CHAPTER II
THEORETICAL REVIEW

A. The Importance of Learning Grammar

Grammar was the rule that how words change to show different meaning, and how they were combined into sentence. According to Cook and Sutter (1980:45) grammar is a set of rules by which people speak and write.

The student would get all of rashness in constructing a good English sentence if they did not know the English grammar rules. They would say all the possible sentences in English. But they was hard to say something if they did not know the English tense. With those rules it is possible to create a huge numbers of English sentences, just with one rule we could make thousands sentences and if we use all the rules at our disposal the possibilities are literally, endless. (Finochiaro, 1974:61)

Grammar was important because it was the way of speaking and writing with using of grammar rules the language will be understandable. We could say also that grammar was a set of rules in constructing a sentences. Harmer (1987:4) said that grammar as the studied and practice of the rules by which word change their form and combined into sentences the role of grammar was more or less about how to arrange the words in to utterances (sentences) and how to change it. Robert (1995:132) also said that grammar is the basic signal, in which a language transmits meaning therefore if the learner know his language grammar he also knew how to construct sentences in order to express
their idea correctly. It showed that students could not learn a language without learning the grammar of the language.

From the definition above, it could be concluded that grammar itself is a part of the language both in oral and written form. Grammatical terms were meant to help students to see the meaning, position, and function of any new word. So that knowledge of grammar and vocabulary were essential for listening, speaking, reading, and writing. Students will be encouraged too at stages of practice where students prompted to use the new language in different contact (Finnociaro, 1974:61).

B. The Meaning of Simple Sentences

A simple sentence was a sentence that has one subject and one verb. The subject tells who or what did something. The verb told the action or condition. The simple sentence is a sentence having no coordinate or subordinate clauses (Swan, 1980: 529).

From the description above, we could draw some conclusions that there were only two words subject and predicate, we could call it simple sentence. Subject and predicate were important factors in building simple sentences beside object and complement.
C. The Form of Simple Sentences

A simple sentence contains a single subject and predicate. It describes only one thing, idea or question, and had only one verb. It contains only an independent clause. Any independent clause could stand alone as a sentence. It had a subject and a verb and expresses a complete thought.

English sentence were composed of a topic and something said that topic, commonly referred to as the subject and predicate.

Sentence = subject + predicate

The subject and predicate were often described as a topic and a comment, what was being talked about (the subject) and what was being said about it (the predicate). Each of this element was characterized by combination of three elements or perspectives they were a position or slot within a sentence, a certain form or type of grammatical construction and a certain meaning.

Thus subject of a sentence typically occurs at the beginning of the sentence (position), it consist of a noun phrase (form), it also indicated the topic of discussion (meaning).

The predicate of a sentence typically follows the subject, start with a verb indicating and action or state of being and conveys a thought about the subject.

A subject and predicate, together, form of simple sentence. As used here, the term “simple” refers to the basic structure of a sentence.

Simple sentences could be short or long, and it could express simple or complex thoughts and may contain complex constructions, but the basic structure of the sentence was simple.
Any discussion composed only of simple sentences would seem childish in expression. While simple sentence were useful for emphasis or clarity, as when summing up an argument, simple sentence alone did not allow for expressing complex thoughts. They were not conducive to asserting relationship or qualifying thoughts.

There were three form of simple sentence:

1. Positive Sentence

\[ S + \frac{V_1}{S} + O \]

Example:

a. I like dance
b. She likes dance
c. You write a story
d. He writes a story

2. Negative Sentence

\[ S + \frac{do}{does} + \text{not} + V_1 + O \]

Example:

a. I do not like dance
b. She doesn’t like dance
c. You do not write a story
d. He does not write story
3. Interrogative Sentence

\[
\begin{align*}
\text{Do} & \quad + \text{S} + \text{VI} \\
\text{Does} & \quad + \text{S} + \text{VI}
\end{align*}
\]

Example:

a. Do you like dance?

b. Does she like dance?

c. Do you write a story?

d. Does he write a story?

If the subject He, she, and it the verb would change into the following pattern:

1. Infinitive + S
   
   To read → reads
   
   To help → helps

2. Infinitive ending by vocal O + es
   
   To do → does
   
   To go → goes

3. Infinitive ending by consonant ch, sh, s, es
   
   To teach → teaches
   
   To wish → wishes
   
   To discuss → discusses
   
   To fix → fixes

4. Infinitive ending by vocal e (event the sound Z or J) + S
   
   To use → uses
   
   To change → changes
5. Infinitive ending by consonant Y which was to be a head by another consonant + es
   
   To fly → flies
   To study → studies

6. Infinitive ending by consonant which was to be a head by vocal + S
   
   To buy → buys
   To play → plays
   
   Infinitive did not change if it was to be a head can, could, may, might, must, shall, should, will, would, do, does, did, although, the subject he, she, it.

