

CHAPTER I

INTRODUCTION

This chapter discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research, and the definition of the key terms.

1.1 The Background of the Problem

English is very important in today's world. It is easy to see how English is important around the world. Many international businesses hold meetings in English. There are several schools and universities around the world offer programs in English. Tourists and travelers use English as a common language. Some schools include English in their school syllabus and children start learning English at a younger age. English is the most commonly spoken language in the world. If people can speak English well, there are lots of opportunities for them to find an appropriate school and course to suit their needs. English, being the first world language, is said to be the first global lingua franca and it is the most widely used language in the world in international trade, education, diplomacy, mass entertainment, international telecommunications and scientific publications as well as publishing newspapers and other books (Rao, 2019). That is why English is very important for everyone today.

In learning English four basic language skills should be mastered by students. Those basic skills are listening, speaking, reading, and writing. Besides, students should master language components. They are pronunciation, vocabulary, and grammar. These components are very closely related and inseparable.

Writing is a very important skill, and it is not easy to be mastered. Writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text which makes it difficult for learners to master them. This opinion is also supported by Heaton in Slamet (2008: 141) who states that writing is a difficult and complex skill.

There are several reasons why writing is so difficult to master. Firstly, writing requires good grammar. A non-native person has to remember a large number of rules in the structure that are quite different from their language. Secondly, people spend less time writing than listening, to speak and even listening. Learners learning the language in their country are proved to read more than any other skills while learners learning overseas must listen to the language most of their time. Thirdly, some students who use English as a foreign language have a big question in mind in writing. They wonder what they write is correct or not. Here the role of the teacher is very important to help them.

At the English Education Department of Bung Hatta University writing is studied by the first year students in Intensive Course subject consisting Introductory Reading, Introductory Writing, Introductory Vocabulary, Introductory Grammar,

Introductory Listening, and Introductory Speaking. All subjects are integrated into the learning process.

In Introductory Writing subjects, students are expected to be able to apply the knowledge needed in writing sentences. The students should be able to write a sentence using the degree of comparison. The degree of comparison is often related to the comparative adverb that is quite often present in a sentence, and it is also important to be learned. Ideally, by studying comparative adverbs, students should be able to write English sentences using a comparative degree correctly.

However, based on observation conducted by the researcher with several of the second-year students, the researcher found that some students were still confused about differentiating between comparative adjectives and comparative adverbs. Furthermore, they did not understand how to use more, -er, and the irregular form.

Based on the problem above, the researcher was interested in doing a research about students' ability in writing sentences using comparative adverbs. This study focused on second-year students of Bung Hatta University.

1.2 The Identification of the Problem

There are four types of sentences, namely simple, compound, complex, and compound-complex sentences (Djuharie, 2019). According to Umriyah (2018), a simple sentence is a sentence that contains a subject and predicate. It communicates one complete idea as an independent clause. It is a complete sentence. Compound sentences are the logical combination of two complete thoughts or independent

clauses to form one sentence. In other words, a compound sentence is a sentence in which there are two or more control units (simple sentences). Complex sentences are sentences that include dependent clauses that are linked to independent clauses with some type of subordinating conjunction to form a complete sentence. Complex sentences are those in which the control unit has a support unit added to it. A compound-complex sentence is a sentence consisting of two or more independent clauses and one or more dependent clauses.

There are some problems in writing simple sentences. According to Katinofa (2017), students often made mistakes in grammar use, spelling, and capitalization. The first is grammar. Kurniawan & Seprizanna (2016), states that grammar is rules for forming words and making sentences. It means that grammar is the central component of language, which is consists of rules of grammatical structure. Generally, the students are demanded to understand and to memorize the formulas of structure or grammar, but they cannot apply them in writing or in speaking and it becomes one of the problems for them.

The second is vocabulary. Without sufficient vocabulary, people cannot communicate and express their feeling in written form effectively. According to Rohmatillah, R. (2014), vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form (pronunciation and spelling). Some students have a mistake in pronouncing the words, how to write and spell, how to use in grammatical pattern correctly.

