

CHAPTER II

THEORITICAL BACKGROUND

in this chapter covers some theories related to the study. This chapter will focus on discussing the definition of grammar, the importance of grammar, the type of grammar, the definition of direct and indirect speech including its example and the competences.

A. Grammar.

1. The Definition of Grammar

There are some definitions of grammar which actually have the same meaning in principles. According to Longman Dictionary (1997: 161), grammar is a description of structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the over all system of the language. It may or may not include the description of the sounds of a language, (Phonology, phonemics, morphology, Semantics, Syntax).

Cook and Suter (1980:1) define grammar as follows: Grammar is a set of rules by which people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but wish allow people to use their language easily and naturally most of the time. It means that grammar deals with rules that are used by people to communicate both in oral and written form. In a language, grammar is also called as the rule of arranging the sentence.

Celce-Murera (1999:5) states that grammar is concerned with how sentences and utterances are formed. In order to be able to make correct sentence or utterance, it is necessary to learn grammar.

Grammar allows people to use their language easily by forming and combining words. In this case Hornby (1994:176) states: “Grammar is a study of rules for forming words and combining them into sentences”.

From the discussion above, it can be concluded that grammar is the rules of sentence construction that must be learnt by language learners.

2. The Importance of Grammar

We know that every language has its own grammar, therefore student who wants to learn English has to understand its grammar. Grammar is considered as English language knowledge and what their brains know that allow them to use a English fluently.

Finnochiaro (1974: 61) states, “The grammar terms are used in helping the students to see the form meaning, position and function of any new item. It will depend on a great extent on their knowledge of grammatical terms in their native 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.

It can be concluded that learning grammar is very important for language learner because they will find many difficulties if they do not learn grammar, for example: When they are reading English text but they do not understand English grammar, they can be wrong in getting the content of reading text. And the result

they will get nothing of their activity. When they have conversation with the other people.

Grammar also takes a part here. As the example, when their friend want to say “I want to take you back” but they have lack of understanding grammar. It could happen to say “I want take you back”. In speaking it is vital matter. It is because when they omit “to” there will be same pronunciation but different meaning. It causes misunderstanding between them and such a situation can make someone offended, confused even angry. It proves that grammar is very important in learning a language. It can help the students understand a language by knowing the form, position, function, and meaning of certain of grammar language because grammar helps the students to see the form meaning, position and function of any new item.

3. The Types of Grammar.

.According to Eastman from his articles in "Grammar," Microsoft® Encarta® Online Encyclopedia (2000), states that Grammar is classified into five types, they are :

1. Prespective Grammar

This type of grammar difine the rule of the various parts of speech and purpose what is the norm, the rule, of the “correct” usage. Prespective grammar state how words and sentences to be put together in a language so that the user will be preceived as having a good grammar.

2. Historical grammar

This type of grammar focus on analyzing the changes of words or sentences from over the years, for example, Old English, Middle English, and Modern English, is difference frome one another.

3. Comparative Grammar

This type of grammar focus on finding the comparation and the similiarities beetwen word and words order in the various language.

4. Functional Grammar.

By looking at similar forms in related languages, grammarians can discover how different languages may have influenced one another. Still other grammarians investigate how words and word order are used in social contexts to get messages across.

5.Descriptive Grammar

Some grammarians are more concerned, however, with determining how the meaningful arrangement of the basic word-building units (morphemes) and sentence-building units (constituents) can best be described.

From the the five types above, we can see that Prespective Grammar is the type that is used by the students to mastering grammar. In Prespective Grammar Students study about the rule and structure of part of speech, especially Direct and Indirect Speech that will disscuss deeply in this chapter.

B. Direct and Indirect Speech

1. Definitions

According to Swan (1997: 500), the meaning of direct speech is speech, reported *directly* in the words used by the original speaker (more or less), without any changes of tense, pronouns, etc.

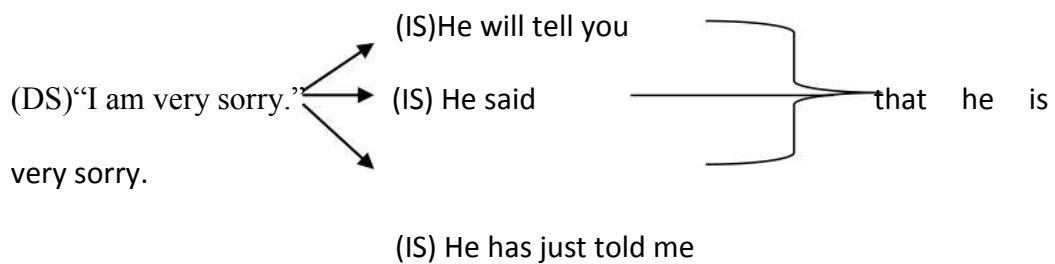
According to swan (1997: 500), the meaning of indirect speech is a structure in which we report what somebody said by making in part of our own sentence (so that the tenses, word order, pronouns, and other words may be different from those used by the original speaker). Compare: He said, "I'm bored." (The original speaker's words are reported in direct speech). He said that he was bored, (the original/ speaker's words are reported in indirect speech).

