

## CHAPTER II

### THEORETICAL REVIEW

#### A. Students' Competence

Talking about students' competence, we focus our mind to the language learning process. When students learn a foreign language, they must know the rule of the language well, and they should master the language grammar so that there will be no misunderstanding while using language with native speakers. It is because learning a second language can never be the same as learning the mother tongue. To master language skills, the students are supposed to be able to communicate in English without ignoring the grammar and it is better for them if they can speak English fluently and correctly using good grammar. According to Ramelan (1991: 102) competence is the knowledge of the linguistic rules which perquisite to and a basis for performance on the productive expression of the native speaker.

Grammar is an analytical and terminological study of sentences. So when the students learn grammar, they will learn the part of speech, clause, interrogative sentence, etc (Robert, 1995: 32). He also says that grammar is the basic signal by which a language transmits meaning. Then if the students know grammar of language, they also know how to contract sentences in order to express his idea correctly. Because we know one of the English aspects is grammar. Thus, grammar is the basic skill in supporting the students' competence in language learning process.

From the definition above it can be concluded that competence is a person's knowledge in concrete situation both in spoken and written forms. It is obvious that competence and performance are interrelated. Good competence supports the performance and there is no correct performance without competence.

### **B. The Importance of Learning Grammar**

The definition of the grammar shows that it is not hard for us to understand why grammar is useful and important. Without knowing grammar of language, the students can not be said to have learnt the language. Without learning it, it is impossible for the students to learn language since it is the grammar that tells them how to use the language. Every language has its own grammar as a rule to make the language to be understood by the people. To use language grammatically we have to understand the structure of the sentences. That is the reason why we have to master grammar.

Grammar teaching is necessary where grammatical problems are such that the students cannot cope with them. Harmer (1984: 4) defines grammar as the study and practices of the rules by which word change their forms and is combined into sentences. The rules of grammar are about how to change words and how to put them into sentences. In line with Harmer's opinion. Corder (1981: 53) writer that grammar is a set of rules for making sentences. Then, when a learner of English learns grammar, he will learn the part of speech, phrase, clause and interrogative sentences etc. (Robert, 1995: 132).

Based on the statement above, it can be concluded that grammar is important knowledge in learning language. Having good knowledge of grammar, we can produce good sentences.

## **C. Comparative Sentence**

### **1. Definition of Comparative Sentence**

In the previous chapter the definition of comparative sentence has been clearly defined, but to make it is clearer the writer will describe ones again. The comparative sentences are concern with changes in form of adjective indicating or expressing degree of quality shown by adjective and adverb (Swan 1988: 142).

### **2. The Kinds of Comparative Sentence**

There are three kinds of degree of comparison such as positive, comparative and superlative.

#### **a. Positive**

Krohn (1986: 158) say that the positive degree is used to compare two equal things or persons (with adjectives and adverbs), etc. it uses the words, the same as, different from, like, the same ...as, as ....as in positive degree.

#### **1) Adjectives**

Adjective is a word used with a substantive of noun to express a quality or attribute of thing named.

- a) As ..... as is used with adjective

Subject + Verb + as + Adjective + as + Noun/pronoun

Example : - My new house is as large as my old one

- Kevin is as tall as Ronald

- b) Beaumont and Granger (1989: 127) say that we use as ..... as to say that two people, things etc are the same in some way.

As + adjective + as

Example : - A girl as beautiful as a dream came into the room

- I am as old as you are

- c) After not we can use as .... as or so .... as

Not + as/so + adjective + as

Example: - He doesn't snore not as/so loudly as you do

- Your coffee is not as/so good as many mother makes

- Riding a horse is not as/so easy as riding a motor cycle

- d) As ... as with adjectives

Subject + Verb + as + adjectives + as + Noun/pronoun

Example: - He looked as nervous as a brick wall

- My pencil is as long as yours

## 2) Adverb

Adverb means a group of words that does the same job as an adverb, adverb phrase or adverb clause (Swan Michele, 1980: 142).

a) As .... as is used with adverbs

Subject + Verb + as + adverb + as + Noun/pronoun

Example: - This exercise is as easily as the last one

- This car is running as smoothly as that car

b) As ..... as with adverbs

Subject + Verb + as + adverb + as + Noun/pronoun

Example: - Maria reads English as rapidly as Santi

- He worked as slowly as he dared

Krohn (1986: 158) say that the positive degree is used to compare two equal things or persons in adjective or adverbs. In come way, we often use the structure same as, different from, similar like, the same....as (with none/pronoun) and as much/many (with noun or verbs).

a. The same as and is used to compare persons, things, places, etc.

