CHAPTER II

THEORETICAL REVIEW

A. Grammar

1. The Definition of Grammar

Every language has its own grammar as rule in order that the language can be understood by the people. To communicate a language grammatically, people have to understand the grammar.

There are some definitions of grammar, which actually have the same meaning in principle that is “rule”. Grammar allows people to use their language easily by forming and combining words. In this case, Hornby (1995: 517) mentions: “grammar is the rules in a language for changing the form of words and combining them into sentences”. It is supported by the second definition as follows, “Grammar is a branch of description of language which accounts for the way in which words combine to form sentences”.

Knowing the definition of grammar, it is not hard for us to understand why grammar is useful and important. If we don’t know about the grammar of the language, we can’t be considered to have learned the language.
2. The Importance of Grammar

To develop language proficiency, a learner has to understand the grammar. Grammar has an important role in learning language because learning grammar has some good points: it certainly makes the learners think hard and concentrate their minds, and it can undoubtedly lead to a deep understanding and appreciation motivation and desire to learn the language and get to know culture was there. But by using English grammar correctly, it will become a big problem that is a trouble understanding. Sometime, the cause of a trouble understanding occurs between speaker and listener or writer and reader is caused by the composition of sentence having incorrect grammatical pattern. For example, when someone wants to say “Buku itu akan diterbitkan tahun depan”, in English, he should arrange the words in such a way that the construction becomes “The book will be published next year”. If we do not know English grammar, he will probably say “The book will publish next year”. It is reasonable that someone who does not know English will not be able to produce sentences correctly.

One who wants to be able to communicate easily in spoken and written, he or she has to master knowledge of grammar. By studying grammar, people know how to produce grammatical sentences.

To support the explanation above, Nunan (1991: 154) states that without grammar, it is impossible to communicate beyond a very
rudimentary level and the primary purpose of instruction in grammar is to help our students use English correctly and appropriately.

According to the explanations above, the writer can conclude the reason of the importance of grammar. Those reasons are as follows:

a. The mastery of grammar determine the other language skills

Every language skill has a close relationship with grammar. Therefore, the mastery of grammar will lead the people to maximize their language skills. Without a good mastery of grammar, the skill of speaking will be almost impossible to develop because the people not only produce many words in speaking to express the idea, but also arrange those words into good sentence in order to the audience understood the message of the speech.

b. The mastery of grammar will lead the people to apply an appropriate language usage

By knowing the grammar well, the people will understand the use of the purpose language in an appropriate context. The use of language in communication will make fluency between the speaker and listener.

c. The mastery of grammar will lead the people to produce creativity and unlimited communication

The acquiring the grammatical system in target language is a control for the use of that language because an inadequate mastery of grammar
word severely constrain linguistic creativity and limit the capacity for communicate beyond a very rudimentary level.

3. The Teaching of Grammar

Dealing with grammar, there are some points of teaching grammar. They are:

a. The teacher must have clear ideas of the grammar of a language, its structure and usage.

b. The teacher should always be conscious of introducing or practicing some points of grammar.

c. The teacher must carry the stage of development of the language in his mind, so that the language becomes in his mind.

Talking about teaching grammar, it is also noted in the Encyclopedia Americana volume 13 that there are some reasons for studying grammar and investigating grammar, these are:

a. To instruct the young and the unlearned in foreign language or in the prestige.

b. “Educated” or “cultivated” use of their own language.

c. To keep scared text accurate and therefore affective.

d. To understand the operation of language itself.
e. To understand the human mind and it means of operating with linguist symbols.

It is recommended for the learner to use the language fluently both in written and doing the test form using good grammar.

B. Question

When people really want to learn something, they ask questions. A question may be either a linguistic expression used to make a request for information, or else the request itself made by such an expression. In this case, Hornby (1995: 952) mentions that “question is a sentence, etc. that asks for information about a matter or an issue which is or needs to be settled”. Questions provide answers to our curious minds, things that need reasoning, things we do not understand, and discovery of something new. Questions make us reflect on the way we deal with life and promote a better understanding of why things happen the way they should be.

1. The Use of Question

Questions are used from the most elementary stage of learning to original research. Questions also have been used for a wide variety of educational purposes: reviewing previously read or studied material; diagnosing student abilities, preferences, and attitudes; stimulating critical thinking; managing student behavior; probing student thought process; stirring creative thinking; personalizing the curriculum; motivating students; and assessing student knowledge.
Students of all ages use questions in their learning of topics. The method of questioning student responses may be used by a teacher to lead the student towards the truth without direct instruction, and also helps students to form logical conclusions. Teachers ask questions for several reasons (from Morgan and Saxton, 1991):

a. the act of asking questions helps teachers keep students actively involved in lessons;
b. while answering questions, students have the opportunity to openly express their ideas and thoughts;
c. questioning students enables other students to hear different explanations of the material by their peers;
d. asking questions helps teachers to pace their lessons and moderate student behavior; and
e. Questioning students helps teachers to evaluate student learning and revise their lessons as necessary.