2. Transformation of Direct to Indirect Speech

There are two ways of relating what a person has said: direct and indirect. Indirect speech we repeat the original speaker's exact words: He said, "I have lost my umbrella".

Direct speech is found in conversation in books, in plays, and quotations. In indirect speech we give the exact meaning of a remark or speech without necessarily using the speaker's exact words: He said that he had lost his umbrella. Indirect speech can be from statements, questions, and commands. If the reporting verb or introductory verb (say, tell, remark, ask, etc.) is in the present, present perfect or future direct statements there is no change of tense in the reported verb.

Example: Direct into Indirect Speech



3. Types of Direct and Indirect Speech

According to Allen J. Scott (1974: 110) states that direct and indirect speech is classified into four types, they are:

1. direct and indirect of statement
2. direct and indirect of question
3. direct and indirect speech of command, and
4. direct and indirect speech of exclamation.

In this chapter the writer will discuss the tree from the four (Statement, Question Comand).

1. Direct and Indirect Statement

In indirect statement, "that" is used as a conjunction between the introductory sentences and words that are reported (Indirect). In this type of Direct and indirect speech we can see a changes of tenses.

a) Tenses

Changes of Tenses	
Direct Speech	Indirect Speech
Present Tense	Past Tense

Present Continuous Tense	Past Continuous Tense
Present Future Tense	Past Future Tense
Present Perfect	Perfect Tense
Past Tense	Past Perfect Tense
Past Continuous	Past Perfect Continuous
Past Future Tense	Past Future Perfect
Future Continuous Tense	Conditional Continuous
Can	Could
Will	Would
Shall	Should
May	Might
Must	had to

Tenses may not change when things we report are still true when we report them. For example:

“The earth goes around the sun.” (direct speech)

Galileo proved that the earth goes around the sun. (indirect speech)

“I am only 28.” (direct speech)

She told me the other day that she’s only 28. (indirect speech)

Note: Would, should, ought to, had better, might, used to, could and must do not change.

The writer gives some examples to make clearer as follows:

The Changes of Direct into Indirect Speech	
<i>Direct Speech</i>	<i>Indirect Speech</i>

Present Tense Ratna told me, „I go to school.	Past Tense Ratna told me that she went school.
Present Continuous Lutfi told me, „I am studying English now.“	Past Continuous Lutfi told me that he was studying English then.
Present Future Rina said, „He will work hard tomorrow.	Past Future Rina said that he would the next day.
Present Perfect She said, „Bakri has bought a car.	Past Perfect She said that Bakhri had a new car.
Present Perfect Continuous He said, „I have been working here for 3 years.	Past Perfect Continuous He said that he had been working there for 3
Past Future He told me, „I would go there if were you.“	Past Future Perfect He told me that he would gone there if he had been me.
Future Continuous She said, „I will be using the car my self.“	Conditional Continuous She said that she would using the car herself.

b) Pronoun and possessive pronoun

In direct and indirect speech, we usually meet the changes of pronouns and possessive pronouns. We can change the pronouns of first and second person in

Direct speech to third person in Indirect speech taking into account the gender of the subject.

Pronouns and Possessive Pronouns Changes	
<i>Direct speech</i>	<i>Indirect speech</i>
I	He or she
You	I, He, She or
My	His or Her
Our	Their
We....	They....

c) Adverbial changes

In direct and indirect statements, the changes of adverb also happen. We can change the words expressing nearness in time and place are changed into words expressing farness.

The Changes of Adverb	
Direct speech	Indirect speech
Now	Then
Today	that day
last (year, month, week...)	the (year, month , week...) before, the previous year, month,
Yesterday	the day before, the previous Day
Tomorrow	the next day, the following
next (week, month, year...)	the (week, month, year...) the following(week, month,

year...)

This	That
These	Those
Here	There

2. Direct and Indirect Question

a. Verbal Question

We can transform a direct question into indirect question by using several reporting verbs, they are : asked, wondered, wanted. Tense change is the same as that of statements. It just put *if* or *whether*. Rule of noun clause from verbal question applies.

Example:

- He asked, “Are you tired?” (direct speech)
↓
- He asked me whether I was tired. (indirect speech)
- She said, “Do you want me to help you?” (DS)
↓
- She asked if I wanted her to help me. (IS)

b. Past Tense change is the same as that of statements. Rule of noun clause from pronominal question applies.

