i>Moli is cuter than Milo.</i>                      |                                     |
|    |      | But they are the most cute animals than other animals. |      |   |   | ✓           |               | ✓  | <i>They are the cutest animals.</i> |
|    |      | Milo as big as Moli.                                   | ✓    |   |   |             |               | ✓  | <i>Milo is as big as Moli.</i>      |
| 2. | Vera | Mocha has softer fur than Mora.                        |      | ✓ |   |             | ✓             | <i>Mocha's fur is softer than Mora's fur.</i>        |                                     |
|    |      | Mocha is prettier than Mora.                           |      | ✓ |   | ✓           |               |  |                                     |
|    |      | Mocha has sharp naas than Mora.                        |      | ✓ |   |             | ✓             | <i>Mocha's nails are sharper than Mora's nails.</i>  |                                     |



|    |        |   |   |   |   |   |   |   |
|----|--------|---|---|---|---|---|---|---|
|    |        | Mona has a darker color than Mocha.           |   | ✓ |   |   | ✓ | <i>Mona is darker than Mocha.</i>                     |
|    |        | They are the cutest animals in the world.     |   |   | ✓ |   | ✓ |   |
|    |        | Mocha as big as Mona.                         | ✓ |   |   |   | ✓ | <i>Mocha is as big as Mona.</i>                       |
| 3. | Azizah | Ciki has bigger and rounder eye than Ciko.    |   | ✓ |   |   | ✓ | <i>Ciki's eyes is bigger than Ciko's eyes.</i>        |
|    |        | Ciko has thicker fur than Ciki.               |   | ✓ |   |   | ✓ | <i>Ciko's fur is thicker than Ciki's fur.</i>         |
|    |        | Ciko has sharper nails than Ciki.             |   | ✓ |   |   | ✓ | <i>Ciko's nails are sharper than Ciki's nails.</i>    |
|    |        | Ciki has a longer tail than Chiko.            |   | ✓ |   |   | ✓ | <i>Ciki's tail is longer than Chiko's tail.</i>       |
|    |        | They are the friendlist animals in the world. |   |   | ✓ |   | ✓ | <i>They are the friendliest animals in the world.</i> |
|    |        | Ciko is as big as Ciki.                       | ✓ |   |   |   | ✓ |   |
| 4. | Rizki  | I think Hamster is the cutest animals.        |   | ✓ |   | ✓ |   |   |
|    |        | Cici fur is softer than Kiko.                 |   | ✓ |   |   | ✓ | <i>Cici's fur is softer than Kiko's fur.</i>          |
|    |        | Cici size is bigger than Kiko.                |   | ✓ |   |   | ✓ | <i>Cici size is bigger than Kiko.</i>                 |

|    |       |   |  |   |   |   |   |   |
|----|-------|---|--|---|---|---|---|---|
|    |       | But Kiko moves faster than Cici.  |  | ✓ |   |   | ✓ | <i>But Kiko is faster than Cici.</i>                                |
| 5. | Alan  | I prefer the geese my grandfather gave me.  |  | ✓ |   |   | ✓ | <i>I prefer the geese from my grandfather than other geese.</i>     |
|    |       | Because the geese given by my grandfather has the cleanest feathers.                      |  |   | ✓ |   | ✓ | <i>The geese given by my grandfather are the cleanest feathers.</i> |
|    |       | The other geese owned by dad was dirty muct dirtier than the goose that grandpa gave him. |  | ✓ |   |   | ✓ | <i>My dad's geeses are dirtier tha geese from grandpa.</i>          |
| 6. | Titis | Jassey has soft fur more than Jennie.   |  | ✓ |   |   | ✓ | <i>Jassey's fur is softer than Jennie's fur.</i>                    |
|    |       | Because Jassey have a heavy hair. heavy than Jennie.                                      |  | ✓ |   |   | ✓ | <i>Jassey's hair is havier than Jennie's hair.</i>                  |
|    |       | But for me Jennie more beautiful than Jassey.   |  | ✓ |   | ✓ |   |   |
|    |       | Because Jennie has a wonderful eye, wonderful than Jassey.                                |  | ✓ |   |   | ✓ | <i>Jennie's eyes is more wonderful than Jassey's eyes.</i>          |
|    |       | And Jennie has sharpers nails more than Jassey.   |  | ✓ |   |   | ✓ | <i>And Jennie nails are sharper than Jassey's nails.</i>            |
|    |       | Jassey has a longer tail more than Jennie.  |  | ✓ |   |   | ✓ | <i>Jassey has a longer tail than Jennie's tail.</i>                 |