   Example:
   a. He can speak English
   b. She may go home
   c. They must study hard

D. The Use of Simple Sentences

   Simple sentence in communication was generally easy to understand, as they are short and to the point. Simple sentences were important in grammatical analysis because they used as the foundation block for explaining other structures, complex and compound sentences were explained in term of simple sentences (or in term of independent clauses). Question types and formation were explained in terms of changes made to simple sentences.
Some research had shown that moving from writing simple to complex sentences was a developmental pattern for ESL writers initially, lower proficiency students write mostly simple sentences with a single subject and predicate.

As their vocabulary expanded and their knowledge of English grammar develops, ESL writers are learning to use the types of sentences that their teachers required them to use and that they found in the materials that they were reading. Discourse studied that had analyzed academic text showed that most of the sentences in formal academic writing were complex sentences with dependent clauses of various sorts. Simple sentences used much rarely and often for specific purposes.

E. Problem of Learning Simple Sentences

Having discussed the meaning and the used of simple sentence, in this section the writer wanted to deal with some problems of learning simple sentence. Learning of simple sentence was not easy therefore; the students usually made mistakes and errors in processing and production of sentences in correct subject, verb and object word order.

Simple sentences caused more difficulties to many overseas students than any other aspect of English. It was true because many students find difficulties in learning simple sentences. They did not know what is the meaning of each word and what was the word should be used for.
The following was a description of some factors that could cause problems of learning simple sentences for Indonesian students. Simple sentence structure could help the students move into the two-word stage without encountering word order difficulties.

There were still other factors which cause problems for Indonesian students in learning simple sentences, but in this research the writer would discuss the factors that commonly caused mistakes in making simple sentences.

F. Mistake and Error

1. Definition of Mistake and Error

Mistake refers to performance error in the learner language production and mostly caused by psychological matter that caused learners fail to utilize a know system correctly. Mistake was very possible occurs in advance learners or native speakers as a result of such breakdown or imperfection in the process of producing speech, slip of the tongue, and hesitation. In most cases they are normally capable of recognizing and correcting such lapses or mistakes.

An error caused by competence factor. The learner does not understand the linguistic system of language. Error generally consistently and systematically occurs. If the correction was not given, the error could appear continuously in correcting them; the teacher could give some technique to reduce the error.
2. Types of Error

There were four types of error in making simple sentences

a. Omission

   Sometime the students omit a word in making simple sentences
   For example: my hobby reading.
   The correct sentence is: my hobby is reading.

b. Addition

   The error sentence is the opposite of omission
   For example: Mr. Teddy have two cats.
   The sentence is wrong, because the sentence use the have in singular subject.
   The correct sentence is Mr. Teddy has two cats.

c. Misformation

   The error is characterized by the usage of the wrong form in the sentence
   For example: I help the girl beautiful
   The correct sentence is: I help the beautiful girl

d. Misordering

   The characteristic of misordering is indicated by incorrect placement of morpheme or group of morphemes in an utterance.
   For example: I everyday read a book
   The correct sentence is: I read book everyday.
3. **The factors of error**

There were three factors of error done by the second language learners:

a. **The first language (L1) interference**

   The learners are still interfered by the system of L1. In this aspect, the beginner who learns the second language makes him dependent on what he is not accustomed yet with the system of L2. The more he is able to master L2, the less he is depending on L1.

b. **The second language interference (L2)**

   They are not interfered by the system of L1, but it might be interfered by other sub system existing in L2.

c. **Inter language system**

   In inter language system; learners are interfered by a new system which makes them unconsciously as the result of the introduction of L2 system.

4. **The characteristics of mistake and error**

Mistake and error had different characteristics.

The characteristics of mistakes are:

a. The source of mistake is performance

b. Mistake is unsystematic

c. Mistake will happen in short time

d. The students do not need another person to correct them

The characteristics of error are:

a. The source of error is un competence

b. Error is systematic
c. The students do not master the language system

d. The students need another person or teacher to correct them

Based on the statement above we could conclude the learners something face difficulty while learning the target language. That was why they tend to make some errors. It caused by their limited knowledge of target language rules. It is not surprising that the rules within the target language should be learned accurately.

G. The Common Error in Constructing Simple Sentences

According to Tarigan (1990: 75) error was different from mistake. Error is caused by the students’ ability, while mistake is caused by students’ performance. The characteristic that differ them was the mistake did not happen on purpose and it could easily be corrected by the speaker, whereas error cannot be corrected easily and quickly because the speaker did not realize that they has made an error. Errors commonly occur in the beginning of second language learning process, as the learners on that stage were still incomplete knowledge, and the producing errors reveal their incompetence in the language system.

For junior high school especially in eighth grade students, errors could be happen in constructing sentence using arranging the jumbled sentences in the form positive, negative, interregotive. They usually make errors in arranging the jumble sentences; such an error may accrue for both L1 and L2 learner when they have acquired certain simple sentence pattern. (Tarigan, 1998: 287)
H. Basic Assumption

Basic the theory above, the writer has some basic assumptions. There were many students still difficult in constructing simple sentences, they could not arrange sentences well. Therefore the writer research the students ability in constructing simple sentences.