Example:

- He asked, “Where did you buy this nice belt?” (DS)
↓
- He asked me where I had bought this nice belt. (IS)
- She said, “What is your name?” (DS)
↓
- She asked me what my name was. (IS)

3. Direct and Indirect Comand

Commands usually begins with V1, be, with or without please or would you please. Rule:

- a) The introductory **verbs say** etc. change to verbs of commands or request tell, order, command, ask, etc.
- b) The introductory verb of the indirect speech must be followed immediately by the person addressed.
- c) Please or would you please V1 or be change into to V1 or to be.
- d) don't V1 or don't be change into not to V1 or not to be.

Example:

- a. He said, "Please use this Laptop, Dany." (direct speech)



He told Dany *to use that* Laptop. (indirect speech)

- b. He said, "Don't move, students." (direct speech)



He asked the students *not to move*. (indirect speech)

C. Error Analysis

The identification and analysis of interference between languages in contact has traditionally been a central aspect of the study of bilingualism. The system of the contact languages themselves have sometimes been contrasted which cause errors. According to Richards (1974: 173-178) mentions that there are two factors of errors, they are interlanguage and intralingual errors:

- Interlanguage errors; that is, errors caused by the interference of the learner's mother tongue.
- Intralingual errors are those which reflect the general the general characteristics of rule learning, such as faulty generalization, incomplete

application of rules, and failure to learn conditions under which rules apply

1. Types of Errors

Dullay and Burtand Krashen in lengthly Consideration of Errors described three major types of taxonomy: error types based on linguistic category, surface strategy taxonomy, error types based on comparativ taxonomy. In this research, surface strategy taxonomy will be used to classify the students'' error. The surface strategy taxonomy focuses on the ways surface strategy are changed

a. Over generalization

Over generalization is where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

For example:

- We are hope should be we hope.

Over generalization generally involves the creation of one deviant structure in place of two regular structures.

b. Ignorance of rule restrictions

Closely related to the generalization of deviant structures is failure to observe the retractions of existing structures, that is, the application of rules to contexts where they do not apply.

For example:

- I made him to do it

Ignore retractions on the distribution of make.

c. Incomplete application of rules

In this category, it can be noted the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. A statement form may be used as a question, one of the transformations in a series may be omitted, or a question word may simply be added to the statement form. For example:

Teacher	Students
„Do you read much?“	Yes, I read much.

The answer should be, „Yes, I do.“

d. False Concept Hypothesized

It is the class developmental of errors which derive from faulty comprehension of distinctions in target language. These are sometimes due to poor gradation of teaching items.

For example:

- He is speaks French. „is“ may be understood to be the corresponding marker of the present tense.

Besides those type of rerrors, Johnson, and Johson (1999) explain the types of error based on its process. They are addition, omission, subtitution and wrong ordering.

a) Addition

In this type of error, the students add inorect or unnecessary elements (verbs, nouns, auxiliaries, modals, etc)

Example :

- Please answer to my question! (“to” in the sentence is an addition error)

b) Omission

Omission means the omission of items in the second language learner's utterances (Johnson and Johnson,1999:111) .That may involve the deletion of function words like (prepositions and articles), morphemes like(plural and third-person singular, past and past participle-ed) ,and auxiliaries

Example:

- I was told: there is? bus stop. (omission of article)

c) Substitution

Substitution or selection means choosing an incorrect element instead of the correct one .

Examples:

- He have three brothers.(instead of has)

d) Miss Ordering

In this process ,the target language words are not used in their correct order .

Example:

- What daddy is doing ?He is all the time late

2. The Steps in Analyzing The Errors

According to Van Eks in Nababan and Utari (1993: 137-138), the steps in analyzing the errors are:

- 1) Identifying errors: The teacher should be sensitive in recognizing the errors made by students.
- 2) Describing errors: Errors can be described as errors in addition, omission, substitution, and coding of the words. Errors in addition occurs when the students make errors by adding letters in words it cause misspelling. Error in

omission occurs when the students make errors because of their own forgetfulness. Error in substitution occurs when the students make errors by changing the words, verbs, adjectives, adverbs, etc, incorrectly. And also error in coding of the words occurs when the students apply the system of the words or grammar incorrectly.

- 3) Reconstructing the forms: The teacher should reconstruct the wrong sentences become correct sentences..
 - 4) Clarifying errors: The teacher should look for the causal factor or errors based on the categories of errors.
 - 5) Evaluating errors: It is done by analyzing data qualitatively or quantitatively
- With references to the explanation above, it can be concluded that learners sometime face difficulty while learning the target language.