|    |          |   |  |   |   |   |   |  |
|----|----------|---|--|---|---|---|---|--|
|    |          | Jennie and Jassey is cuties rabbit I ever seen. |  |   | ✓ |   | ✓ | <i>Jennie and jassey is the cutest rabbit I ever seen.</i> |
| 7. | Nisa     | Coco is slower than Dodo.                       |  | ✓ |   | ✓ |   |  |
|    |          | Coco have cutest pattern.                       |  |   | ✓ |   | ✓ | <i>Coco's patern is cutest.</i>                            |
|    |          | They are have part body hardest.                |  |   | ✓ |   | ✓ | <i>They have the toughest limbs.</i>                       |
|    |          | The color of Coco is darker than Dodo.          |  | ✓ |   |   | ✓ | <i>Coco is darker than Dodo.</i>                           |
| 8. | Listiana | Riri have fur soft softer than Rere.            |  | ✓ |   |   | ✓ | <i>Riri's fur is softer than Rere's fur.</i>               |
|    |          | Rere is more beautiful than Riri.               |  | ✓ |   |   | ✓ |  |
|    |          | Rere have nails, sharper than Riri.             |  | ✓ |   |   | ✓ | <i>Rere's nails, are sharper than Riri's nails.</i>        |
|    |          | But Riri is smarter than Rere.                  |  | ✓ |   | ✓ |   |  |
|    |          | Riri run fast, faster than Rere.                |  | ✓ |   |   | ✓ | <i>Riri is faster than Rere.</i>                           |
|    |          | They are is cutest animal I have.               |  |   | ✓ |   | ✓ | <i>They are the cutest animal.</i>                         |
| 9. | Andri    | Red is the most expensive.                      |  |   | ✓ |   | ✓ |  |
|    |          | Black is more young than red.                   |  | ✓ |   |   | ✓ | <i>Black is younger than Red.</i>                          |

|  |  |   |  |   |  |   |   |                                  |
|--|--|---|--|---|--|---|---|----------------------------------|
|  |  | But black have voice louder than Red.                             |  | ✓ |  |   | ✓ | <i>Black is louder than Red.</i> |
|  |  | Black is younger than Red.  |  | ✓ |  | ✓ |   |                                  |
|  |  | Red is older than Black, I have when I visited to my grandmother. |  | ✓ |  | ✓ |   |                                  |

|     |         |   |   |   |   |   |   |  |
|-----|---------|---|---|---|---|---|---|--|
| 10. | Tika    | Milo and mochi, mochi has soft fur, softer than milo. |   | ✓ |   |   | ✓ | <i>mochi's fur, is softer than milo's fur.</i>   |
|     |         | Milo has beautiful than milo.                         |   | ✓ |   |   | ✓ | <i>Milo is beautiful than milo.</i>              |
|     |         | Mochi has sharper nails, is sharper than milo.        |   | ✓ |   |   | ✓ | <i>Mochi's nails, are sharper than milo.</i>     |
|     |         | They are is cutest in the world, in my opinion.       |   |   | ✓ |   | ✓ | <i>They are the cutest in the world.</i>         |
| 11. | Sifara. | They are the fast animals in the world.               |   |   | ✓ |   | ✓ | <i>They are the faster animals in the world.</i> |
|     |         | Ronal is the oldest horse                             |   |   | ✓ | ✓ |   |  |
|     |         | Ronald is the same height as messi.                   | ✓ |   |   |   | ✓ | <i>Ronald is as high as messi.</i>               |
|     |         | But choki is most expensive.                          |   |   | ✓ | ✓ |   | <i>But choki is the most expensive.</i>          |
| 12. | Zahra   | Tiger are as fierce a crocodile.                      | ✓ |   |   |   | ✓ | <i>Tiger is as fierce as crocodile.</i>          |
|     |         | Crocodile is shorter than tiger.                      |   | ✓ |   | ✓ |   |  |
|     |         | Crocodile mouth is longer than tiger.                 |   | ✓ |   | ✓ |   |  |
|     |         | Because crocodile is heavier tiger.                   |   | ✓ |   |   | ✓ | <i>Because crocodile is heavier than</i>         |

