

CHAPTER II

THEORETICAL REVIEW

A. Grammar

1. Definition

Every language has its own grammar as a 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, 1994: 176) mentions: “Grammar is a study of a rule for forming 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“.

According to the grammar Bible ([http://www. Grammar station. com/userguide.html](http://www.Grammarstation.com/userguide.html)), “ grammar is the regular system of rules that we use to weave sounds into the meaningful units with which we express our thoughts and ideas, creating language“, so that, people whom we are talking with will understand what we mean.

Cook and Sutter (1980: 1) say that structure or grammar is a set of rules by which people speak and write. While (Hornby, 1989: 542) explains

structure or grammar as “study or science of, rules for the combinations of word into sentences (syntax) and the forms of words (morphology) “.

Then, Wilkins cited in (Nunan, 1991: 152) defines that the concept of “structure” is the relation among the items in a sentences. And according to (Eugene, 1993: 3) structure or grammar is a description of certain organizing aspects in a particular language.

The sense of structure in language is the rule of arranging sentence. Any native speaker of a certain language knows the structure of his language unconsciously because generally, native speaker use their language naturally.

Although the definitions of structure above are different, the aim is basically the same that is an adequate description of how sentences of language are formed.

2. The Importance of Grammar

To develop language proficiency, a learner has to understand the grammar. Grammar has an important role in learning a language because learning grammar has some good points ; it certainly makes the learner thinks hard and concentrate in minds, and it can undoubtedly lead to a deep understanding and appreciation motivation and desire to learn the language and get to know the culture was there.

If we use English grammar incorrectly, it becomes a big problem that is a trouble of understanding in language meaning. 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 “perampok itu dibunuh oleh polisi kemarin”, in English he should arrange the words in such a way that the construction becomes “The robber was killed by the police yesterday”. If he does not know English grammar, he probably said “the robber kills the police yesterday”. 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, 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 definitions above, the writer can conclude the reason of the importance of grammar. Those reasons are as follows:

- a. The mastery of grammar determines the order language skills.

Every language skill has a closed relationship with grammar. Therefore, the mastery of grammar leads the people to maximize their language skills. Without a good mastery of grammar, the skill of speaking

was almost impossible to develop because the people do 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 leads the people to apply an appropriate language usage.

By knowing the grammar well, the people understand the use or the purpose language in an appropriate contexts, the use of language in communications make fluency between the speaker and listener.

- c. The mastery of grammar leads the people to produce creativity and unlimited communication.

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

3. Type of WH Questions

According to Izul Islami, who did the research about WH question stated that WH question is very useful for basic learning of the language because it can be used to get the information. If we don't know how to make a question, it will become a big problem especially in communication (2007: 2). According

to Marianne, WH question is used to request specific information (1999: 241).

Generally, WH Questions can be divided into two types. They are Subjective Question and Non - Subjective Question.

1. Subjective Question

Subjective question is a type of WH question which is used to ask the subject (the doer of an action).

a. Simple present tense

Who + V1 + Object / Complement?

Examples:

Who buys this car?

Who lend you a pen?

b. Simple past tense

Who + V2 + Object / Complement?

Examples:

Who gave me a gift?

Who sold the car?

c. Present continuous

Who + to be + V ing + Object /Complement?

Examples:

Who is driving the car?

Who is calling you?

d. Past continuous

Who + to be + V ing + Subject + Object / Complement?

Examples:

Who was teaching you when I came yesterday?

Who was repairing the car?

2. Non - Subjective Question

Non-Subjective question is a question which is not to be used to ask the subject, yet the other information.

a. Simple present tense

- **WH + DO / DOES + Subject + V1?**

- **WH + am/is, are + Subject?**

Examples:

How do you go to school? I go to school on foot.

Why does Intan cry? She cries because someone hit her.

Where is she? She is in the canteen.

How are you? I am fine.

Who am I? You are my student.

b. Simple past tense

- **WH + Did + Subject + V1?**

- **WH + were / was + Subject?**

Examples:

- a. Why did he go? He went to Hospital yesterday.
- b. Why were you sad? Because I lost my bird.
- c. How was she? She was sick.

c. Present continuous**WH + to be + Subject + Ving?****Examples:**

- a. What is she doing in the library? She is borrowing book.
- b. What am I eating? You are eating Getuk Goreng.
- c. Why are you smiling? Someone gives me gift.

d. Past continuous**WH + was, were + Subject + Ving?****Examples:**

- a. What was she doing? She was cooking.
- b. Where were you going when I came, yesterday? I was going to Market when you came.

