

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

The English language is used internationally as a tool for interacting with people from various countries and is also used in the world of work. Many countries have already begun teaching the English language to their people. Foreign language education in Indonesia begins with English.

English has four skills, namely speaking, writing, listening, and reading. Apart from consisting of several sub-skills, including grammar, pronunciation, vocabulary, and so on, the sub-skills also consist of several topics, such as Degrees of Comparison, Narrative text, Gerunds, and so on.

One of several topics is degrees of comparison. The degree of comparison of an adjective or adverb describes the relational value of an object with something in another clause of a sentence. They are Equivalent comparison, Unequal comparison, and Superlative degree.

A comparative degree is one of them. For the degree of comparison, first add *-er* for one or two syllables (for example, smaller, thinner, longer, quieter), then second more from the word *more-* and more than two syllables (e.g. more beautiful, more handsome, more expensive).

Currently, there are many students in Indonesia, especially students in private junior high schools Pengharapan Medan cannot compare two objects or people in English. For example, when they want to say "a watermelon is bigger than an apple," they instead say "a watermelon is bigger than an apple" and when they want to say "Diaz is taller than Nasrun," they instead say "Diaz is taller than

Nasrun." Grammatically, it is definitely wrong. This was proven when the author carried out teaching practice at the school.

Grammar is a rule in a language that changes the form of the word past form into sentences. The Oxford Advanced Learner's Dictionary says the author concludes that the moment somebody speaks, they have to look at the grammar.

Since the ninth century, twelve, two and twenty-one, the most traditional method, according to HeydariAsl, is the method of Deep Grammar Translation for teaching Languages foreign. They think that if their minds are sharpened enough, they will be able to control their will and emotions. The goal is not to advance logical thinking and intellectual capacity but to have a general educational and civilizational effect and also to raise the standard of the learner's mother tongue.

Freeman in Mart (2013) states that the aim of the grammar translation method is to help students read and understand foreign language literature. This is an efficient way to learn vocabulary and grammar structures. By focusing on the grammatical rules of the target language, students will recognize characteristics of the two languages that will make language learning easier.

The teacher must awaken and carry out the good-wish plan. In increasing students' understanding of comparative degrees, the author assumes that explaining comparative degrees is one way of educating students.

In comparative degree education, the author uses the grammar translation method and teaches students to understand comparative degrees. This plan is successful in advancing students' understanding of comparative degrees. These factors make the author want to try a plan to increase students' understanding of comparative degrees through research. The author has three researchers in this

research, which was carried out by previous researchers and will strengthen this research.

There are several common mistakes that students make in using comparative degrees error generally done \_ in comparative degree according to Murcia and Freeman ( 1999: 719), they are:

1. omits the comparative inflection - and perhaps also the copula
  - a. Florin (**short**) **is** from Aamon.
2. replace some other functions, *besides*
  - a. or inappropriate use of  
(B)
    - a. Florin short (er) **of** Aamon.
    - b. Lancelot is the same height **as** Aamon
3. *more* if *necessary*, or vice versa:
  - (a) Aamon **taller/higher** than the car
  - (b) Angela **Smaller** than Floryn.
4. Using a regular pattern where an irregular shape is needed
  - a. His handwriting is **worse** than mine
5. Double build comparison
  - a. Franco ran **slower** from Zilong.
  - b. this bike **is better** than that

There are three errors. The first can be taught in relation to negative transfer, because it reflects the learner's mother tongue, the last two errors are developmental errors that English-speaking children also experience during their first language.

Acquisition.

Second, Aqel carried out research on the effect of using the grammar-translation method on the control of English as a foreign language. In proving this research the researcher carried out research in Jordan, the subjects of this research were twenty EFL students in grade 10. Arabic is their first language and the 15 year old students in 2013-2014. English is a basic subject and focuses on 4 language skills in addition to great attention given to teaching grammar.

Lastly , Chang (2011) carried out a contrastive study of the Grammar-Translation method and the Communicative Approach in learning English grammar, to compare these approaches, research conducted in Taiwan, 86 students from the Department of Applied Foreign Languages took part as well as in this research knowing that the Grammar method. Translation is better than the Communicative approach in terms of accuracy, but the latter approach is better than fluency, so it sums up that a good approach can be obtained by displaying both methods of teaching. Therefore, to overcome this problem, the author wants to try to apply appropriate methods in teaching comparative degrees related to Grammar Translation.

Based on the background, the authors want to carry out research on students' understanding of comparative degrees so that students understand better how to use comparative degrees both in sentences and orally. The authors are interested in discussing it with the title "***Using Grammar Translation Methods to Improve Students' Comprehension.***"