A. Grammar

1. The Definition of Grammar

Grammar is very complex. In order to know it deeply, there are some definitions of grammar, those are: Hornby (1989: 375) defines the grammar as a study on science of rules for the construction of the words into sentences and the form of words. Meanwhile, Cook and Sutter (1980:1) say that grammar is the rules by which the people speak and write. These rules are not always understood consciously because what the rules refer to are those hardly anyone ever think about, but which allow people to use their language easily and naturally most of the time.

Based on those definitions of grammar above, it can be concluded that grammar is a system of language rules, which guides the language learners about how to form words and combine them to make meaningful sentences.

2. The Importance of learning 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. Finnochiaro (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 be said to have learned the language.

Mastering grammar helps us understand every word that you are now reading as well as to speak and write words and sentences of your own.

From the source above, it is very clear that grammar is important. 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 reading English text but they don’t understand English grammar, they can be wrong in getting the content of reading text and also they will get nothing of their activity. When they have conversation with other people, grammar also takes a part here. For example, when they want to say “the car is sold” but because they have lack grammar understanding, they may say: “the car sold. In speaking, it is vital matter. It is because when they don’t use “be” 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. Noun Clause Form

1. Definition

A clause is a group of words that contains both a subject and a predicate but cannot always be considered as a full grammatical sentence. Clauses can be either independent clauses (also called main clauses) or dependent clauses (also called subordinate clauses).

An independent clause (or main clause) contains both a subject and predicate, can stand alone as a sentence (a simple sentence), or be a part of a multi-clause sentence. Coordinating conjunctions (and, but, for, nor, or, so, yet) are used to connect elements of equal weight such as two independent clauses, using a comma before the conjunction. In addition, a dependent clause (or subordinate clause) contains both a subject and a verb but cannot stand alone as a sentence. It must always be a part of a sentence, on which it depends for meaning. Reading a dependent clause on its own leaves the reader wondering where the rest of the information is.

A noun clause is a dependent clause and cannot stand alone as a sentence. It must be connected to an independent clause, a main clause.
A noun clause has its own subject and verb. It can begin with a question word. It can begin with “if” or “whether”, and it can begin with “that”.

(http://www.testyourenglish.net/english/subjects/nouncl1.html)

According to Azar (1998: 195) noun clause is a dependent clause that the functions as a noun. Because the function is as a noun, it can be a subject, object, complement, and object of preposition. A noun clause is also called a nominal clause.

From the explanation above, it is clear that noun clause does the work of a noun in a sentence or phrase. It is a group of words containing a subject and a finite verb of its own which can be a subject, object, complement, and object of preposition.

2. Noun Clause as Subject

Noun clause can be formed as a subject. Subjects are defined as words, phrases, and clauses that perform the action of or act upon the predicate. Moreover, Mas’ud (1998: 196) states that there are some forms of noun clause as a subject as follow:

a. From Statement

If a statement should become a subject of a sentence, it must start with that.

Example:

1) a) He is the richest man in this town.

   b) *This is known by everyone.*

    *That he is the richest man in this town is known by everyone.*
2) a) Plants need water in order to growth.

   b) *This* is true.

   - That plants need water in order to growth is true.

b. **From Yes/No Question**

   If a yes/no question should become a subject of a sentence, it must start with *whether*, and also it should be changed into statement. Frequently, the word 'or not' can be added in the sentences. There is an exception for the using of *if*, that *if* cannot be put at the first word in a sentence.

   Example:

   1) a) Does she work in office?

      b) *This* is not important.

      - Whether she works in office or not is not important.

   2) a) Is she your girlfriend?

      b) *This* will not be discussed here.

      - Whether she is your girlfriend will not be discussed here.

c. **From WH-Question**

   If a wh-question should become a subject of a sentence, it must start with *question words*, and also it should be changed into statement.

   Noun clause that are started with *question words* have the function to make a question (called as embedded question), and a statement or answer the question.
The following question words can be used to introduce a noun clause: when, where, why, how, who, whom, what, which, whose.

Example:

1) a) What is he doing?

    b) This doesn’t concern me.