|     |       |   |   |   |   |   |   |  |
|-----|-------|---|---|---|---|---|---|--|
|     |       |   |   |   |   |   |   | <i>tiger.</i>  |
|     |       | Tiger most dangerous in the zoo.                                      |   |   | ✓ |   | ✓ | <i>Tiger is the most dangerous in the zoo.</i>               |
| 13. | Meggy | Conny has the most soft fur.  |   |   | ✓ |   | ✓ | <i>Conny has the softest fur.</i>                            |
|     |       | Kelly has the beautifullest eye.                                      |   |   | ✓ |   | ✓ | <i>Kelly has the most beautiful eyes.</i>                    |
|     |       | Chesy is fat as conny.  | ✓ |   |   |   | ✓ | <i>Chesy is as fat as conny.</i>                             |
|     |       | Conny is laziest.   |   |   | ✓ | ✓ |   |  |
|     |       | Chesy is thin than Kelly.   |   | ✓ |   |   | ✓ | <i>Chesy is thiner than Kelly.</i>                           |
| 14. | Diana | I have two of the cutes cat in my village.                            |   |   | ✓ |   | ✓ | <i>I have cutest cats in my village.</i>                     |
|     |       | My first cat had more fur than my second cat.                         |   | ✓ |   |   | ✓ | <i>My first cat had much fur than the second cat's fur.</i>  |
|     |       | Has small eye smaller with the second.                                |   | ✓ |   |   | ✓ | <i>It has smaller eyes than the second cat.</i>              |
|     |       | And when my second cat hungry she is louder noiser with my first cat. |   | ✓ |   |   | ✓ | <i>My second cat is noiser and louder than my first cat.</i> |

|     |          |  |   |   |   |   |   |   |
|-----|----------|--|---|---|---|---|---|---|
| 15. | Silviani | His size is as big as the palm of hand.                            | ✓ |   |   | ✓ |   |   |
|     |          | It was bigger than the little dog ross.                            |   | ✓ |   |   | ✓ | <i>Jack was bigger than the little dog ross.</i>  |
|     |          | Named jack, jack looks fiercer than ross.<br>And noicer than ross. |   | ✓ |   |   | ✓ | <i>Jack looks and noicer than ross.</i>           |
| 16. | Vina     | Moci have fangs and nail that are sharper than moli.               |   | ✓ |   |   | ✓ | <i>Moci's nail are sharper than Moli's nails.</i> |
|     |          | Moci has thicker fur than Moli.                                    |   | ✓ |   |   | ✓ | <i>Moci's fur are thicker than Moli's fur.</i>    |
|     |          | Moci have a longer tail than Mole.                                 |   | ✓ |   |   | ✓ | <i>Moci's tail is longer than Moli's tail.</i>    |
|     |          | Moci fur is as soft as moli fur.                                   | ✓ |   |   |   | ✓ | <i>Moci's fur is as soft as moli's fur.</i>       |
| 17. | Nur Aji  | Dog that is as big as a goat                                       | ✓ |   |   |   | ✓ | <i>That dog is as big as a goat.</i>              |
|     |          | My brother's dog is fiercess                                       |   |   | ✓ |   | ✓ | <i>My brother's dog is fiercest.</i>              |
|     |          | But I prefer my brother's cat because it's cute than his dog       |   | ✓ |   |   | ✓ | <i>I prefer my brother's cat than his dog.</i>    |
| 18. | Wahyu. N | But Donatello is faster than Rafael.                               |   | ✓ |   | ✓ |   |   |
|     |          | Rafael is slower than Donatello.                                   |   | ✓ |   | ✓ |   |   |

|       |         |  |   |    |    |    |    |  |
|-------|---------|--|---|----|----|----|----|--|
|       |         | Donatello is older than Rafael.              |   | ✓  |    | ✓  |    |  |
| 19.   | Verlita | Timmy is most expensive than they.           |   |    | ✓  |    | ✓  | <i>Timmy is the most expensive.</i>                  |
|       |         | Timmy is laziest than they.                  |   |    | ✓  |    | ✓  | <i>Timmy is the laziest.</i>                         |
|       |         | lary is cheaper than timmy when sold.        |   | ✓  |    | ✓  |    |  |
|       |         | Poppy is cuteness rabbit I have ever had.    |   |    | ✓  |    | ✓  | <i>Poppy is the cutest rabbit I have ever had.</i>   |
|       |         | It has longer ear than my pets.              |   | ✓  |    | ✓  |    | <i>It has longer ears than my pets' ears.</i>        |
| 20.   | Verlian | This giraffe is the tallest animal.          |   |    | ✓  | ✓  |    |  |
|       |         | And I saw deer, it is shorter than giraffe.  |   | ✓  |    | ✓  |    |  |
|       |         | It has a pair of horn longer than a giraffe. |   | ✓  |    |    | ✓  | <i>It has longer horns than the giraffe's horns.</i> |
| Total |         |  | 9 | 59 | 23 | 22 | 70 |  |