Subject + Verb + the same as+ Noun/pronoun

Example: - Jerry is the same age as Panji

- Your bag is the same as mine

- b. Different from is used to compare persons, things, etc.

Subject + Verb + different from + Noun/pronoun

Example: - This book is different from that one

- Beni's coat is different from Nino's

- c. Like and similar means almost the same or similar

Subject + Verb + similar / like + Noun/pronoun

Example: - Tony's hat is similar to his father

- Sam's hat is like his mother

- d. The same...as is used with noun

Subject + Verb + the same + Noun + as + Noun/pronoun

Example: - My pencil is the same length as yours

- This students is the same age as the other one

- e. As .... is also used with expressions of quantity such as much, many a little, a few.

Subject + Verb + as + many/much/a little/a few + Noun + as + Noun/pronoun

Example : 1. - Jody bought five books and Johan did too

- Jody bought as many books as Johan

- Jody bought as many as Johan

2. - Jody had two cups of coffee, and Johan did to

- Jody had as much coffee as Johan

- Jody had as much as Johan

## f. as much many ...as with Noun

Subject + Verb + as + much/many + Noun + as + Noun/pronoun
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Example: - I have got as much money as yours

- She read as much books as she could

**b. Comparative**

Krohn (1986:164) says that: 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*.

Comparative degree is used to compare the differences between things, people, etc.

**1) Adjective**

a) The suffix-*er* is used with adjectives of one syllable

- cheap	- cheaper
- fast	- faster
- hot	- hotter

Subject + Verb + adjective + er + than + Noun/pronoun
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Example: - This book is cheaper than that one

- Yesterday was hotter than today

- Andi runs faster than Jerry

- b) Suffix-er used with adjectives that end in-y ( 2 syllable )

Subject + Verb + adjective + er + than + Noun/pronoun

- heavy    - heavier  
 - funny    - funnier  
 - easy      - easier

Example: - This test was easier than one we had last month

- The couch is a lot heavier than the chairs

- That job was funnier than his job

- c) The word more is used with most adjectives and adverb of two or more syllables

Subject + Verb + more + adjective + than + Noun/pronoun

Example: - Max is more careful than Mike

- Alina is more beautiful than Sarah

Swan states (1988: 144) the comparative is used to compare things or people that are separate from each other.

- a. The word more (...than) with adjectives

Subject + Verb + more + adjective + than + Noun/pronoun

Example: - Janet is more beautiful than Nina

- His new book's more interesting than his last

- b. The word less (... than) with adjectives

Subject + Verb + less + adjective + than + Noun/pronoun

Example: - Prambanan is less interesting than Borobudur

## 2) Adverb

- a) The word more is used with adverbs that have the adverb suffix-ly

- carefully	more carefully
- clearly	more clearly
- easily	more easily

Subject + Verb + more + adverb + Noun/pronoun

Example: - Toni works more carefully than Ganang  
- This picture is more clearly than that one

- b) The word less (...than) with adverbs

Subject + Verb + less + adverb + than + Noun/pronoun

Example: - Jordan read less carefully than I did

## c. Superlative

Beaumont and Granger (1989:127) we use-est for the superlative of one syllable 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 most eg. We use

superlative when we compare one person or thing, in a group with two or more other people or things in the same group.

### 1) Adjective

*Est* for the superlative of one syllable adjective

Adjective	Superlative
cheap	cheapest
hot	hottest
young	youngest

Subject + Verb + the + adjective + est + Noun/pronoun

Example: - Today is the hottest day of the summer  
 - This book is the cheapest I can find  
 - The youngest of the family was the most successful

Two syllables ending in a consonant +y change -y to I and add est

Adjective	Superlative
funny	funniest
easy	easiest
happy	happiest

Subject + Verb + The + Adjective + est + Noun/pronoun

Example: - Shinta is the funniest girls in my class  
 - This is easiest exam in this week  
 - Jannet is happiest got good score in the class

Adjectives of three or more syllables take most in superlative

Adjective	Superlative
expensive	most expensive
beautiful	most beautiful
important	most important

Subject + Verb + the + most + adjective + Noun/pronoun

Example: - London is the most expensive city in English

- That is the most beautiful painting here

- He is the most important person I know

Swan (1988: 143-144) says that we use *-est* with very short adjective (or one syllable) and most with long adjectives (with three or more syllable and also have irregular superlatives). The superlative is used to compare one member of group with the whole group (including that member).