The third is mechanics. Mechanics are a basic term that is usually taught in introductory writing courses. Mechanics in writing a paragraph includes spelling, capitalization, and punctuation. Correct spelling uses in the writing to help the reader to not face the difficulties and misunderstandings while reading the text. Johnson in Said (2018) mentions that “spelling as the act of recognizing or mimicking a word in its correct sequence of letters in either oral or written form, taking into consideration the crucial integration of both phonological and alphabetic skills”. The capital letter is used at the beginning of a word. It is to show the readers the actual meaning that the writer wants to deliver and facilitate the reader to indicate the changing of the meaning in the paragraph (Abbas & Asy’ari, 2019). Shweba and Mujiyanto (2017) states that punctuation marks have been used to prevent miscomprehension of the written language. In addition, punctuation marks help the writer to create the rhythm in reading the text.

Generally, students had the problem that consists of misplacing punctuation, capitalization, and spelling. The common problems that students faced are in the use of punctuation marks such as exclamation marks, period, and comma.

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher limited her research to the second year students' ability in writing simple sentences using comparative adverbs at the English Department of Bung Hatta University. The degree comparison of comparative adverbs focused on one syllable, two more syllables, and irregular adverbs.

1.4 Formulation of the problem

Based on the limitation of the problem above, the researcher formulated the problem of the research as “How is the second year students’ ability in writing simple sentences using comparative adverbs at English Department of Bung Hatta University”?

1.5 Research Questions

Based on the formulation of the problem above, the research questions are formulated as:

1. How is the second year students' ability in writing simple sentences using comparative adverbs with one syllable at the English Department of Bung Hatta University?
2. How is the second year students’ ability in writing simple sentences using comparative adverbs with two or more syllables at the English Department of Bung Hatta University?
3. How is the second year students’ ability in writing simple sentences using irregular comparative adverbs at the English Department of Bung Hatta University?

1.6 Purposes of the Research

The main purpose of this study is to describe the second year students' ability in writing simple sentences using comparative of adverbs. Specifically, the purposes of this study are as follows:

1. To describe the second year students' ability in writing simple sentences using comparative adverbs with one syllable at the English Department of Bung Hatta University?
2. To describe the second year students' ability in writing simple sentences using comparative adverbs with two or more syllables at the English Department of Bung Hatta University?
3. To describe the second year students' ability in writing simple sentences using irregular comparative adverbs at the English Department of Bung Hatta University?

1.7 Significance of the Research

The researcher expects the results of this study can provide many benefits and input for lecturers and students. The lecturers know the students' ability in writing simple sentences using comparative adverbs so that the lecturers can find out what techniques which are suitable to be used in teaching writing a simple sentence using a comparative adverb. For students, they know how their abilities in writing sentences using comparative adverbs. Having known their ability, they can improve their ability in writing sentences using comparative adverbs more.

1.8 Definition of Key Terms

To avoid misunderstanding with the terms used in this study, it is necessary to define them as follows:

1. Writing is the process of delivering several words in the form of sentences containing messages made by the author based on existing rules and events.
2. Comparative adverbs is adverb that compares how or in what manner things happen.
3. Comparative with one syllable is a comparative that uses one syllable.
4. Comparative with two or more syllables is a comparative that uses two or more syllables.
5. Comparative with irregular adverbs are some adverbs that do not follow the basic rule and they either remain unchanged or they change completely.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes writing and its types, sentence writing, comparative adverbs and their types, the review of previous related study and conceptual framework.

2.1 Writing and Its Types

Writing as one of four language skills is considered a difficult skill and it is also a difficult subject. According to Azizah (2017), writing is the process of creating thoughts, ideas and feelings expressed in written language with a specific purpose. Widarinsih (2015) also states that writing is an activity of expressing ideas, opinions, feelings, thought, facts, and events to others in written forms. Furthermore, Peha (2010:58) states that writing is the communication of content for a purpose to an audience. According to Hyland in Wirman (2016: 2) “writing is a coherent arrangement of words, clauses, and sentences, and it is structured according to a system of rules to express a writer’s idea”. Referring to the opinions of the experts above, it can be concluded that writing is the process of delivering several words in the form of sentences containing messages made by the author based on existing rules and events.