Table 10

THE MOST DOMINANT TYPE OF COMPARISON DEGREE IN STUDENT'S  
DESCRIPTIVE WRITING

| No.   | Data     | Comparison Degree |             |             |
|-------|----------|-------------------|-------------|-------------|
|       |          | Positive          | Comparative | Superlative |
| 1.    | Divi     | 1                 | 5           | 1           |
| 2.    | Vera     | 1                 | 4           | 1           |
| 3.    | Azizah   | 1                 | 4           | 1           |
| 4.    | Rizki    | -                 | 4           | -           |
| 5.    | Alan     | -                 | 2           | 1           |
| 6.    | Titis    | -                 | 6           | 1           |
| 7.    | Nisa     | -                 | 2           | 2           |
| 8.    | Listiana | -                 | 5           | 1           |
| 9.    | Andri    | -                 | 4           | 1           |
| 10.   | Tika     | -                 | 3           | 1           |
| 11.   | Sifara   | 1                 | -           | 3           |
| 12.   | Zahra    | 1                 | 3           | 1           |
| 13.   | Meggy    | 1                 | 1           | 3           |
| 14.   | Diana    | -                 | 1           | 3           |
| 15.   | Silviani | 1                 | 2           | -           |
| 16.   | Vina     | 1                 | 3           | -           |
| 17.   | Nur      | 1                 | 1           | 1           |
| 18.   | Wahyu    | -                 | 3           | -           |
| 19.   | Verlita  | -                 | 2           | 3           |
| 20.   | Verlian  | -                 | 2           | 1           |
| Total |          | 9                 | 59          | 23          |

Table 11

TOTAL OF COMPARISON DEGREE TYPE

| No.   | Comparison Degree | Frequency | Percentage                  |
|-------|-------------------|-----------|-----------------------------|
| 1.    | Positive          | 9         | $9/91 \times 100\% = 10\%$  |
| 2.    | Comparative       | 59        | $59/91 \times 100\% = 65\%$ |
| 3.    | Superlative       | 24        | $24/91 \times 100\% = 25\%$ |
| Total |                   | 92        | 100%                        |

Table 12

TOTAL OF THE APPROPRIATE AND INAPPROPRIATE USE OF  
COMPARISON DEGREE IN EACH TYPE

| No.   | Data     | Comparison Degree |               |             |               |             |               |
|-------|----------|-------------------|---------------|-------------|---------------|-------------|---------------|
|       |          | Positive          |               | Comparative |               | Superlative |               |
|       |          | Appropriate       | Inappropriate | Appropriate | Inappropriate | Appropriate | Inappropriate |
| 1.    | Diva     | -                 | 1             | 1           | 4             | -           | 1             |
| 2.    | Vera     | -                 | 1             | 1           | 3             | 1           | -             |
| 3.    | Azizah   | 1                 | -             | -           | 4             | -           | 1             |
| 4.    | Rizki    | -                 | -             | 1           | 3             | -           | -             |
| 5.    | Alan     | -                 | -             | -           | 2             | -           | 1             |
| 6.    | Titis    | -                 | -             | 1           | 5             | -           | 1             |
| 7.    | Nisa     | -                 | -             | 1           | 1             | -           | 2             |
| 8.    | Listiana | -                 | -             | 2           | 3             | 1           | -             |
| 9.    | Andri    | -                 | -             | 2           | 2             | 1           | -             |
| 10.   | Tika     | -                 | -             | -           | 3             | -           | 1             |
| 11.   | Sifara   | -                 | 1             | -           | -             | 1           | 2             |
| 12.   | Zahra    | -                 | 1             | 2           | 1             | -           | 1             |
| 13.   | Meggy    | -                 | 1             | -           | 1             | 1           | 2             |
| 14.   | Diana    | -                 | -             | -           | 3             | -           | 1             |
| 15.   | Silviani | 1                 | -             | -           | 2             | -           | -             |
| 16.   | Vina     | -                 | 1             | -           | 3             | -           | -             |
| 17.   | Nur      | -                 | 1             | -           | 1             | -           | 1             |
| 18.   | Wahyu    | -                 | -             | 3           | -             | -           | -             |
| 19.   | Verlita  | -                 | -             | 3           | -             | -           | 3             |
| 20.   | Verlian  | -                 | -             | 1           | 1             | 1           | -             |
| Total |          | 2                 | 7             | 18          | 42            | 6           | 17            |

