

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Importance of Learning Grammar

Grammar is important because it is a part of language that makes possible for people to talk about their idea, opinion and feeling both in spoken and written forms. The people will speak English correctly and clearly by having good grammar ability. English grammar is a set of rules by which people speak and write. It is not taught separately from the four language skills: listening, reading, speaking, and writing. The language class is a place where learners receive systematic instruction in grammar, which provides with opportunities for practicing the new features of the language. To use a language properly, one has to know the grammatical structures of their language and their meaning. Therefore, someone who wants to learn a language has to understand its grammar.

For example: when someone wants to say “Santi belajar bahasa Inggris dua jam yang lalu”. In English, he should arrange the word in such a way that the construction becomes “Santi studied English two hours ago”. If he does not know English grammar, he will probably say “Shanti is studying English two hours ago”. 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 languages has to master knowledge of grammar. By studying grammar, people know how to produce grammatical sentences.

Although grammar is not the first priority and one of the teaching learning goals in English teaching, it does not mean that grammar is not necessary and important to be learnt. Nunan (1991: 154) says that the primary purpose of instruction in grammar is to help students use English correctly and appropriately will make a fluent communication with others easily.

The writer knows that by having good knowledge of grammar, he will be able to form accurate or correct English sentences easily. Robbert (1995: 132) says that grammar is the basic signal, in which a language transmits meaning. Therefore, if a learner knows his language grammar, he also knows how to construct sentences in order to express his/her ideas correctly. It shows that a student cannot learn a language well without learning the grammar of the language.

The rules of grammar are about how to change words and how to put them into sentences. Grammar may also mean an analytical and terminological study of sentences. Then, when a learner of English learns grammar, he will learn the part of speech, their names of phrase, clause, interrogative sentences, etc. Therefore, if a learner knows his language grammar, he also knows how to construct sentence in order to express his ideas correctly. One of the aspects is grammar, and for the Junior High School students, the English grammar is difficult.

From the definition above, it can be concluded that grammar itself is a part of the language and consists of the use of language arranged. So, grammar will usually control the use of language both in oral and written forms. Basically, the grammatical terms are used in helping the students see the form, meaning, position, and function of any new items.

## B. Tense System as One of the Learning Problems

Students usually get a lot of difficulties to use tense in an appropriate situation. Tenses are very complicated, but they are very important. People cannot use speaking and writing English skills well without understanding the a tense.

According to Azar (1992: 2-53), English has twelve forms of tenses:

### 1. Simple Present Tense

It is used for general statements of fact, to express habitual or daily activity.

Example:

- He studies English every day.
- I go to school every morning.

### 2. Present Progressive / Present Continuous Tense

It is used to express an activity that in progress at the moment of speaking.

Example:

- They are sleeping right now.
- Sinta is talking on the phone.

### 3. Simple Past Tense

It is used to express an activity that began and ended at a particular time and that is habit in the past.

Example:

- I bought a new bag yesterday.
- Dion and Dani played football in the field two days ago.

#### 4. Past Progressive / Past Continuous Tense

It is used to express something or activity that happens when another activity happens in the past.

Example:

- Dian was writing a letter when I came.
- We were having dinner when my phone rang.

#### 5. Present Perfect Tense

It is used to express the idea that something happened (or never happened) before now at an unspecified time in the past.

Example:

- They have gone to Bali.
- She has written a letter.

#### 6. Present Perfect Progressive Tense

It is used to indicate the duration of an activity that began in the past and continues to the present.

Example:

- I have been sitting here since seven o'clock.
- She has been studying English there for an hour.

#### 7. Past Perfect Tense

It is used to express an activity that was completed before another activity or time in the past.

Example:

- I had cleaned this room before my mother came yesterday.
- The sun had risen before I woke up.

## 8. Past Perfect Progressive Tense

It is used to emphasize the duration of an activity that was in progress before another activity or time in the past.

Example:

- You had been fishing all the day yesterday.
- I had been having a rest before dinner yesterday.