2. The Kinds of Question

We ask questions if we want to find out something that is not known and even with the things that we already have knowledge of. There are some kinds of question in general as follow:

a. Open questions

These are useful in getting another person to speak. They often begin with the words: What, Why, When, Who
Sometimes they are statements: “tell me about”, “give me examples of”. They can provide you with a good deal of information.

b. Closed questions

These are questions that require a yes or no answer and are useful for checking facts. They should be used with care - too many closed questions can cause frustration and shut down conversation.

c. Specific questions

These are used to determine facts. For example “How much did you spend on that”

d. Probing questions

These check for more detail or clarification. Probing questions allow you to explore specific areas. However be careful because they can easily make people feel they are being interrogated.

e. Hypothetical questions

These pose a theoretical situation in the future. For example, “What would you do if…?” These can be used to get others to think of new situations. They can also be used in interviews to find out how people might cope with new situations.

f. Reflective questions

You can use these to reflect back what you think a speaker has said, to check understanding. You can also reflect the speaker’s feelings, which is useful in dealing with angry or difficult people and for defusing emotional situations.
g. Leading questions.

These are used to gain acceptance of your view – they are not useful in providing honest views and opinions. If you say to someone ‘you will be able to cope, won’t you?’ they may not like to disagree.

(http://www.exforsys.com/career-center/questioning-skills/types-of-questions.html)

According to Frank (1972: 88): there are three kinds of questions in English as follows:

1. Yes – No Questions

2. Attached (or Tag) Questions

3. Interrogative Word Questions or Wh – Questions.

In this thesis, the writer takes Yes – No Questions and Interrogative Word Questions/Wh – questions as a subject to discuss uses tenses simple past and simple present. According to Azar (1996:18), simple past tense is the one which is most often used in communication. It is used to talk about activities or situations that began and ended in the past, e.g.: yesterday, last night, two days ago, in 1990. Thus, Simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and future. (Azar, 1996: 3)

a. Yes – No Question

In linguistics, yes – no question, formally known as a polar question, is a question whose expected answer is either "yes" or "no".
Formally, they present an exclusive disjunction, a pair of alternatives of which only one is acceptable. In the English language, such questions can be formed in both positive and negative forms. According to Azar (1996: 124), yes – no question is a question that can be answered by “yes” or ”no”. It is supported by Murphy (1998: 96) that yes – no questions are formed by placing the first auxiliary verb (AV) before the subject. Yes – No Questions are often defined as questions for which either “yes” or “no” is the expected answer. There are some kinds of Yes – No Question form, such as:

1) Questions beginning with be

* Present form:

To be Subject

- Am → I
- Is → she, he, it
- Are → they, we, you

Example:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I am handsome</td>
<td>- Am I handsome?</td>
</tr>
<tr>
<td>- He is a teacher</td>
<td>- Is he a teacher?</td>
</tr>
</tbody>
</table>
- We are happy

- Are we happy?

* Past form:

To be Subject

- was → I, she, he, it

- were → they, we, you

Example:

Statement Question

- He was tired - Was he tired?

- You were tired - Were you tired?

2) Question with do auxiliary (do, does, did)

The do auxiliary is accompanied by the simple form of the verb. *Do or does* is used in simple present tense and *did* is used for simple past tense.

* Present form:

- Do → I, you, we, they

- Does → She, he, it

Example:
<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>- They study English everyday</td>
<td>- Do they study English everyday?</td>
</tr>
<tr>
<td>- Andi studies English everyday</td>
<td>- Does Andi study English everyday?</td>
</tr>
</tbody>
</table>

* Past form:

- Did → I, you, we, they, she, he, it

Example:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>- You bought a new book yesterday</td>
<td>- Did you buy a new book yesterday?</td>
</tr>
</tbody>
</table>

b. **Wh/Word Question**

According to Azar (1996) states that Wh – question or an information question is a question that asks for information by using a question word. Wh – question are very important structures for ESL/EFL students and must be taught early because wh – questions serve many useful purposes in general and, more specifically, can be used by language students to advance their knowledge further. Wh – questions are used to request specific information, so the need to use them arises often. For instance, Wh – question are used in social interaction (what’s your name?), for getting directions (what’s the post office?), in seeking
explanations (*why is the plane late?*), for eliciting vocabulary (*what’s this?*), etc. There are some kinds of word question such as:

1) **When** is used to ask a question about time.

   Example: When did he arrive? (He arrived yesterday).

2) **Where** is used to ask a question about place.

   Example: Where is your girl? (She is at home).

3) **How** is generally to ask about manner.

   Example: How does he drive? (He drives carefully).

   * **How** is also used with **much** and **many**.

   Example: How many people who come there? (There are ten peoples).

   How much money do you have? (I have about 7$).

   * **How** is also used with adjective and adverb.

   Example: How old are you? (I am seventeen)

   How fast were you driving? (I was driving 50 miles an hour).

   * **How long** ask about length of time.

   Example: How long has she been there? (She has been there in three years).
* **How often** ask about frequency.

Example: How often you study English every week? (I study English three times in a week).