Table 13

TOTAL OF THE USE COMPARISON DEGREE

| Comparison Degree |               |             |               |             |               |
|-------------------|---------------|-------------|---------------|-------------|---------------|
| Positive          |               | Comparative |               | Superlative |               |
| Appropriate       | Inappropriate | Appropriate | Inappropriate | Appropriate | Inappropriate |
| 2                 | 7             | 18          | 42            | 6           | 17            |

Table 14

**TOTAL OF APPROPRIATE AND INAPPROPRIATE USE OF  
COMPARISON DEGREE**

| No | Comparison Degree | The Appropriate use |            | The Inappropriate |            |
|----|-------------------|---------------------|------------|-------------------|------------|
|    |                   | Frequency           | Percentage | Frequency         | Percentage |
| 1  | Positive          | 2                   | 8 %        | 7                 | 11 %       |
| 2  | Comparative       | 18                  | 69 %       | 42                | 64 %       |
| 3  | Superlative       | 6                   | 23%        | 17                | 25 %       |
|    | Total             | 26                  |            | 66                |            |

Table 15

**DATA OF SCHOOL**

| No. | Aspect  | Availability |
|-----|---|--------------|
| 1.  | Profile of MTS MUBAROK CENTRAL LAMPUNG                      |              |
| 2.  | The Building Condition and school facilitate in MTS MUBAROK |              |
| 3.  | The quantity of students at MTS MUBAROK                     |              |

Table 16

**INTERVIEW SHEET**

| No.  | QUESTION   | ANSWER   |
|--|--|--|
| 1.   | What are the difficulties that you get in writing English texts? | Vina: "Nгаа tahu aturannya kaya apa waktu nulis".  |
|  |  | Septi: "Nгаа tau nulis yang bener kaya apa".   |
|  |  | Diana: "aku tidak tahu banyak kosakatanya".  |
|  |  | Azizah: "Cuma tahu dikit-dikit kosakatanya".   |
|  |  | Vera: "aku tidak tahu tentang tulisan bahasa inggris yang benar, mungkin di grammarnya".           |
|  |  | Regita: "aku tidak tahu aturan dalam menulis bahasa inggris, dan kurang tahu tentang kosakatanya". |
|  |  | Diva: "Nгаа terlalu paham grammar".  |
|  |  | Wahyu: "Cuma ingat dikit-dikit kosakatanya".   |
|  |  | Tika: "aku ngga terlalu suka bahsa inggris jadi susah ngerangkai katanya".                         |
| Sifara: "sedikit sedikit bisa si nulis bahasa inggris tapi ngga tau aturanya". |  |  |

|    |   |  |
|----|---|--|
|    |   | Meggy: "Ngga terlalu paham grammar".   |
|    |   | Vina: " ngga terlalu suka bahasa inggris dan ngga tau aturan nulisnya".          |
|    |   | Monica: "Ngga terlalu paham grammar".  |
|    |   | Alan: "sedikit sedikit bisa si nulis bahasa inggris tapi ngga tau aturanya".     |
|    |   | Andri: "bahasa inggris susah jadi susah ngerangkai kata-katanya".                |
|    |   | Rizki: "ngga suka bahasa inggris".   |
|    |   | Titis: "aku ngga terlalu suka bahsa inggris jadi susah ngerangkai katanya".      |
|    |   | Listiani: "Cuma tahu dikit-dikit kosakatanya".                                   |
|    |   | Risma: "Aku ngga terlalu suka bahsa inggris jadi susah ngerangkai kata-katanya". |
|    |   | Verlita: "Cuma ingat dikit-dikit kosakatanya".                                   |
| 2. | Do you have problems in using comparison degree in writing?               | Vina: "Yes".   |
|    |   | Septi: "Yes".  |
|    |   | Diana: "Yes".  |
|    |   | Azizah: "Yes".   |
|    |   | Vera: "Yes".   |
|    |   | Regita: "Yes".   |
|    |   | Meggy: "Yes"   |
|    |   | Vina: "Yes".   |
|    |   | Risma: "Yes".  |
|    |   | Tika: "Yes".   |
|    |   | Sifara: "Yes".   |
|    |   | Monica: "Yes".   |
|    |   | Alan: "Yes".   |
|    |   | Titis: "Yes".  |
|    |   | Rizki: "Yes".  |
|    |   | Listiani: "Yes".   |
|    |   | Risma: "Yes".  |
|    |   | Andri: "No".   |
|    |   | Diva: "No".  |
|    |   | Verlita: "Yes".  |
| 3. | What kinds of obstacles do you get in using Comparison Degree in writing? | Vina: "Susah bedain tipe-tipenya".   |
|    |   | Septi: "Susah bedain tipe-tipenya, Tapi waktu nulisnya bisa dikit".              |
|    |   | Diana: "Susah bedain waktu nulisnya misal smallest sama smaller".                |
|    |   | Azizah: "kaya susah bedain waktu nulisnya".                                      |
|    |   | Vera: " hmm... kaya susah gitu bedain nama-nama typenya".                        |
|    |   | Regita: "ngga paham tipe-tipenya si".  |