## 9. Simple Future Tense

It is used to express an activity in the future.

Example:

- He will finish his work tomorrow.
- We shall be there tonight.

## 10. Future Progressive Tense

It is used to express an activity that will be in progress at a time in the future.

Example:

- I will be studying English when you come.
- She will be coming after finishing her work.

## 11. Future Perfect Tense

It is used to express an activity that will be completed before another activity or time in the future.

Example:

- They will have cleaned this room.
- You will have seen the film three times.

## 12. Future Perfect Progressive Tense

It is used to emphasize the duration of an activity that will be in progress before another activity or time in the future.

Example:

- We shall have been visiting ten people by the end of this week.
- In 2012 this museum will have been standing five hundred years.

There are many ideas about the definition of term “tense”. According to Frank (1972: 52), tense expresses the time of an action, and it is the degree of completeness. Each tense roughly indicates a kind of time. According to Proctor (1978: 143), tense means any of the form of a verb that shows the time and continuation of the action stated or expressed by the verb.

From the clarification above, a conclusion can be drawn that tense is the time expressed by verb by which one can recognize when an event takes place, or it is a special ending or accompanying auxiliary verbs, or probably it is attached by the inflection, such as -d, -ed, -s, -es, -ies, or -ing. Verb tense must be used accurately to clarify the chronological relationship between events, but they can also be used to add shades of meaning.

### **C. The Forms of Present Tense and Past Tense**

#### **1. The Form of Present Tenses**

##### **a. Simple Present Tense**

It is used for general statements of fact, to express habit or daily activity.

The formulations of the simple present tense are as follows:

##### **1) Positive Sentence**

- a) Subject (I/we/you/they) + infinitive

Example:

- I usually *eat* lunch at the cafeteria.
  - They *study* English in the classroom this morning.
- b) Subject (he/she/it) + infinitive (s/es)

Example:

- The *earth goes* around the sun.
- My *mother cooks* in the kitchen every morning.

## 2) Negative Sentence

- a) Subject (I/we/you/they) + do not/don't + infinitive

Example:

- I *don't speak* English well.
- They *don't work* in a hospital.

- b) Subject (he/she/it) + does not/doesn't + infinitive

Example:

- My friend *doesn't study* in Oxford University.
- Andi *doesn't go* to the market every weeks.

## 3) Interrogative Sentence

- a) Do + subject (I/we/you/they) + infinitive + object

Example:

- Do animal *think* something?
- *Do you speak* English well?

- b) Does + subject (he/she/it) + infinitive + object

Example:

- *Does he go* to school by bus?
- *Does Andi go* to the market every weeks?

b. Present Continuous or Progressive Tense

It is used to express an activity that is progress at the moment of speaking.

The formulations of the present continuous tense are as follows:

1) Positive Sentence

- a) Subject (I) + to be (am) + infinitive + -ing + object

Example:

- I *am studying* English in the class now.
- I *am reading* a magazine now.

- b) Subject (he/she/it) + to be (is) + infinitive + -ing + object

Example:

- Shanty *is reading* a history book in the library.
- He *is making* a chair now.

- c) Subject (we/you/they) + to be (are) + infinitive + -ing + object

Example:

- My *friends are going* to the Bali.
- We *are watching* football in the stadium.

2) Negative Sentence

- a) Subject (I) + to be (am) + not + infinitive + -ing + object

Example:

- I *am not studying* English.
- I *am not reading* history book right now.

- b) Subject (he/she/it) + to be (is) + not + infinitive + -ing + object

Example:

- She *is not sleeping* in the class.



- My father *is not drinking* a glass of milk right now.
- c) Subject (we/you/they) + to be (are) + not + infinitive + -ing + object

Example:

- They *are not studying* English in the class.
- You *are not singing* a song now.

### 3) Interrogative Sentence

- a) To be (is) + subject (he/she/it) + infinitive + -ing + object?

Example:

- *Is John painting* now?
- *Is my sister reading* a English book now?
- b) To be (are) + subject (we/you/they) + infinitive + -ing + object?