Writing can be divided into several types, such as sentence writing, paragraph writing, and essay writing. According to Suatman (2017), based on the structure, sentence writing is divided into four parts. They are simple sentence,

compound sentence, complex sentence, and compound-complex sentence. Then paragraph writing deals with writing topic sentence, supporting sentence, and concluding sentence. The topic sentence determines the main points that will be elaborated in supporting sentence (Yamin, 2019). The topic sentence only opens with the general view dealing with what to write and discuss. The topic sentence states the main, or controlling, idea. The sentences that explain this main point are called supporting sentences. According to Teguh, Susilawati, & Salam (2014), supporting sentences follow the topic sentence in a paragraph. Supporting sentences add details to the paragraph by listing; examples, steps, reasons, facts or quotations. According to Prananda (2016), concluding sentence is the last sentence that concludes the points of the paragraph. This final sentence may be summary of the points made in the supporting sentences. For each paragraph, the reader should be able to identify what is the key points which are based on the concluding sentence. Finally, essay writing deals with writing introductory paragraph which introduces a thesis statement, body paragraph and a concluding paragraph. According to Shah (2017), introductory paragraph states the purpose, the rationale for carrying out the research including background information on what is known, current state of what is unknown and clearly highlights the gaps the present study aim to fulfill. The introductory paragraph is a specialty paragraph that introduces the reader to an essay. A thesis statement clearly identifies the topic being discussed, includes the points discussed in the paper, and is written for a specific audience. According to Wijaya (2017), a thesis statement is likely answering the topic question however it is irrelevant to the topic question. The

thesis statement is usually in the opening paragraph or the first paragraph. Sukma (2019) states that body paragraph is the longest part of an essay, discussing subtopics, one at a time. The essay body consists of several paragraphs that support the thesis statement. Each paragraph develops a topic subdivision, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics. The concluding paragraph summarizes or restates the thesis and ideas of supporting essays (Sukma, 2019). This reminds the reader of what the writer said.

This study only deals with sentence writing and it will be discussed more in the following section.

2.2 Sentence Writing

Writing and speaking have a close relationship within languages as they are both about producing languages. The difference is, if it is written it requires knowledge of spelling and punctuation. However, writing is often seen as a difficult language skill because writing is associated with art or tricks. All of them contain messages for their readers. With the appropriate choice of words and grammar, the message will be conveyed and understood by those who read it.

Based on the structure, sentences are generally divided as simple, compound, complex, or compound-complex (Langan, 2010:195-203). Every sentence pattern describes a different way to combine clauses. According to Suatman (2017), a simple sentence is a sentence that has only one subject and one predicate (verb), be it the main verb or auxiliary verb (to be). A simple sentence is a sentence that has one subject-verb pair. In a sentence there must be an agreement

between the subject and the verb. If the sentence leaves out either the subject or the verb, the sentence is incomplete (Erliana & Miftah, 2014). A simple sentence only has one independent clause. An independent clause has a subject and a verb and expresses a complete thought.

Examples:

- (1). Some students like to study in the morning.
- (2). The green dish broke
- (3). The llama spit

A compound sentence is a series of sentences consisting of two S-Vs connected by a conjunction in the form of co-ordination words such as: *and*, *or*, and *but* (Djuharie, 2019). A compound sentence has two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so). Except for very short sentences, a comma goes right before a coordinating conjunction.

Examples:

- (1). I tried to speak Spanish, and my friend tried to speak English.
- (2). Alejandro played football, so Maria went shopping.

According to Mamudi (2017), a complex sentence is a sentence in which one (or more) of its functions is occupied by a subordinate clause (finite or non-finite). This sentence consists of one independent clause and at least one dependent or subordinating clause. A complex sentence always has a subordinating conjunction (because, since, after, although, when...) or a relative pronoun (who,

which, and that). If a dependent clause has a subordinating conjunction and is located at the beginning of the sentence, a comma should be used to separate it from the independent clause.

Examples:

Complex sentences using subordinating conjunctions:

- (1) When he handed in his homework, he forgot to give the teacher the last page.
- (2) The teacher returned the homework after she noticed the error.
- (3) The students are studying because they have a test tomorrow.

Complex sentences using relative pronouns:

- (1) I have a friend whose hair is pink.
- (2) This is the book that everyone is talking about.
- (3) The book, which is out of print, is one of my favorites.

A compound-complex sentence is a combination of compound and complex sentences. It is connected by subordinating conjunction such as adjective clause, noun clause and adverb clause (Rahma & Rosa, 2021). A compound-complex sentence has two independent clauses and at least one dependent clause.