|    |   |  |
|----|---|--|
|    |   | Tika: “ngga hafal tipe-tipemya”.                                       |
|    |   | Sifara: “kaya susah gitu bedain nama-nama tipenya”.                    |
|    |   | Monica: “ngga paham tipe-tipenya si, jadi susah gunainya”              |
|    |   | Alan: “Sulit bedain tipenya si”.                                       |
|    |   | Titis: “Ngga paham tipe-tipenya si, jadi susah gunainya”               |
|    |   | Rizki: “ngga hafal tipe-tipemya”.                                      |
|    |   | Listiani: “Susah bedain tipe-tipenya, Tapi waktu nulisnya bisa dikit”. |
|    |   | Meggy: “Susah bedain tipe-tipenya, Tapi waktu nulisnya bisa dikit”.    |
|    |   | Diva: “Susah bedain tipe-tipenya, Tapi waktu nulisnya bisa si”.        |
|    |   | Andri: “Susah bedain tipe-tipenya, Tapi waktu nulisnya lumayan bisa”.  |
|    |   | Wahyu: “susah pada tipe positifnya”.                                   |
|    |   | Vina: “Susah bedain waktu nulisnya”.                                   |
|    |   | Risma: “Ngga paham tipe-tipenya si, jadi susah gunainya”.              |
|    |   | Verlita: “Ngga paham tipe-tipenya”.                                    |
| 4. | Is it difficult for you to apply the rules of comparison degree in the positive, comparative and superlative types? | Vina: “Yes, I do not know, nama-nama tipenya”.                         |
|    |   | Septi: “Yes”   |
|    |   | Diana: “Very”  |
|    |   | Vera: “Yes, bingung buat nempatn tipe-tipenya”.                        |
|    |   | Regita: “I not understand”   |
|    |   | Sifara: “Yes, confused”  |
|    |   | Tika: “Vera “  |
|    |   | Alan: “Yes”  |
|    |   | Titis: “Yes”   |
|    |   | Monica: “Yes”  |
|    |   | Listiana: Yes  |
|    |   | Andri “No”.  |
|    |   | Diva: “No”.  |
|    |   | Wahyu: “Not too”   |
|    |   | Rizki: “Yes”.  |
|    |   | Meggy: “Yes”.  |
|    |   | Vina: “Yes”.   |
|    |   | Risma: “Yes”.  |
|    |   | Verlita: “Yes, “ngga inget, nama pada tiap tipe-tipenya”.              |
|    |   | Septi: “Yes”.  |
| 5. | Are you able to distinguish the concept of regular  | Vina: “No. “susah dan ngga paham konsepnya”.                           |
|    |   | Septi: “No, I don’t know”.   |
|    |   | Diana: “No, I do not”.   |