Example:

- *Are they playing* football?
- *Are you eating* an apple?

## 2. The Form of Past Tenses

### a. Simple Past Tense

It is used to express an activity that began and ended at a particular time and that is habit in the past. Most of simple past verbs are formed by adding -ed to a verb, and some verbs have irregular past forms. Simple past tense sentences have two forms, they are verbal form and nominal form.

Verbal form of simple past tense:

#### 1) Positive Sentence

Subject (I/we/you/they/he/she/it) + verb II + object

Example:

- We *went* to the party last night.
- You *kicked* a John yesterday.

## 2) Negative Sentence

Subject + did not/didn't + infinitive + object

Example:

- Evan *didn't go* to the school yesterday.
- They *didn't come* this morning.

## 3) Interrogative Sentence

Did + subject + infinitive + object?

Example:

- *Did they go* to the school this morning?
- *Did you sleep* well last night?

Nominal form of simple past tense:

### 1) Positive Sentence

Subject (I/we/you/they/he/she/it) + was/were + noun / adjective /  
adverb

Example:

- Santi *was* here this afternoon.
- We *were* very busy last night.

### 2) Negative Sentence

Subject (I/we/you/they/he/she/it) + was/were + not + noun /  
adjective / adverb

Example:

- They *were not* in the class two hours ago.

- Budi *was not* sick yesterday.

### 3) Interrogative Sentence

was/were + Subject (I/we/you/they/he/she/it) + noun / adjective / adverb?

Example:

- *Were* you here yesterday?
- *Was* she late last Monday?

### b. Past Continuous Tense

It is used to express something or activity that happens when another activity happens in the past.

#### 1) Positive Sentence

- a) Subject (I/she/he/it) + was + infinitive + -ing + object

Example:

- She *was reading* a book when her I came last night.
- Shanty *was having* a rest after work.

- b) Subject (we/you/they) + were + infinitive + -ing + object

Example:

- They *were cleaning* the room yesterday morning.
- I and *my friend was playing* the piano at the moment.

#### 2) Negative Sentence

- a) Subject (I/he/she/it) + was not/wasn't + infinitive + -ing + object

Example:

- Shinta *wasn't cooking* this morning.
- Anto *wasn't playing* football at the moment.

b) Subject (we/you/they) + were not + infinitive + -ing + object

Example:

- They were not reading a book when I came.
- You were not sleeping when your father went to the market.

3) Interrogative Sentence

a) Was + subject (I/he/she/it) + infinitive + -ing + object?

Example:

- *Was he standing* till eight o'clock?
- *Was I falling* asleep at the meeting?

b) Were + subject (we/you/they) + infinitive + -ing + object

Example:

- *Were you sailing* last Sunday?
- *Was he studying* English last night?

From the definitions above, it can be concluded that Present Tense and Past Tense are different. There are many forms and each form has structure.

#### D. Students' Competence

According to Ramelan (1992: 102), competence is the knowledge of the linguistic rules that is prerequisite to and a basis for performance on the productive expression of the native speaker. Performance in this case is defined as the actual use of language in real life situation (Ramelan 1992: 46).

Talking about students' competence, when the students learn a foreign language, they must know the rule of language well, and they should have wide knowledge of grammar.

From the definitions above, competence is a person's knowledge of his language. This performance means the actual use of language in concrete situation both in spoken and written forms. The students will have good performance if they have good competence.

Grammar is a linguistic tool that determines the rules for presenting sentences correctly. It involves a number of related subfields including syntax, phonetics, morphology, and semantics.

Students' grammar competence is when the students learn a foreign language, they can determine the rules and make sentences correctly. They know correct and incorrect sentences.

## **E. Evaluation of Students' Grammar Competence**

### **1. Definition of Grammar Competence**

Grammar competence is an ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

### **2. Types of Evaluation**

There are two types of evaluation: direct item and semi-direct item formats.

#### **1. Direct Item Test**

It means asking candidates to perform the communicate skill which is being tested (Harmer, 1983: 381).