Examples:

- (1) After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.
- (2) The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

2.3 Comparative Adverbs and Their Types

Comparative adverb is adverb that compares how or in what manner things happen. Comparative adverbs, like comparative adjectives, are used to describe differences and similarities between two things. According to Semita (2019), adverbs in here have the use of adding an explanation. The comparative pattern for the adverb is not much different. The comparative adverbs are classified into three parts. They are comparative adverbs with one syllable, comparative adverbs with more than one syllable, and irregular comparative adverbs.

The first is the comparative adverbs with one syllable. As stated in the name, comparative adverbs with one syllable has only one syllable. To form the comparative form of this short adverb, add –er to adverb, for examples: fast becomes faster, early becomes earlier, late becomes later, hard becomes harder, long becomes longer, low becomes lower. Look at these examples:

Adverb**Sentences Example**

a) Hard – Harder

I must study **harder** than ever if I want to pass the final exam.

b) Fast – faster

Rizha runs **faster** than me.

c) Long – Longer

She must work **longer** than me in this company.

d) Near – Nearer

I live **nearer** to the campus than before.

The second is the comparative adverbs with more than one syllable. To form the comparative form of most adverbs of two syllables, add “more” before the adverb, for examples by Mala (2020):

Absolute degreeComparative degree

skillfully

more skillfully

cautiously

more cautiously

independently

more independently

With adverbs ending in *-ly*, the writer must use *more* to form the comparative, for examples:

Adverb**Sentences Example**

- a) Quickly – more My Aunt said that she can cook dinner **more quickly** than my mother.
- b) Busy – more busily When Christmas Day comes, my restaurant waitresses work **more busily** than a normal day.
- c) Fluently – More I can speak Indonesian **more fluently** than I can speak English.
- d) Seriously – More I want to learn **more seriously** than before.

The third is irregular adverbs. Comparative with irregular adverbs are some adverbs that do not follow the above basic rules and they either remain unchanged or they change completely. Irregular adverbs, in fact, are adverbs that are not formed from standard English spelling conventions because they do not follow the “rules”. These are some of the most common irregular comparative adverbs:

Adverb	Comparative Adverb
badly	Worse
far	farther/further*
little	Less

In American English, farther is preferred when comparing physical distances and further when comparing figurative distances; in British English, further is preferred for both). To add further knowledge, here is an example sentence with irregular adverbs:

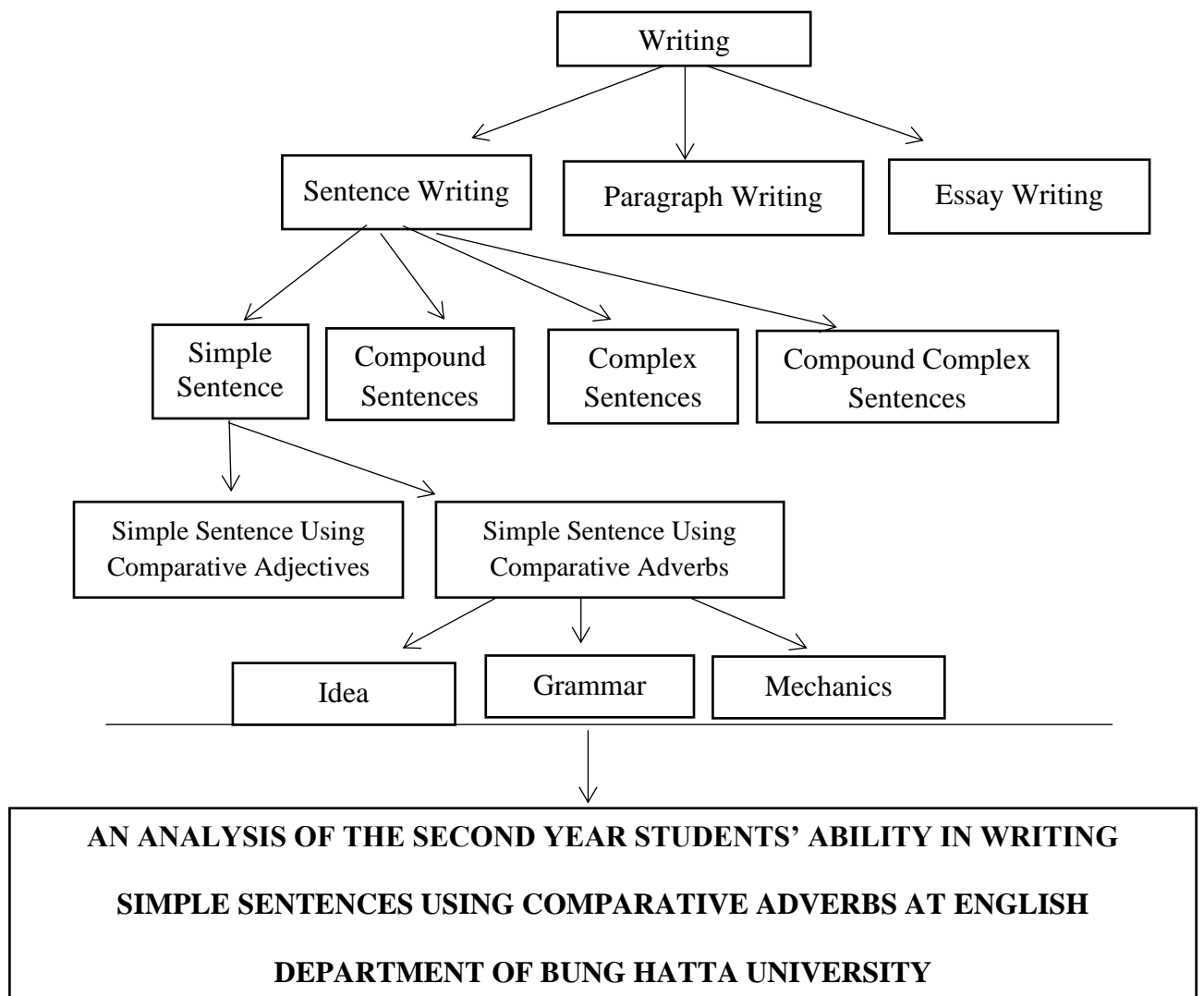
- a) Lyla dances **better** than Ayana.
- b) She eats **less** than my nephew eats.
- c) I speak **worse** than my brother.

