A. Grammar

1. Definition of Grammar

There are lots of grammar definitions: Cook and Sutter (1987:131) define the grammar as a written descriptive of the rules of language. It means that grammar in a language is the rules of arranging sentences.

While according to Grolier international dictionary (1968: 572), grammar is the study of the language as a systematically composed body of words that exhibit discernible regulation of structure (morphology) and arrangement into sentences (syntax), sometimes including such aspects of language as the pronunciation of words (phonology), the meaning of words (semantics) and the history of words (etymology).

Billows (1961:156) has two definitions of grammar. First, grammar is a description in word of verbal behavior, just as a drill book is a description in word of parade behavior. Second, grammar is recognition of the pattern and unity underlying verbal experience.

Although the description of grammar above are different, the essence is basically the same that is an adequate description of the sentence level formal features of language. In a simple way, grammar is a
description of how the elements of language are systematically combined.

2. The importance of grammar

Grammar is important because it is a part of language that makes it possible for people to talk in that language. The grammar is considered as human being language knowledge and what their brains know that allow them to use a certain language. Finochiaro (1974: 61) defines that the grammar terms are used in helping the students to see the form meaning, position and function of any item. It will depend on a great extent on their knowledge of grammatical terms in their native language.

Nunan (1991: 154) says that the primary purpose of instructions on grammar is to help students use English well and appropriately. Grammar will enable students communicate with others easily, learning grammar cannot be avoided by us because without knowing the grammar of language, the students cannot to construct a meaningful sentence or question.

From the source above, knowing grammar also helps students understand on how to make sentence correctly and without grammar a language is meaningless, so people will not be able to communicate and understand language well. They will find many difficulties if they do not understand English grammar. For example when they are making simple Questions but they don’t understand English grammar, they can be wrong in structure grammar. For example, when they should say “Does she go
to library everyday” but because they lack grammar understanding, they may ask” go to library everyday. The student are not correct in making yes-no question, because they dont understand the correct form of making yes-no question. The kind of yes-no question can be in the form of eliminating helping verb. In speaking, it is vital matter. It is because they don’t use grammar structure correctly, the meaning will be different. It may cause confusion to those who listen or read.

Moreover, grammar is also important to study the English language to support the students competence and the mastery of the language skills in English such as reading, speaking, writing, and listening. It can help the students understand a language by knowing the form, position, function, and meaning of certain of grammar language.

B. Yes-No Questions

1. Definition of Yes-No Question

Yes –no questions or verbal question are questionsbegining with auxiliary verb such as do, does, should, would, are, can, etc. (Gall and Gillent, 1980: 110).

According to Frank (1972: 88) yes-no questions are simple questions which only need “yes or no”as the answer. On the other hand, yes-no questions are formed by placing be, have, do or modal before the subject ( Lado, 1973: 202).
2. The form of Yes-No Questions

a. Yes – No Questions with “Be”

The use of Be depend on the tenses that is used in the sentence.

1) Simple Present Tense with be (is, am, are)

Pattern:

*Be + Subject + Complement*

To be “is” is used to subject he, she, it.

To be “are” is used to subject they, we, you.

To be “am” is used to subject I.

Example:

- Are you my new secretary?
- Is he a teacher?
- Are you at home every night?

2) Simple Past Tense with be (was, were)

Pattern:

*Was / were + Subject + Complement*

To be “was” is used to subject I, she, he, it.

To be “were” is used to subject you, we, they.

Example:

- Was Dika busy?
- Were you late?
b. Yes – No Questions with Do Auxiliary (do, does, did)

1) Simple Present Tense (without be)

Pattern:

Do/Does+Subject+Verb 1

Example:

• Do they work everyday?
• Does he come from New york?

2) Simple past tense (without be)

Pattern:

Did+subject+verb 1

Example:

• Did he work here yesterday?
• Did you sell car?
• Did the accident happen last week?

c. Yes-No Questions with modal auxiliary (can, could, may, might, will, would, shall, should, must).

The pattern to construct yes-no questions using modal auxiliary is as follows:

Modal Aux+Subject+Verb 1+(Complement)

Example:

• Will John lend you his book?
• Can you help me?
• May I open the door?
d. Yes-No Questions with *have, has*

The pattern to construct yes-no questions using present perfect

\[ \text{Has/Have} + S + \text{past participle} \]

**Example:**

- Has she lived here long?
- Have you ever visited Paris

C. **Error Analysis**

1. **Definition of Error Analysis**

The definition of errors analysis according to Ellis (in Tarigan, 1990:68) is:

“Error analysis is a working procedure, which is used by researchers and language teachers, which includes sample collection, the error explanation, clarifying the error based on the cause, as well as the evaluation or assessment of the level of seriousness of errors”.

According to Corder (in Brown, 1980: 119), error analysis is:

A learner error......are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures to the learner is employing in the discovery of the language”.

Communication occurs not only people who have the same language but it occurs in different language. In communication between two or more languages, it may possibly happen interference one to another
language. The interference has effect to the deviation that will cause errors.