To collect the data, the writer used some types of questions and form construction of WH question. They are as the following:

- a. The construction form of WH question
 - 1) The use of to be / auxiliary
 - 2) The use of verb

b. The types of question words

- 1) Multiple Choices
- 2) True False
- 3) English translation
- 4) Jumbled word

B. Error Analysis

People grow along their life through doing mistakes, misjudgments, miscalculation, and erroneous assumptions from an important aspect of learning activity virtually any skills or information. According to Corder (1973: 256) all students make mistakes. It also happens in learning language. Students do sometime mistakes when they use language in form of written or spoken. It is caused by the lack of awareness and carefulness. Yet they have capabilities to know the mistake and to correct the mistakes.

If we speak foreign language such as English, we can not recognize our mistake; therefore we need other people to correct the mistake. The major errors made by foreign language learners are different from the errors of those the native speaker made. Dulay, et al., (1982: 138) state that making error is inoperable part of learning. People must face the situation of making errors in learning language.

Sujoko (1989: 6) states that the pupils do make errors and those errors can be observed, analyzed, and classified to reveal something of the systems operating within the pupils led to surge of study of the pupils errors.

Error analysis can be distinguished from contrastive analysis by its examination of error attributable to all possible sources not just those result from negative transfer of the native language. Error analysis is used by the applied linguist. It has been long accepted that the application of a scientific description to the solution of practical problems provides feed back to theory. The teachers can identify certain features of the second languages as different from those of mother tongue and predict the students' difficulties.

In learning language, people consider making errors as something miserable. Consequently, the students attempt not to do it. However, there is an expression. In order the writer can analyze the error in a proper perspective; she should first clearly define the error. It is better to understand the distinction between errors and mistakes.

1. Error and Mistake

An error is noticeable deviation from the adult grammar of speaker, reflecting the inter-language competence of the learner. The fact that learners do make errors and they can be observed, analyzed, and classified to reveal something of the system operating between the learners, led to surge of the study of the learner's errors (Sujoko, 1989: 6).

Mistake refers to performance error either a random guess or a slip in that it is failure to utilize a known system correctly. Sometimes many foreign language teachers seem to forget that there is a more serious factor which affects the success of foreign language learning. The serious factors are the students' error, beside teaching materials, motivations, intelligence, and aptitude.

An error is caused by competence factor. In here the learners do not understand the linguistic system of the language. Such error consistently and systematically occurs. It must be conducted by the teacher. In correcting them, the teacher can employ the kind of technique to impede the errors, for examples some exercises, drills, practices, remedial teaching and so forth (Tarigan, 1989: 76).

2. Factors of Error

Sujoko (1989: 15) states that there are four major sources that cause the learners' error, they are:

a. Interlingua Transfer

This source comes from the interference of the system of the mother language of the learner. They do it as the systems of the target language have not been familiar for the learner. The errors are the result of the negative transfer of the native language or interference.

b. Intralingua transfer

The second major source of learners' error can be found on the intralingua interference or the incorrect generalization of rules within the target language.

Intralingua errors are errors that are caused by the students' difficulties in learning the target language itself. Here there is no interference or mother tongue to target language. So, they are called L1 independent errors. Intralingua errors are the direct results of the target language learners' attempt to create language based on their hypothesis about the language system they are learning. The cause of these errors can be one of these:

a. Overgeneralization

It happens whenever the students explain a norm of the target language past tense and present perfect tense not in the right position, but to the wrong language item. Students tend to make the same mistakes, through an overgeneralization of rule.

b. Ignorance of rules restrictions

In this case the students usually make mistakes by dropping or adding unnecessary omission and addition. It has a close relationship with overgeneralization stated above that errors occurred because the students' failure in observing the retraction the existing structures.

c. Incomplete application of rules.

It happens whenever the students do not apply the complete norm of the target language of a certain language item or deviation of grammar, which describes the development level of the rules that is needed to produce acceptable utterance.

d. False concept hypothesized.

It happens whenever the students have wrong concept or systems of language. The students make error, which is caused by misconception of the target language system.

c. Context learning

Context refers to the classroom and its materials in the case of school learning. Sujoko (1989: 18) says that students often make errors caused by the misleading explanation from the teacher, faulty presentation of a structure word in a text book, or even a pattern that is very rottenly memorized in a drill but not properly contextualized.

d. Communication Strategy

Sujoko (1989: 24) explains that a communication strategy is a conscious employment of verbal or non verbal mechanism for communicating an idea when precise linguistic forms some reasons not readily available to the learner at the point in communication. It is obvious that the category of communication strategies overlaps both inter and intralingua transfer and context learning.