|    |  |   |
|----|--|---|
|    | and irregular Comparison?                        | <p>Azizah: "No".</p> <p>Vera: "No".</p> <p>Regita: "No".</p> <p>Sifara: "No, confused".</p> <p>Tika: "No".</p> <p>Alan: "No".</p> <p>Titis: "Yes".</p> <p>Monica: "No".</p> <p>Listiana: "No".</p> <p>Andri: "Yes".</p> <p>Wahyu: "Yes".</p> <p>Rizki: "No".</p> <p>Diva: "Yes".</p> <p>Meggy: "No".</p> <p>Vina: "No".</p> <p>Risma: "No".</p> <p>Verlita: "Yes".</p>  |
| 6. | Do you often write incomplete Comparison Degree? | <p>Vina: "Very often, karna ngga tau yang komplit dan benar seperti apa".</p> <p>Septi: "Often".</p> <p>Diana: "Yes".</p> <p>Azizah: "Yes".</p> <p>Vera: "Rarely".</p> <p>Regita: "Yes".</p> <p>Sifara: "Yes, confused".</p> <p>Tika: "Vera".</p> <p>Alan: "Yes".</p> <p>Titis: "Yes".</p> <p>Monica: "Yes".</p> <p>Listiana: "Yes".</p> <p>Andri: "not too often".</p> <p>Wahyu: "Yes".</p> <p>Rizki: "Yes".</p> <p>Diva: "Not too often".</p> <p>Meggy: "No".</p> <p>Vina: "Yes".</p> <p>Risma: "Yes".</p> <p>Verlita: "Yes".</p> |
| 7. | How often do you write Illogical Comparison?     | <p>Vina: "Karena ngga tahu tentang Illogical dicomparison".</p> <p>Septi: "Setiap nulis, aku sering salah".</p> <p>Diana: "Sering".</p> <p>Azizah: "tidak terlalu sering".</p> <p>Vera: "Yes, sering. Because I don't know tentang".</p>  |

|  |   |
|--|---|
|  | aturan yang benar seperti apa”.                             |
|  | Regita: “Very often”.                                       |
|  | Sifara: “Very often, karena bingung”.                       |
|  | Tika: “Many”.   |
|  | Alan: “Yes”.  |
|  | Titis: “tidak memahami tentang konsepnya, jadi tidak tahu”. |
|  | Monica: “Sering, karena selalu bingung menyusun kata”.      |
|  | Listiana: “Many “.  |
|  | Andri: “Not too often”.                                     |
|  | Wahyu: “Not often”.   |
|  | Rizki: “Many”.  |
|  | Diva: “Not too often”.                                      |
|  | Meggy: Many, very often.                                    |
|  | Vina: Many, “Karena ngga tahu nulis yang bener”.            |
|  | Risma: ‘Setiap nulis si kayanya, sering salah”.             |
|  | Verlita: “Very often”.                                      |

Table 17  
BLUEPRINT OF INTERVIEW

| No. | Aspect  | Sub Aspect  | References   |
|-----|---|---|--|
| 1.  | The use of Comparison Degree in Descriptive writing | The difficulty to apply the rules of Comparison degree in the positive, Comparative and superlative types | Geraldine woods. <i>English for Dummies</i> . Indianapolis: Wiley Publishing. 2010 |
|     |   | The difficulty to distinguish the concept of regular and irregular comparison                             |  |
|     |   | The difficulty to write complete comparison degree  |  |
|     |   | The difficulty to write logical Comparison Degree.  |  |



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Nomor : B-3396/In.28.1/J/TL.00/12/2020  
 Lampiran : -  
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
 KEPALA MTS AL-MUBAROK  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **WAHYU SRI HARTUTI**  
 NPM : 1701070149  
 Semester : 7 (Tujuh)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : AN ANALYSIS OF WRITING COMPARISON DEGREE AT ISLAMIC BOARDING SCHOOL MUBAROK CENTRAL LAMPUNG IN PANDEMIC ERA

untuk melakukan *pra-survey* di MTS AL-MUBAROK.

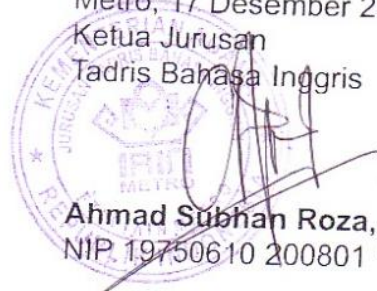
Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 Desember 2020

Ketua Jurusan  
 Tadris Bahasa Inggris

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014







**YAYASAN PONDOK PESANTREN HIDAYATUL MUBAROK**  
**"MTs. AL MUBAROK"**

**TERAKREDITASI B NSM 121218020057**

**Akte Notaris : Eli Rusdiyati, S.H. 102/12/2015**

**MENKUMHAM : No. AHU-0034269.AH.01.04.Tahun 2015**

**Alamat: Jl. Ujan Mas Kampung Uman Agung Kecamatan Bandar Mataram Kabupaten Lampung Tengah 34169**

**Email: almubarakmts@gmail.com**

**SURAT KETERANGAN**

**Nomor : 055 / MTs.AM/UA/XI/2021**

Yang bertandatangan di bawah ini

**Nama** : **H. MURTANDO, S.ThI, S.PdI, M.Pd**  
**Jabatan** : **Kepala Madrasah tsanawiyah (MTs) Al Mubarak Uman Agung  
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Menerangkan dengan sebenarnya bahwa :