2.4 Review of Previous Related Study

There is a previous study that relates to this research. The study was done by Kartinofa, entitled “An Analysis of the Eight Grade Students’ Ability to Write Simple Sentences Using Degree of Comparison of Adjective at SMP N 1 Padang Sago” that focused on students’ ability to write simple sentences using degree of comparison of adjectives form. The population of this research was the students of SMP N 1 Padang Sago. Based on the research result, it was concluded that the ability of the students to write simple sentences using the degree of comparison of adjective was low. It was supported by the fact that 100% of students had low ability.

2.5 Conceptual Framework

The conceptual framework is a fundamental consideration of this study. In this research, the researcher has a conceptual framework to describe steps that guide the researcher on how to conduct this research. The researcher makes the conceptual framework as follow:



CHAPTER III

RESEARCH METHOD

This chapter presents the research design, population, and sample, instrument, techniques of collecting the data, and techniques of analyzing the data.

3.1 Research Design

In conducting the study, the researcher used descriptive research. In this study, descriptive research was used to describe the second year students' ability in writing simple sentences using comparative adverbs at the English Department of Bung Hatta University. Refnita (2018:17) states that descriptive research involves collecting data to test hypotheses or to answer questions about the current status of the subject of the study. Also, Sugiyono (2016) states that descriptive research is research that aims to provide an overview of the research variables where this study does not make comparisons of these variables to other samples and looks for relationships between these variables and other variables.

3.2 Population and Sample

The population was all participants from all elements of the data set. According to Sugiyono (2017), the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then make conclusions. In this case, the population was the total number of students in the study. The population of this research was the second-year students at the English Department of Bung Hatta

University in Academic Year 2020/2021. The population consisted of 36 students.

According to Gulo (2010: 78), the sample is a subset of a population, the sample provides a true picture of the population. The number of sample was 36 samples. The researcher used the total sampling. According to Sugiyono (2017), total sampling is a sampling technique when all members of the population are used as samples.

3.3 Instrumentation

An instrument is a tool or facility used by researchers to collect data to get better results (Arikunto: 2010: 193). In this study, the researcher used a writing test to determine students' ability in writing simple sentences using comparative adverbs. The writing test was formed in writing simple sentences focusing on the positive simple present tense. In this research, the researcher asked the students to write six positive simple sentences by using comparative adverbs with one syllable adverb, six positive simple sentences by using comparative adverbs with two or more syllables adverb, and four positive simple sentences by using irregular comparative adverbs. The test consisted of 16 items (see Table 3.1). Then the researcher gave 50 minutes to do the test.

