

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

In Indonesia English is a foreign language. English has been taught and learned as one of school subject and it has been taught from elementary school until senior high school and even in the University. English is an international language, when the people in this world of different nationalities meet; English is often the only common link between them. English is the common used in science, technology, business, knowledge education, etc.

English has four skills; they are reading, speaking, listening and writing. English language also has many elements; there are structure or grammar, vocabulary, pronunciation and spelling. Learning the skills and the elements of English is not easy. This is the one factor why the result of subject is unsatisfactory. Many students still get difficulties in learning structure or grammar.

Grammar is one of language component that has an important role in language. Without grammar it is impossible to communicate well, so it should be learned systematically, it means that the skills are related to each other. By learning the grammar of English students will have some knowledge on how to produce grammatical sentences correctly, whether in spoken or written and make them fully aware of any mistakes that they have made. It is a fact that grammar is very important in learning a language. English grammar needs a long time and much effort to achieve it. The achievement of English grammar

cannot be reached just by memorizing the rules. In learning grammar, they should know each of language patterns and tenses. They also should know its function and its usage. One of English grammar items is adjectives degree of comparative sentence; positive, comparative and superlative.

The positive degree of comparative is used when there is no comparison. It uses the words, *the same as*, *as.....as*, *different from*, *like*, *as...* in positive degree for example: “A car is *as fast as* a bus”. Comparative degree of adjective is used when a comparison is made between two person and things. The comparative form with *er* and used with *more*. The suffix-*er* is used with adjectives and adverbs of one syllable and with *more* is adjectives and verbs of two or more syllables, also the word *more* is used with adverbs that have adverb suffix-*ly*. Superlative degree of adjective is used *est* for the superlative of one syllable adjectives, adjectives of three or more syllable take *most* in the superlative. Two syllable adjectives ending in a consonant + *-y* change adjective can take either *-est* or *more*. For example: “Veny is the *smallest* a foreign student in Australia”, “This is one of *the most expensive* restaurants in Milan”.

After I did observation in MAN Purwokerto 2, it was found that many students in the school got many difficulties in using comparative sentence because the students lack of knowledge structure and grammar in using comparative sentence. Based on the explanation above, the writer wants to know about the students' competence in using comparative sentence. Beside that the writer also wants to fine some errors made by students in using

comparative sentence. This is the reason why the writer chosen the topic “Students’ Competence in Using Comparative Sentence” (A Descriptive Study on the Second Grade Students of MAN Purwokerto 2 In The Academic Year 2009/2010).

### **B. Reasons for Choosing the Topic**

The topic “A study of students’ competence in using comparative sentence, at the second grade students of MAN Purwokerto 2, has been chosen for the following reasons:

1. Grammar is important, by using good grammar we can speak correctly and understandably, we must be able to use good grammar other in spoken or written.
2. The writer is interested on the topic because the writer wants to know about the competence level of the second grade students in using comparative sentence of adjectives and adverbs grammatically because the students still difficulties in making comparative sentence.

### **C. The Statement of the Problem**

This study is conducted to answer the following questions:

1. What is the level of the students’ competence in using comparative sentence is good or bad?
2. What kinds of error made by students in using comparative sentence at MAN Purwokerto 2?

#### **D. The Aims of the Research**

This research is intended to know about:

1. To know the students competence in using comparative sentence.
2. To find out some error made by students in using comparative sentence.

#### **E. Clarification of the Terms**

To make it clear for the readers to understand the research report, the writer wants to clarify the terms used in it as follows:

##### **1. Students Competence**

###### **a. Students**

Student is a term of all people educated in a school, in the oxford advanced learner's dictionary "Student means a person who is studying at a university or college" (2000: 1292).

###### **b. Competence**

According to Ramelan (1992: 46) competence refers to a person's knowledge of his language of the mastery of the system of rules of his language.

##### **2. Comparative Sentence**

The comparative sentence are concerned with the changes in form of adjective indicating or expressing degree of quality shown by adjective and adverb ( Swan 1988: 142).

## **F. Contribution of the Research**

The writer hopes that this thesis will be useful for the teaching and learning of English especially in using comparative sentence. The result of the research is useful for English teaching learning process, so that:

- a. The teacher teach comparative sentence clearly in the class.
- b. The teacher can predict the students' difficulties and help them to solve it.