        ❖ What she is doing doesn’t concern me

2) a) How does he get the money?

    b) This is his own affair.

        ❖ How he gets the money is his own affair.

3. Noun Clause as Object

    Noun clause can be an object. Objects are defined as words, phrases, and clauses that follow and receive the action of a transitive verb. Moreover, Mas’ud (1998: 196) states that there are some forms of noun clause as an object as follow:

    a. From Statement

        If a statement should become an object of a sentence, it may be connected with that. Moreover, it is an optional.

        There are common verb that are followed by that clause

        - suggest
        - believe
        - assume
        - hope
        - learn
        - admit
        - suppose
        - know
        - think

        Example:

        1) a) He is the clever student in the class.

                b) I think this.
 I think that he is the clever student in the class.

2)  a) The coffee grows in Brazil.
    
    b) I know this.

 I know that the coffee grows in Brazil.

b. From Yes/No Question

If a yes/no question should become an object of a sentence, it should be connected with whether/if, and also it should be changed into statement.

Example:

1)  a)   Can he drive motorcycle?
       
       b) I want to know this.

 I want to know whether/if he can drive motorcycle or not.

2)  a) Will he get the money?
    
    b) Do you know that?

 Do you know whether he will get the money?

c. From WH-Question

If a wh-question should become an object of a sentence, the question word should be followed with statement.

Example:

1)  a) Why don’t you bargain the price?
       
       b) I wonder this.

 I wonder why you don’t bargain the price.
2) a) How will he get the money?
   b) I don’t know this.
   ✤ I don’t know how he will get the money.

4. Noun Clause as Complement

Noun clause can be function as a complement. Complements are defined as words, phrases, and clauses that perform the action of or act upon the predicate. Moreover, Mas’ud (1998: 197) states that there are some forms of noun clause as a complement as follow:

a. From Statement

If a statement should become a complement of a sentence, it may be connected with that.

Example:

1) a) Billy was not very smart.
   b) The truth is this.
   ✤ The truth is that Billy was not very smart.

2) a) We must buy a new computer.
   b) The decision is this.
   ✤ The decision is that we must buy a new computer.

b. From Yes/No Question

If a yes/no question should become a complement of a sentence, it must be connected with whether/if, and also it should be changed into statement.
Example:

1) a) Will other boys try the same thing?
   b) The question is *this*.
      ✓ The question is whether other boys will try the same thing.

2) a) Can he speak French?
   b) The question is *this*.
      ✓ The question is whether he can speak French or not.

c. **From WH-Question**

   If a WH-question should become a complement of a sentence, it must be connected with *question words*, and also it should be changed into statement.

   Example:

   1) a) How will he get the money?
      b) The question is *this*.
         ✓ The question is how he will get the money.

   2) a) What do you want to do after that?
      b) The question is *this*.
         ✓ The question is what you want to do after that.

5. **Noun Clause as Object of Preposition**

   a. **From Yes/No Question**

      If a yes/no question should become an object of preposition in a sentence, it must be connected with *whether/if*, and also it should be changed into statement.
Example:

1) a) Would he get the money?

   b) We were concern about this.

   ❖ We were concern about whether he would get the money.

2) a) Should he go?

   b) He asked her about this.

   ❖ He asked her about whether he should go.

b. From WH-Question

If a wh-question should become an object of preposition in a sentence, it must be connected with question words, and also it should be changed into statement.

Example:

1) a) How would he get the money?

   b) We were concern about this.

   ❖ We were concerned about how he would get the money.

2) a) What did she say?

   b) I don’t believe in this.

   ❖ I don’t believe in what she said.

C. Error Analysis

Making mistakes or errors is something natural in human life, and nobody can avoid it. Sometimes, people are afraid of making mistakes, so
that they tend to be very careful. However, from mistake a human being realizes what he has done and then he will try to correct his mistake. And also from a mistake human being can take valuable lesson, to cope with the problem.

According to Tarigan (1995: 75), error is different from mistake. Error is caused by the student’s incomplete knowledge, and mistake is caused by student’s performance. That characteristic that differs them is that mistake does not happen on purpose and easily be corrected by the speaker, whereas error cannot be corrected easily and quickly because the speaker does not realize that he has made an error.