Table 3.1: Table of Test Specification

No	Specification	Number of Items
1	Comparative adverbs with one syllable adverb	6
2	Comparative adverbs with more than one syllable adverb	6
3	Comparative adverbs which irregular	4
Total		16

A good test should be valid and reliable. Validity and reliability are two important criteria to approve and validate quantitative research. The first criterion is validity. To see the validity, the researcher used content validity. According to Rusticus S. (2014), content validity refers to the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure. The test was given to the students based on the syllabus and teaching materials that had been taught by the lecturers of Bung Hatta University.

The second criterion is reliability. According to Anner-self and Schreiber (2011), reliability is the consistency or stability of the values, weight, measurement, or test scores. The measurement results can be trusted if several measurements are taken in the same group of subjects, with relatively the same results. To have the

reliability of the test, the researcher used the inter-rater technique. On the reliability of inter-rater, it is to test the consistency of the raters. Multon (2010: 1) states that the inter-rater of reliability is currently possible to use more than two raters. It means that there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher and the second scorer was one of the alumni of the English Department of Bung Hatta University, the alumni, Ghina Zikra Winanda. She graduated from the English Department of Bung Hatta University Padang in October 2019. Now she is a magister college student at Universitas Negeri Padang.

To calculate the coefficient of correlation of the test, the researcher used the Pearson Product Moment Formula (Arikunto, 2012: 87) :

$$r_{xy} = \frac{n \sum xy - (\sum x \sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where, r_{xy} = the correlation coefficient of variable x and y

$\sum x$ = the sum of scores by the first scorer

$\sum y$ = the sum of scores by the second scorer

n = number of students

$\sum xy$ = total cross-product of xy

The degree of correlation of coefficient of the test can be categorized as follows (Arikunto, 2013:75):

0.81-1.00 = very high

0.61-0.80 = high

0.41-0.60 = enough

0.21-0.40 = low

0.00– 0.20 = very low

From the result of data analysis, the researcher found that the reliability coefficient of the test was 0.93. It means that the test was reliable because it had a high correlation.

3.4 The Technique of Data Collection

In collecting the data, the researcher used the following procedures:

1. The researcher gave an online test through Google form.
2. The researcher gave the time around 50 minutes to do the test.
3. The researcher collected the students' answer sheets.
4. The researcher sent all of the students' answer form to the second scorer.
5. The first and second scorer gave a score based on the criteria below:

Table 3.2: Criteria for giving the score

No.	Indicators	Score
1	The student expresses correct idea: <i>Subject + Verb Agreement (0.5)</i> <i>Vocabulary (0.5)</i>	1
2	The student uses correct comparative adverb	1
3	The student uses correct tenses	1

4	<p>The student applies the correct mechanic:</p> <p><i>Punctuation</i> (0.33)</p> <p><i>Spelling</i> (0.33)</p> <p><i>Capitalization</i> (0.33)</p>	1
The total score for each sentence		4

(Modified from Brown & Abeywickrama, 2010: 270)

3.5 The Technique of Data Analysis

To analyze the data, the researcher used the following procedure:

1. The researcher calculated the average score given by two scorers by using the formula:

$$\text{Students average score} = \frac{\text{Score by scorer I} + \text{Score by scorer II}}{2}$$

2. The researcher converted the average score by using the formula as follows:

$$\text{Students converted score} = \frac{\text{Average Score}}{\text{Maximum Score}} \times 100$$

3. The researcher classified the students' ability using the criteria of Bung Hatta University as follows:

Table 3.3: Table of Scoring Criteria of Bung Hatta University

Score	Grade	Ability

85-100	A	Very Good
80-84,99	A ⁻	
75-79,99	B ⁺	Good
70-74,99	B	
65-69,99	B ⁻	
60-64,99	C ⁺	Moderate
55-59,99	C	
45-54,99	D	Low
≤ 44	E	

4. The researcher counted the percentage of students who had each ability by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage of the students who had very good, good, moderate and low ability.

F = frequency of students who had very good, good, moderate and low ability.

N = the total of students

5. Finally, the researcher discussed the result of the data analysis.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents research findings and discussion about students' ability in writing simple sentences using comparative adverbs. Data of this study were the second year students' scores in writing simple sentences using comparative adverbs at English Department of Bung Hatta University.

