CHAPTER II

LITERATURE REVIEW

1.1. Theoretical Framework

1.1.1. Grammatical Mistakes

Corder (1967:167) suggests that grammatical mistakes are not the same as grammatical errors. Grammatical mistakes are usually made by native speakers of a language who fail to employ a known system accurately. On the other hand, grammatical errors usually occur on beginner of second or other language learners who do not have a full command of language system. However, according to Hoch (2007), it is common for second or other language learners to have difficulty in identifying their errors, especially in vocabulary and grammar.

Regarding to grammar, Radford (1997:1) writes that it is "traditionally concerned with the principle which determines the formation and interpretation of words, phrases, and sentences." Therefore, English learners are compulsory to learn how to master English grammar since it represents a system of the language.

English grammatical rules provide a system to people so that they can make a good and acceptable English sentence. A lot of second language learners, grammatical mistakes especially in writin are usually caused by the influences of their mother language. They often make their second language based on their first language grammatical understanding.

2.1.2. Definition of Mistakes

In this part, instead of discussing all types of mistakes, the writer will explain four of them which have been observed in students' work. The explanation of each type will be provided with examples.

2.1.2.1. Agreement

In English, the construction of one word, phrase or fragment will influence another construction. Concord is a term given for agreement pattern between a subject in a sentence with a verb or an auxiliary, and this agreement also occurs between words. When we want to make a sentence, we must follow this agreement:

- If the subject in a singular form, the verb or the auxiliary must be in a singular form.

- If the subject in a plural form, the verb or the auxiliary must be in a plural form.

There are three types of agreement that should be considered for making a good sentence:

1. **Concord of person**

   It has to do with the reference of pronoun we use in a sentence. We should be careful that every pronoun and possessive must agree with the noun it refers to.

   Example: -**The boys** will cause trouble if you let **them**

           - **Everyone** must give **her/his** name

2. **Concord of tense**

There must be agreement for the usage of auxiliary 'be' or auxiliary perfective 'has/have' for the singular or plural form in 'present' or 'past' form.

Example:-**The students are** reading in the library now.

- When the phone **rang**, the baby **woke up.**

If we follow the agreement tense in the first sentence, the subject must be agree with the auxiliary 'be' used, while in the second sentence, the pattern of tense for its predicate must be appropriate with the tense of the second clause.

3. **Concord of number**

We must concern about the number of subject we use in a sentence with the verb or pronoun of the noun it refers to

Example: - **One** of **my friends** was absent yesterday

- **Each** of the students **has** to write the paper.

The first sentence which has the word *'one of.'* should be followed by plural form. Meanwhile, in the second sentence, because the subject is singular, it should be followed with the word *'has'*

Azar (1999: 89) states that in most expression of quamtity, the verb is determined by the noun (or pronoun) that follows *of.* For example:

a. *Some of* the book is good. (*Some of* + singular noun = singular verb).

b. *Some of* the books are good. (*Some of* + plural noun = plural verb).

One of, each of and every one of take singular verbs (one of, each of, every one of + plural noun = singular verb). For example:

a. *One of my friends is* here.

b. *Each of my friends* is here.

c. *Every one of my friends* is here.

2.1.2.2.   Passive Voice

The common sentences that usually made especially by learners are active sentences, where the subject performs action of the verb toward the direct object. However, sometimes they also make passive sentences in which the direct object becomes the subject of the sentences and use passive verb in the sentence.

Azar (1999: 208) states that in the passive, the object of an active verb becomes the subject of the passive verb. Example:

Active   : Mary helped the boy.

Passive   : The boy was helped by Mary

The subject of an active verb followed by the "agent." In (b) Mary is the agent. (a) and (b) have the same meaning. Azar (1999:208) states that all of passive verbs use the same pattern and form that is ***BE + Past Participle***.

Murphy (1998) writes that we use a passive verb to say what happens to the subject, for example:

- This house is quite old. **It was built** in 1930.

- **Two hundred people are employed** by the company.

Application of passive is ususally based in the sentence which every tenses has different form or pattern. Passive patterns are influenced by form of "be" in tenses pattern. In his book, Murphy (1998: 82-84) explains:

- Present simple

    Active: Somebody **cleans** this room every day.

    Passive: This room **is cleaned** every day.

- Past simple

    Active: Somebody **cleaned** this room yesterday.

    Passive: This room **was cleaned** yesterday.

- Present perfect

    Active: The room looks nice. Somebody **has cleaned** it.

