

CHAPTER II

LITERATURE REVIEW

A. GRAMMAR

1. The Definition of Grammar

There are some definitions of grammar. In Oxford dictionary, grammar is the rules in a language for changing the form of words and combining them into sentences (Hornby, 1995:517). While Siahaan (2008: 25) says in his book, the term “Grammar” refers to a set of rules operating in the mind of the native speakers of a language. He also cited Veit as saying that grammar govern learners to produce and interpret the sentences they use in their communication (Veit, 1986 in Siahaan, 2008:25). Carter and McCarthy (2006: 2) say that grammar is concerned with how sentences and utterances are formed.

In other words, grammar exists to enable us to ‘mean’ and without grammar it is impossible to communicate beyond a very basic level (Nunan, 1991: 153). Another definitions come from Dr.Lowth in Brown, he defines grammar as guidance for language learner which not only in the expression of their own thoughts, but also in their apprehension of the thought and their interpretation of the words (Brown, 2004: 73). Based on the definitions above, we can conclude that grammar is a rule or guidance to combine words into a sentence.

2. The Importance of Learning Grammar

Everyone who learn languages have to master its grammar. By mastering the grammar, they can produce the language in written or spoken form. Grammar belongs to basic aspect of language, if the students do not have good competence in grammar, they will not be able to use language effectively. His/her languages will be difficult to understand.

This misunderstanding can happen between the speaker and listener and/or between the writer and reader because the information cannot be gotten well by the receiver due to the grammatical error such as the wrong sentence construction.

For an example;

When learners are required to make a sentence below;

Apakah kamu menyukai sepatumu?

If they do not know well about the grammar, they will make

*Do you like **you** shoes?*

or

*Do you like shoes **your**?*

or

*Do you like **yours** shoes?*

Based on the word arrangement, that sentence is correct, because the sentence has subject and predicate, but it has wrong grammar. The pronoun in the sentence should shows possession of the shoes, so the pronoun which is used should be *your* not *you*.

Another example is;

Dia mengatakan padaku tentang masalahnya.

She told I about hers problems.

This sentence is also wrong because pronoun as object is not *I* but *me*, and then pronoun which show possession in that sentence is not *hers* but *her*.

Based on the examples, grammar becomes a guide in communication. So, language learners cannot ignore from grammar in order to produce language correctly. In addition, by mastering grammar learners will be able to deliver and understand English and in turn be able to master the four English language skills; listening, reading, writing, and speaking. So students will be able to use english well and correctly.

B. Personal Pronoun

1. Definition

There are some definitions about what personal pronoun is. Jones says pronoun means *referring* or *standing* for a noun. (Jones, 2010: 1). Whereas (2007: 24) Sargeant says that pronoun is a word that takes the place of a noun. It means that pronoun stand as a noun in sentence. While, according to Mas'ud, personal pronoun is pronoun which refers to first person, second person, and third person (Mas'ud, 1991: 80). First person is the person who is speaking, the second person is the one spoken to, and the one spoken about is called the third person (Sargeant, 2007: 25).

2. Types

There are some type of personal pronoun, namely;

1. Subject pronoun

Subject pronoun is pronoun which is used as subject in a sentence.

Table 2.1
Personal pronoun as subject

	Singular	Plural
First Person	I	We
Second Person	You	You
Third Person	She, He, It	They

Example : a. *I* study English

b. *She* reads a magazine

2. Objective Pronoun

Objective pronoun is pronoun which stands as object in a sentence.

Table 2.2
Personal Pronoun as object

	Singular	Plural
First Person	me	Us
Second Person	you	You
Third Person	him, her, it	them

(Mas'ud, 1991:80)

Example :

a. Tono buys *me* a cup of coffee.

b. I bought a new jacket for *him*.

3. Possesive Pronoun

Possesive Pronoun is pronoun which shows possession (Mas'ud, 1991: 80).

There are two kinds of possessive pronoun, namely;

a. Possesive adjectives

This kind of possessive pronoun which have to be followed by noun.

Example:

- This is *your* cat.
- *My* new shoes is red.

Table 2.3
Possesive adjective

	Singular	Plural
First Person	my	our
Second Person	your	your
Third Person	his, her, its	their

b. Nominal possessive pronoun

In nominal possessive pronoun, the pronoun is functioned as noun and cannot be followed by noun.

Example :

- Your shoes is red, *mine* is blue.
- Their house is near, but *mine* is not.

Table 2.4
Nominal possessive pronoun

	Singular	Plural
First Person	mine	ours
Second Person	yours	yours
Third Person	his, hers	theirs

4. Reflexive Pronoun

Reflexive Pronoun is pronoun which is reflection of subject or doer (Mas'ud 1991: 80).

There are two uses of reflexive pronoun, such as;

- a. Reflexive pronoun use when subject and object are the same.

Example :

- She told *herself* not to be foolish.
- He taught *himself* how to play piano.

Table 2.5
Reflexive pronoun

	Singular	Plural
First Person	myself	ourselves
Second Person	yourself	yourselves
Third Person	himself, herself,	themselves

- b. Emphazing Pronoun (emphatic pronoun)

Emphatic pronoun emphasizes that subject does an action him/herself, not others (Suroso, 2005: 28).

Example :

- The president *himself* presented the awards to the recipients.
- She *herself* told us about her problems with her family.

Table 2.6
Reflexive pronoun

	Singular	Plural
First Person	myself	ourselves
Second Person	yourself	yourselves
Third Person	himself, herself,	themselves

The types of personal pronoun;

Table 2.7
Personal pronoun

Subject	Object	Possessive		Reflexive
		With Noun	Without Noun	
I	me	my	mine	myself
You	you	your	yours	yourself
We	us	our	ours	ourselves
They	them	their	theirs	themselves
He	him	his	his	himself
She	her	her	hers	herself
It	it	Its	its	itself

C. Error Analysis

People in their life always make mistake, so do students in learning language. They also make error in their learning, especially when they learn language which is different from their own language. Error itself according to Nunan is the result of 'negative transfer' of the first language rule to second language (Nunan, 1991: 144). From the definitions, the students are making an error when they fail to derive the sentence from their first language into target language. In addition, Nunan says that learner made many errors in areas of grammar that are comparable in both first and second language (Nunan, 1991: 145).

The errors usually appear relate to grammar aspect. It is caused the differences of grammar aspect of those languages. Some people looks errors as an crucial problem, but Strevens (in Richard, 1974: 4) hypothesized that

errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use.

D. Types of Error

According to Richard and Sampson, there are 2 types of error, they are:

1. Interlingual errors.

According to Richard, interlingual error is error caused by the interference of learner's mother tongue (Richard, 1974: 173). This error made by learner, because they are still influenced by their mother tongues.

2. Intralingual errors.

According to Richards, intralingual interference refers to items produced by the learner which reflect not the structure of mother tongue, but generalizations based on partial exposure to the target language (Richards, 1974: 6). Intralingual interference shows the learning difficulty of what are often low level rules in the target language (Richard, 1974: 6).

This error occurs because the language learners find difficulty in deriving sentences from first language into target language and this error reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition.

- a. Over generalization

Richard (1974: 174) This error occurs when the learner over generalize the form of the sentence in language. This error occurs when learner create unusual structure based on their experience.

b. Ignorance of rule restriction

Richard (1974: 175) devines that the learner gets failure to observe the restrictions of existing structure. So, the students try to create forms based on their own analogies which are unacceptable in English.

c. False concept hypothesis

In false concept hyphotesis, errors usually occurs because of the incorrect understanding on the differenciation of word meaning in target language.