4.1 Findings

The purpose of this research was to describe the second year students' ability in writing simple sentences using comparative adverbs at English Department of Bung Hatta University. Based on the purpose above, the researcher presents the findings of this research as follows:

4.1.1 The Students' Ability in Writing Simple Sentences Using Comparative Adverbs

In measuring the students' ability in writing simple sentences using comparative adverbs, the students' scores were counted. After converting the score into Bung Hatta University's criteria, it was found that the highest score got by student was 84.22 and the lowest was 31.61 (see Appendix 5).

Then the researcher classified the students' ability into four groups (very good, good, moderate and low) based on the criteria of Bung Hatta University. Students' ability was categorized as very good ability if their scores were 80-100, good ability if their scores were 65-79.99, moderate ability if their scores were 55-64.99, and low ability if their scores were 0-54.99.

After the researcher analyzed the data, the researcher found 3 students (8.33%) had very good ability, 6 students (16.67%) had good ability, 15 students (41.67%) had moderate ability and 12 students (33.33%) had low ability. This result of the research can be seen in Table 4.1:

Table 4.1
The Students' Ability in Writing Simple Sentences Using Comparative
Adverbs

Ability of students	Number of Students	Percentage
Very Good	3	8.33 %
Good	6	16.67 %
Moderate	15	41.67 %
Low	12	33.33 %
Total	36	100%

Based on the table above, it can be concluded that the second year students' ability in writing simple sentences using comparative adverbs at English Department of FKIP, Bung Hatta University was moderate.

4.1.2 The Students' Ability in Writing Simple Sentences Using Comparative Adverbs with One Syllable

In measuring the students' ability in writing simple sentences using comparative adverbs with one syllable, the students' scores were counted. After converting the score into Bung Hatta University's criteria, it was found that the highest score got by student was 84.71 and the lowest score was 28.08 (see Appendix 6).

After the researcher analyzed the data, the researcher found 2 students (5.55%) had very good ability, 14 students (38.89 %) had good ability, 10 students (27.78 %) had moderate ability and 10 students (27.78 %) had low ability. This result of the research can be seen in Table 4.2:

Table 4.2
The Students' Ability in Writing Simple Sentences Using Comparative Adverbs with One Syllable

Ability of students	Number of Students	Percentage
Very Good	2	5.55 %
Good	14	38.89 %
Moderate	10	27.78 %
Low	10	27.78 %
Total	36	100%

Based on the table above, it can be concluded that the second year students' ability in writing simple sentences using comparative adverbs with one syllable at English Department of FKIP, Bung Hatta University was good.

4.1.3 The Students' Ability in Writing Simple Sentences Using Comparative Adverbs with Two or More Syllables

In measuring the students' ability in writing simple sentences using comparative adverbs with two or more syllables, the students' scores were counted. After converting the score into Bung Hatta University's criteria, it was found that the highest score got by student was 88.54 and the lowest score was 8.33 (see Appendix 7).

After the researcher analyzed the data, the researcher found 3 students (8.33%) had very good ability, 5 students (13.89 %) had good ability, 11 students (30.56 %) had moderate ability and 17 students (47.22 %) had low ability. This result of the research can be seen in Table 4.3:

Table 4.3
The Students' Ability in Writing Simple Sentences Using Comparative Adverbs with Two or More Syllables

Ability of students	Number of Students	Percentage
Very Good	3	8.33 %
Good	5	13.89 %

Moderate	11	30.56 %
Low	17	47.22 %
Total	36	100%

Based on the table above, it can be concluded that the second year students' ability in writing simple sentences using comparative adverbs with two or more syllables at English Department of FKIP, Bung Hatta University was low.

4.1.4 The Students' Ability in Writing Simple Sentences Using Irregular Comparative Adverbs

In measuring the students' ability in writing simple sentences using irregular comparative adverbs, the students' scores were counted. After converting the score into Bung Hatta University's criteria, it was found that the highest score got by student was 78.00 and the lowest score was 24.58 (see Appendix 8).

After the researcher analyzed the data, the researcher found 0 students (0%) had very good ability, 19 students (52.78 %) had good ability, 9 students (25 %) had moderate ability and 8 students (22.22 %) had low ability. This result of the research can be seen in Table 4.4:

Table 4.4
The Students' Ability in Writing Simple Sentences Using Irregular
Comparative Adverbs

Ability of students	Number of Students	Percentage
Very Good	0	0 %
Good	19	52.78 %
Moderate	9	25 %
Low	8	22.22 %
Total	36	100%

Based on the table above, it can be concluded that the second year students' ability in writing simple sentences using irregular comparative adverbs at English Department of FKIP, Bung Hatta University was good.