* **How far** ask about distance

Example: How far is it to Jogja? (It takes six hours from here to Jogja).

4) **Who** is used as the subject of question. It refers to people.

Example: Who can answer this question? (I am. I can answer this question).

* **Who** is usually followed by a singular verb even if the speaker is asking about more than one person.

Example: Who wants to come with me? (We do. We want to come with you).

5) **Whom** is used as the object of a verb or preposition. In spoken English, *whom* is rarely used. **Whom** is only used for formal question.

Example: Whom are you visiting? (I am visiting my friend).

6) **Whose** ask question about possession.

Example: Whose pen did you borrow? (I borrowed Andi’s pen).

7) **What** is used as an object.

* What is used as the subject of question. It refers to “think”.

Example: What made you angry? (I’m angry with his rudeness).

* What is a form of do is used to ask question about activities.

Example: What did you do last night? (I studied English last night).

* What may accompany a noun.

Example: What time did she come? (She came at eight o’clock p.m.).

8) Which is used instead of what when a question concern choosing from a definite, know quantity or group.

Example: Which color do you like? (I like white color).

9) Why is used to ask a reason.

Example: Why do you like her? (I like her because she beautiful).

3. The Pattern of Questions

a. The pattern of Yes – No Question

Pattern I: to ask Complement

Be + S + Complement?

Example:

- Is she your friend?
• Are you a student?

• Am I wrong?

• Were you happy yesterday?

• Was he ill yesterday?

Pattern II: to ask Object or Adverb

**Aux + S + V + Object/Adverb?**

Example:

• Do you always walk to work?
• Does your mother like cooking?
• Did you buy something for me?
• Have you written a letter to your family?
• Has she taught here for ten years?
• Can you help me?
• Will you come tomorrow?

*b. The pattern of Wh / Word Question*

1) To ask Subject

**Qw + V + Object/Adverb?**
Example:

- Who teaches your English lesson?
- What makes day and night?
- Which team won the last world cup?
- Who knows the answer?

2) To ask other than Subject

\[ \text{Qw + Aux + S + V + Object/Adverb} \]

Example:

- How did you say that to me?
- Where does Andi save his money?
- Why do you need much money?
- Why do you like coffee?

C. Error Analysis

In learning, the learners often make mistake and error. This problem also happens when they are learning another language. It is not surprising; as a consequence of our mother language is different from the language that is learning. It is a natural process, therefore in this study the writer also tries to find out the error that the students make in composing questions.
Before analyzing the errors made by the students, a teacher must know the differences between error and mistake.

According to Tarigan (1995: 75) error is different from mistake, error means “kesalahan”. An error is caused by competence factor. In other word, the students still do not understand yet about the linguistic system that is used. It is supported by Richards (1974: 25) that the term error to refer to the systematic error of the learner from which we are able to reconstruct his knowledge of the language date. Error occurs because the language users really have not understood or even do not know at all the language system of rules or grammar should be applied in that interaction. So error indicates the lack of competence of the learner.

People said that error is the students’ reflection on their understanding about the material, it is usually happens consistently. Error will not miss, if it is not treated, and it will decrease if the students’ understanding about the material is improved.

Tarigan (1995: 75) states that mistake means “Kekeliruan”. He explains that mistake refers to errors of performance (e.g. wrong pronunciation, words sequence, intonation etc.). Mistake usually occurs when the language users do not pay attention full because of something intrinsic trouble, such as: tiredness, awareness, and lack of attention. A mistake can happen in every part of linguistic. The limitation of memorizing something can cause mistake in pronouncing the sound, stressing the word or sentence.
Mistake can be treated by the students themselves if they give attention more to it.

According to Tarigan (1995: 148) a surface strategy taxonomy highlight the way surface structure are altered, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. In the occasion, to know the structural errors we see the five kinds of error based on the strategy of omission, addition, substitution, misformation and misordering.

1. Omission

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

Example: When Jana coming? (Wrong)

When is Jana coming? (Right)

2. Addition

This error occurs when the students add one or more elements, which should not exist in the sentence. This error happens because perhaps the students are too carefully in using the rule of the language. In this regard, addition is decided into two categories, namely:

a. 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: Where does he lives? (Wrong)

Where does he live? (Right)

b. Regulation

This error occurs when the students use the tenses marker (ed) in the irregular verb or when put the ending (s) in the noun that doesn’t here the addition (s) form.

Example: Who speaked English yesterday? (Wrong)

Who spoke English yesterday? (Right)

3. Substitution

This error occurs when a word or construction in sentence of another word, phrase or clause of in correctly.

Example: What of these drawings was done by you? (Wrong)

Which of these drawings was done by you? (Right)

4. Misformation

This error occurs when the students use morpheme or structure grammar rules incorrectly. The students don’t know the correct form in making the sentences.

Example: Who was often has lunch in the canteen? (Wrong)

Who often have lunch in the canteen? (Right)
5. Misordering

This error is characteristic by the incorrect placement of a morpheme/group of morpheme or a word in written or an utterance.

Example: What Dodi is doing? (Wrong)

What is Dodi doing? (Right)