Learners, in learning the second language, will make some errors and mistakes about the use of language rules. This can be worse because learners of target language sometimes are afraid of making mistake or errors in the language learning process. It is natural because the rule of their mother tongue differs from target language one. They tend to find some difficulties in the foreign language system such as culture, rule, spelling, pronunciation, and vocabulary.

2. **The Importance of error analysis.**

The Error Analysis is important for teacher of the target language to analyze carefully the mistakes a learner made in process of construction a new system of language. All problem of errors made by learners should be analysed accurately to find out the problem solving the study errors in called “Error Analysis” Corder (1967:25) states, “A learners’ error...are significant in there ways. First to the , in that they tell him if he undertakes a systematic analysis, how for toward the goal the learner has progressed. Second, they provided to the researcher evidence of how language is learned, acquired, what strategies of procedures the learners is employing in his discovery of the language. Thirdly....they are indispens able to the learner himself because we regard to making of errors as a device the learner uses in order to learn. (Richard, 1974:42).
From the statement above, it is clear that the mistakes are made in this process of constructing a new system of language is needed to be analysed carrefuly, for the possibly held in them some of the key to the understanding of the process of second language acquisition.

3. **Procedure of Errors Analysis**

   According to Tarigan (1995: 68), there are six steps in work procedure of error analysis:

   a. **Collecting Data**

      The researcher should collect the language errors are made by students. For example test, writing or conversation mark.

   b. **Identifying and Classifying Data**

      The researcher should identify and classify the errors based on language categories, as pronounciation, word order, word fusion, and sentence composing error.

   c. **Arranging Level Error**

      The researcher should put error in the right order based on frequency.

   d. **Clarifying Error**

      It means to describe of error place, cause of errors and to give the right sample.

   e. **Predicting the Sensitive Area of Errors**

      In this step, the language level that is learned and has potential error should be practiced.
f. Correcting Error

In this last step the error will be improved and if possible will be omitted through properly material arranging, good textbook and matching teaching technique.

According to Tarigan (1990: 75), error is different from mistake. The table shown below discusses the comparison between error and mistake. There are six points of view used as standard of comparison. Those are:

Table 1
The differences of Error and Mistake

<table>
<thead>
<tr>
<th>Category/point of view</th>
<th>Error</th>
<th>Mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Competence, Systematic, Consistent, Complete, Deviation, Helped by the teacher: training, remedial teaching.</td>
<td>Performance, Unsystematic, Temporal, Incomplete, Deviation, Repaired by the students: pay attention</td>
</tr>
</tbody>
</table>

4. Types of Error

Discussing about the types of errors, there are two types, namely interlingual errors and intralingual errors. Richard (in Nababan and Utari:135) says,

“Interlingual error means error, which is caused by the difference rule between, the two languages, the target language and the mother tongue, while intralingual error, refer to error which is caused by its system of rule of the target language”.

According to Dullay and Crashe (1982:150) explain, “a surface strategy taxonomy highlights the way surface structures are altered, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them”.

In this occasion, to know the structural errors, let’s see the four kinds of error based on the strategy of omission, addition, misinformation, and misordering.

a. Omission

This error occurs when the learners omit one of the elements which can be a morpheme or word.

Example: You understand? (wrong)
Do you understand? (right)

b. Addition

This error occurs when the students add one or more elements which should not exist in the sentence. These errors happen because perhaps the students are too careful in using the rule target language.

In this regard, addition is divided into two categories, namely:

1) Double Marking

This error occurs when the students fail to delete certain items which are required in some linguistic construction, but not in the others.

Example: Does Andi works his home work? (wrong)
Does Andi work his home work? (right)
2) **Regularization**

This error occurs when the students use tense marker (ed) in the irregular verb or when put the ending (s) in the noun that does not have the addition (s) form.

Example: Did you solded car? (wrong)

Did you sell car? (right)

c. **Substitutions**

This error occurs when a words construction in sentence, phrase or clause are incorrectly.

Example: May you help me? (Wrong)

Can you help me? (right)

d. **Misinformation**

This error occurs when the students do not know the correct form in making the sentences.

Examples: Is do you actres? (wrong)

Are you actres? (right)

e. **Misordering**

This error characterised by the incorrect placement of a morpheme or group of morpheme in an utterance.

Example: You did go to school yesterday? (wrong)

Did you go to school yesterday? (right)
5. **Criteria for error analysis:**

To find out the degree of ability of the large number of students that were homogenous in their English mastery for remedial teaching, it is important to use the following guiding principle:

a. If the majority of the students tested (around 70% or more) fail in doing a certain problem, it is necessary to teach the material related to the problem tested to the whole class.

b. If it is less than 70%, repetition of the material related to the problem tested has to be done by the unsuccessful students individually.

From the guiding principles, it can be concluded that if 70% or more the students fail in doing a certain problem, it is important to do an error analysis to find out the problem solving, but if less than 70%, it is not necessary to make the error analysis.