#### **2. Indirect Item Test**

It tries to measure a students' knowledge and ability by getting at what lies beneath their receptive and productive skills (Harmer, 1983: 382).

### 3. English Grammar Evaluation

In this study, the evaluation uses direct test to measure students' grammar competence. The writer gives 30 multiple-choice questions and 10 complete sentences that contain Present Tense (Simple Present Tense and Present Continuous Tense) and Past Tense (Simple Past Tense and Past Continuous Tense).

## F. Error and Mistake Analysis

### 1. Definition of Error and Mistake

According to Tarigan (1995: 74-75), error and mistake are defined as follows:

- a. Error is caused by the competence factor; it means that the students do not know the linguistic system which is used. It happens systematically and will be durable. Correcting can be done by teacher through remedial, practices, training, etc but it cannot be corrected soon.
- b. Mistake is caused by performance factor. Restrictiveness in remembering something (forgetfulness) causes mistake in pronouncing a certain sound, word, spelling, or stress of word or sentence.

According to Harmer (1983: 99), mistakes are divided into three broad categories. "*Slips*" (these are mistakes which students can correct themselves once the mistake has been pointed out to them), "*Errors*" (mistakes which as follows cannot correct themselves and which therefore need explanation), and "*Attempts*" (these are when a student tries to say something but does not yet know the correct way of saying it).

## 2. Procedure of Error Analysis

According to Tarigan (1995: 67-68), there are many experts of language teaching who found that error analysis has steps or procedures defined as follows:

### a. Sample Collection

The first step of error analysis procedure is collecting sample.

### b. Error Identification

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

### c. Error Explanation

The researcher explains the errors which are made by students.

### d. Error Classification

The researcher classifies the errors based on causes.

### e. Evaluation

The researcher evaluates the level of errors.

Based on the procedure above, it can be concluded that error analysis is a working procedure which is used by researcher and language teacher to know students' grammar competence. It covers sample collection, error identification, error explanation, error classification, and evaluation.

## 3. Types of Error

There are two types of errors which are proposed by Subyakto-Nababan (1993: 135).

### a. Interlingual Error

Interlingual Error is errors which are caused by interference of learner's mother tongue. It covers phonology, morphology, synthesis, vocabulary, and culture.

## b. Intralingual Error

Intralingual Error is errors which are caused by learners itself in learning language.

There are four categories of intralingua errors those are over generalization, ignorance of rules restriction, incomplete application of rules and false concepts hypothesized.

### 1) Over-Generalization

Richards (1974-174) says that “intralingua errors of this category is they over generalize the form of the sentence in language”. The errors occur when the students create deviant structure based on their experience of the instances where the learner creates a deviant structure on the basis of their experience of other structures in the target language.

For example:

*The students stopped talked.*

It should be gerund form, so the correct answer is:

*The students stopped talking.*

### 2) Ignorance of Rules Restriction

Richards (1974-175) divides “the learner gets failure to observe the restrictions of existing structures, that is application of rules to contexts where do not apply. These errors occur when the students respond to the English grammatical item are unfamiliar. As the result, they try to create forms based on their own analogies, which are unacceptable in English”.



Example:

*I am going to swimming in the river.*

Ignores restriction on the distribution of *swim* because after “to” must be followed by verb (present), so the correct answer is:

*I am going to swim in the river.*

### 3) Incomplete Application of Rules

It happens whenever the students do not apply the complete norm of the target language.

Example:

<i>Teacher question</i>	<i>Student answer</i>
<i>Do you read much?</i>	<i>Yes, I read much.</i>

Actually, the form above will be right if the student answer “Yes, I do.”

### 4) False Concept Hypothesized

The faulty comprehension of distinctions in the target language is due to poor gradation of teaching items.

Example:

*One day it was happened*

*He is speaks English.*

Usually the students think that the word “was” indicate the past form and “is” the present form. Actually, those are not necessary in that sentence because “happened” is verb of past tense, it has indicated the past meaning and “speak” has indicated present meaning.