4.2 Discussions

In this section, the researcher discusses about students' ability in writing sentences using comparative adverbs.

4.2.1 The Students' Ability in Writing Simple Sentences Using Comparative Adverbs

As already discussed previously, the first finding of this research was the second year students' ability in writing simple sentences using comparative adverbs at English Department of Bung Hatta University had moderate ability (41.67%). It

means that the students cannot write simple sentences using comparative adverbs well. Most of the students used auxiliary verb as the main verb. It was also found that some students used imperative sentences and they did not pay attention to the mechanics of writing.

4.2.2 The Students' Ability in Writing Simple Sentences Using Comparative Adverbs with One Syllable

The next finding of the study was that the second year students' ability in writing simple sentences using comparative adverbs with one syllable at English Department of Bung Hatta University was good (38.89%). It means that the students understood well how to write simple sentences using comparative adverb with one syllable. On the other hand, there were some students who had moderate and low ability. They still had problem to write simple simple sentences using comparative adverbs.

The problem of the students with low ability might be caused by their lack of understanding on how to write simple sentences using comparative adverbs with one syllable correctly. For examples:

Students Sentences:

I came late to market

before.

He's more late than I am

justin runs faster than george

Possible correct sentences:

I came later to the market than

He walks later than me.

Justin runs faster than George.

A rabbit is faster than a snail.
snail.

A rabbit runs faster than a

Dont be late

Based on the examples above, a half of students did not use ending “er” and “than” after the comparative adverbs word. Then the students did not pay attention to the mechanics of writing for examples are punctuation and spelling. They did not use capitalization at the beginning of sentence and for the name of person and place. Next, some of students used imperative sentences which should not be used in writing aspects. And the last one they did not write the correct grammar, most of them use “to be” as a verb.

Then there are many students who wrote incorrect mechanics in writing and their sentences were not grammatical. Sometimes they used imperative sentence and there was no period at the end of sentences.

Before the comparative adverbs’ word, it should be a verb and followed by “than” to compare the people, places, or things with one another. For example: (1) Rizha runs faster than me. Here we have two persons, Rizha and me, and the comparison is made to show that the one is more in the quality being fast in running than another one.

4.2.3 The Students' Ability in Writing Simple Sentences Using Comparative Adverbs with Two or More Syllables

The next finding of the study was that the second year students' ability in writing simple sentences using comparative adverbs with two or more syllables at English Department of Bung Hatta University was low (47.22 %). It means that the students did not understand how to write simple sentences using comparative adverb with two or more syllables. It also indicates that the students had many incorrect answers. The students with low ability might be caused by their lack of understanding on how to write simple sentences using comparative adverbs with two or more than one syllable correctly.

Here are the examples:

Students' sentences:

I plant flowers rapidly

mom.

She have regularly time to sleep

Go entry the room regularly

him.

Possible correct sentences:

I plant flowers more rapidly than my

She sleeps more regularly than before.

I entry the room more regularly than

Based on the examples above, most of the students did not use "more" before the adverb and "than" after the comparative adverbs word. Some of students also used imperative sentence which has no complete meaning. The students' sentences should be meaningful, grammatically and use the correct mechanics aspects in writing.

4.2.4 The Students' Ability in Writing Simple Sentences Using Irregular Comparative Adverbs

The next finding of the study was that the second year students' ability in writing simple sentences using irregular comparative adverbs at English Department of Bung Hatta University was good (52.78%). It means that half of the students understood how to write simple sentences using comparative adverb with one syllable. On the other hand, there were some students who had moderate and low ability. Here are the examples:

Students' sentences:	Possible correct sentences:
You've done well yesterday.	He did better than
she took it very well, all things considered better than	She took the exam before.
My mother is doing well	My mother is doing better than before.
Johnny is weller at running than swimming better than swimming.	Johnny is running
Don't go too far from me	

Based on the examples above, it indicates that some students did not know the irregular comparative words of the adverbs given. Next the students did not pay attention to the punctuation and the capitalization which are important in writing. Then students also used imperative sentences.