Error is a noticeable deviation from adult grammar or the native speaker, reflecting the inter language competence of the learner. Error commonly occurs in the beginning of second language learning process. As the learners on that stage is still in complete knowledge, and the producing errors reveal their incompetence in language system. Error indicates the lack of competence. In the other words, error means the words, term or sentence that is said by the speaker that is unaware that he makes an error, so he cannot correct immediately by him.

Kinsella (1987:63) says, “Mistake is failure to utilize a known system correctly”. It means that the learners fail to use the system in target language in this case is English, because of some lapels or carelessness. They know the linguistic system basically and will correct it automatically.
According to Tarigan (1995: 67-68), there are many experts of language teaching who found that error analysis has steps or procedures which cover:

1. Sample collection

   The first step of error analysis procedure is collecting sample.

2. Error identification

   After collecting sample, the researcher identifies the error in sample collection.

3. Error explanation

   The researcher explains the errors which are made by students.

4. Error classification

   The researcher classifies the error based on causes.

5. Evaluation

   The researcher evaluates the level of errors.

According to Tarigan (1995: 145), to classify language error, there are four taxonomies that are important to be considered. Those are: the linguistic category taxonomy, the surface strategy taxonomy, the comparative taxonomy, and communicative taxonomy. This research used error types based on surface strategy taxonomy to know a grammatical error. It is strategy to show how the surface structure change. In this occasion, to know the structural errors, there are four kinds of error based on the strategy of omission, addition, misinformation, and misordering.

1. Omission

   This error occurs when the learners omit one of the elements which can be a morpheme or word.
2. 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 of target language. In this regard, addition is divided 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: Does she knows whether she will get the money? (wrong)

Does she know whether she will get the money? (right)

b. Regulation

This error occurs when the students use the 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: I want to know about who buyed first. (wrong)

I want to know about who bought first. (right)

3. Misformation

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

Example: I wonder why does she buy the car. (wrong)

I wonder why she buys the car. (right)
4. Misordering

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

Example: I wonder why don’t you bargain the price. (wrong)

I wonder why you don’t bargain the price. (right)

On the other hand, Nababan and Utari (1993 :135) describes some kinds of casual error factors, those are:

1. Inter lingual error

This error is caused by the interference of the mothers tongue or it can also caused by the first language to the target language which is being learned such as phonology, morphology, syntax or vocabulary and culture.

Example:

I know that long and black hair has hair Sandra (Indonesian version)

It should be “I know that Sandra has long and black hair”

2. Intra lingual error

In this error, there is nothing to do with the mother tongue (the first error), but is caused by the target language itself.

The systematic of intra lingual error involve:

a. Over generalization

In this error category the learner over generalize the form of the sentence of a language. The error occurred when the student created deviant structure based on their experience of the previous strategies.
Example:

I know that Sandra have a beautiful hair. (incorrect sentence)

I know that Sandra has a beautiful hair. (correct sentence)

b. Ignore of the rule restriction

The learners fail to observe the restriction of existing structures. These types of error accrued grammatical items which they were unfamiliar as the result; they tried to create forms based on their own analogies, which are unacceptable in English. They usually made a mistake by dropping or ending unnecessary addition.

Example: The plural of baby is babies not babys, on the other hand the plural of boy is boys not boies.

c. False concept hypothesis

In other case, this kind of error category is a class of developmental errors which derive from faulty comprehension of distinction in target language. These errors caused by incorrectness insight on the differences in the target language itself.

Example:

Whether we are live in beautiful small town or not is not a problem. (wrong)

Whether we live in beautiful small town or not is not a problem. (right)
d. Incomplete application

Its category is about the rule of the sentence. Incomplete application of rules involves a failure to fully develop a structure. Errors caused by the deviation of structures that describe level of rule developmental.

Example:

Many people know that Tomi and Brandon are young smart rich persons. (wrong)

Many people know that Tomi and Brandon are rich smart young persons. (right)