Short adjective (or one syllable) “est”

- young	youngest
- nice	nicest
- high	highest

Subject + Verb + The + adjective + est + noun/pronoun

Example: - I am the younger in my family.

- My dog is the biggest of all the dogs in the neighborhood.

Long adjective (with three or more syllables) “most”

- beautiful	- most beautiful
- interesting	- most interesting
- unbelievable	- most unbelievable

Subject + Verb + the + most + adjective + noun/pronoun
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Example: - Arin is the most beautiful in my family.

- Cindy is the most interesting in our office.

## 2) Adverb

Subject + Verb + most + adverb + Noun/pronoun
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Example: The engine runs slowly at 4.000 revolutions per minute.

Subject + Verb + most + adverb + noun/pronoun
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Example: Mr. Bambang speaks English the most fluently of all the students.

There are some adjectives that cannot be compared because this adjectives show the higher quality the list are as the follows:

- absolute	- fatal	- single	- right
- alone	- final	- straight	- just
- blind	- full	- supreme	- over lasting
- correct	- mortal	- square	- round
- dead	- perfect	- unique	- wrong
- empty	- pregnant	- universal	
- equal	- primary	- vertical	

Irregular comparative sentences:

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little (kecil)	smaller	least
much (quantity)	more	most
many (number)	more	most
far	further	furthest

#### D. Error Analysis

Before discussing the error analysis, it is better to know the different meaning between “mistake” and “error”. Nababan (1993: 131) states that mistake do not occur consistently. In this case, the language users are making mistakes because they have understood the language rules well or at least ever known it before. So they are able to reconstruct their language immediately. In the reverse, errors may occur consistently. The language users are usually not conscious of making errors, because they have not understood or even do not knows at all the language rules should be applied, they are not able to reconstruct their language immediately.

In learning process there must be mistake that is done by the learners (Richard, 1974: 95). It is inevitably that learners in learning the second language will make some errors and mistake about the use of language because the rules of their mother tongue are different from the target

language. He argues that “mistake refers to performance and it unsystematic, while “error” refers to the error of competence and it is systematic.

According to Richard (1974: 173) mentions that there are two factors of errors: Interlanguage and Intralingual errors:

1. Interlanguage errors are caused by the interference of the learner’s mother tongue. Some sentences represent errors of a different class regardless of the learner’s language background such as *did he comed, what you are doing, he coming from Israel.*
2. Intralingual errors reflect the learner’s competence at a particular stage and illustrate some of the general characteristics of language acquisition: over generalization, ignorance of the rule restrictions, incomplete application of rules and false concepts hypothesized.
  - a. Over generalization

Intralingual errors of this category are they over generalization the form of sentence in a language. The errors occur when the students create deviant structure based on their experience of the instances where the learner creates a deviants structure in the target language. (Richard, 1974: 174). For example:

- He can sings
- He is walks

- b. Ignorance of the rule restrictions

This error occurs when the students respond to the English grammatical item are unfamiliar. As a result, they try to create forms

based on their own analogies, which are unacceptable in English (Richard, 1974: 175). For example:

- *I made him to do it* ignores restrictions on the distribution of *make*.
- *The man who I saw him* ignores restrictions on the distribution on *who*.

c. Incomplete application of rules

Under this category we may make note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances (Richard, 1974: 177). For example:

Teacher questions	Students response
What does she tell him?	She tell him to hurry
How much does it cost?	It cost one dollar.

d. False concepts hypothesized

Sometimes the faulty comprehension of student causes the target language can not be reached. It is caused by poor gradation of teaching items. For example the form *was*, may be interpreted as a marker of the past tense, *giving one day it was happened*. It is may be understood to be the corresponding marker of the present tense: *he is speaks English*.

An analysis of the major types of intralingual and developmental errors such as; over generalization, ignorance of the rule restrictions, incomplete application of rules, and the building of false systems or concepts may lead us to examine our teaching materials for evidence of the language-learning assumptions that underlie them (Richard, 1974: 181).