**Nama** : **WAHYU SRI HARTUTI**  
**NPM** : **1701070149**  
**Program Study** : **Pendidikan Bahasa Inggris**  
**Asal Perguruan tinggi** : **IAIN METRO LAMPUNG**

Telah melakukan **PENELITIAN** di **MTs Al Mubarak Uman Agung**, Kec. Bandar Mataram Lampung Tengah pada tanggal **17 September 2021** dengan judul penelitian "*an analysis comparasion degree of descriptive writing at Islamic boarding school mubarak central lampung in pandemic era*".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



22/11/21 13.22

IZIN RESEARCH



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Nomor : B-3526/In.28/D.1/TL.00/09/2021  
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 Perihal : **IZIN RESEARCH**

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Sehubungan dengan Surat Tugas Nomor: B-3527/In.28/D.1/TL.01/09/2021, tanggal 02 September 2021 atas nama saudara:

Nama : **WAHYU SRI HARTUTI**  
 NPM : 1701070149  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MUBAROK LAMPUNG TENGAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS COMPARISON DEGREE OF DESCRIPTIVE WRITING AT ISLAMIC BOARDING SCHOOL MUBAROK CENTRAL LAMPUNG IN PANDEMIC ERA".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 02 September 2021  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
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مؤسسہ المعهد الإسلامي هداية المبارك



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NPM : 1701070149

Program Study : Pendidikan Bahasa Inggris

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Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bandar Mataram 17 Maret 2021

Kepala Madrasah

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| 1. | Selasa / 24<br>April 2021 | Dr. Aria Septi<br>Anggaira M.Pd | Chapter I (background<br>of study) |                       |
| 2. | Jumat / 30<br>April 2021  | Dr. Aria Septi<br>Anggaira M.Pd | Chapter I                          |                       |
| 3. | Kamis / 27<br>Mei 2021    | Dr. Aria Septi<br>Anggaira M.Pd | Chapter I, II                      |                       |
| 4. | Selasa / 8 Juni<br>2021   | Dr. Aria Septi<br>Anggaira M.Pd | Chapter II, III                    |                       |
| 5. | Selasa / 22<br>Juni 2021  | Dr. Aria Septi<br>Anggaira M.Pd | Chapter II, III (Instruksi)        |                       |
| 6. | Jumat / 25<br>Juni 2021   | Dr. Aria Septi<br>Anggaira M.Pd | Chapter I, II, III                 |                       |
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Ketua Jurusan TBI

Andianto, M.Pd.  
 Nip. 198711022015031004

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd  
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| 4. | Senasa 16/11 2021 |            | Conclusion, Suggestion,<br>Implication. |                           |
| 5. | Jumat 19/11 2021  |            | Acc for Memorandum                      |                           |

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NIP. 19871102 201503 1 004

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NIP. 197909292005022006



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NPM : 1701070149  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

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Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Nopember 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



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Nama : Wahyu sri hartuti.  
NPM : 1701070149  
Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 26 November, 2021  
Ketua Jurusan TBI

**Andianto, M.Pd**  
**NIP: 1987 1102 201503 1 004**




## AN ANALYSIS COMPARISON DEGREE OF DESCRIPTIVE WRITING AT ISLAMIC BOARDING SCHOOL MUBAROK CENTRAL LAMPUNG IN PANDEMIC ERA

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The name of writer is Wahyu Sri hartuti. She is was born in Lampung, july 03, 1999. She is first child of two siblings. She was enrolled her study at TK Nurul Huda Mataram udik 2003-2005. She continued her study at SD N 3 Mataram udik on 2006-2011. She continued her study at SMP N 2 Bandar Mataram on 2012-2014. She continued he study at SMK N 1 Terbanggi Besar on 2015-2017.

After graduating of SMK N 1 Terbanggi besar, the writer continued her study at Metro city. In 2017, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as a S1 students of English Education Department State Institute for Islamic (IAIN) Metro.