    Passive: The room looks nice. It **has been cleaned**

- Past perfect

    Active: The room looked nice.Somebody **had cleaned** it.

    Passive: The room looked nice. It had been cleaned.

- Present continous

    Active: Somebody **is cleaning** the room at the moment.

    Passive: The room **is being cleaned** at the moment.

- Past continous

    Active: somebody **was cleaning** the room when I arrived.

    Passive: The room **was being cleaned** when I arrived.

- Infinitive

Active:	somebody **will clean** the room later.
Passive:	The room **will be cleaned** later.

- Perfect infinitive

Active:	Somebody **should have cleaned** the room.
Passive:	The room **should have been cleaned**.

2.1.2.3. Articles

Generally article has three kinds which are included in grammatical system. The little words article "a," "an" and "the" are called "determiner". Article has lot of function in grammatical system. Both article "a/an" and "the" have different meaning and function. As taken from English Grammar in Use, a reference and practice book for intermediate students (1998), article **a/an** are used:

- Before singular countable nouns:

    Example: - Goodbye! Have **a** nice **evening**.

    - Do you need **an** umbrella?

- **a/an**... to say what kind of thing or person something/ somebody is:

    Example: - **A** dog is **an** animal.

    - I'm **an** optimist.

    - Tim's father is **a** doctor.

    - Are you are **a** good driver?

- To say what kind of number or quantity.

    Example: - once **a** week

- three times **a** day

- £1.20 **a** kilo.

According to Frank (1972: 125), **The** may be used with a singular or a plural noun; **a** is generally used with a singular countable noun.

Definite article **"the"** has a long story. According to Frank (1972: 128), **The** developed historically from a word meaning **this** and still retains some of the basic meanings of the pointing demonstrative. As taken from Modern English, a practical reference guide (1972):

- **The** serves to *particularize* a noun. It helps to distinguish the known from the unknown. It may narrow down a class, or it may even limit the class to one.

  Example: This is **the** way to do it. (this is the *only* one)

- **The** occurs with names for familiar objects in the manmade environtment of the home and community, and in the natural environtment of the geographic terrain and the universe.

  Example: - He walked into **the** house and hung his coat in **the** closet.

  - They were sailing along **the** river watching **the** clouds in **the** sky.

- The familiar environment includes people in certain occupations, as well as place of business. The names for the people and place of business also require **the**.

  Example: - *The doctor, the plumber, the president*

- The doctor's, the hairdresser's, the barber's

1.1.2.4. Tenses

Hornby (1975:78) writes that tense is referring to a verb form or a series of verbs from which it is used to express time relation. Celce-Murcia and Larsen-Freeman (1983:62) say that since English tense deals with the form and meaning of English sentences, therefore it is often associated to the grammatical system. They add, "The meaning of tenses entails a language-specific way of dealing with the time and relationship of events and interlocutors to time." In this thesis the writer focuses only on Simple present, Simple Past and Perfect Tense to analyze the data.

- **Simple Present Tense**

    Azar (1999: 13) states:

1. The simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements *of fact and timeless truths.*

    Example: 1. Water **consists** of hydrogen and oxygen.

    2. The world **is** round.

2. The simple present is used to express habitual or everyday activities.

    Example: 1. I **study** for two hours every night.

    2. I get up at seven every morning.

    3. He always **eats** a sandwich for lunch.

According to Murphy (1998: 4), we use present simple to talk about things in general. We are not thinking only about now. We use it to say something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking, e.g.

- Nurses **look** after patients in hospital

- I usually **go** away at weekends

- The earth **goes** round the sun

We use the present simple when we say how often we do things:

- I **get** up at 8 o'clock every morning. (*not* 'I'm getting')

- How often do you **go** to the dentist? (*not* 'How often are you going?')

- **Present Perfect Tense**

    Azar (1999: 36) states:

1. The present perfect expresses the idea that something happened (or never happened) *before now, at an unspecified time in the past.* The exact time it happened is not important

    Example: 1. They **have moved** into a new house.

    　　　　　　2. I **have** already **seen** that movie

    　　　　　　3. **Have** you ever **visited** Canada

3. The present perfect also expresses the *repetition of an activity before now.* The exact time of each repetition is not important.

    Example: 1.   We **have had** four tests so far this semester.

    　　　　　　2.   I **have flown** on an airplane many times.

3. The present perfect, when used with *for* and *since*, also expresses a situation that *began in the past and continues to the present*.

Example: 1.   We **have been** here *for* two weeks.

2.   I **have liked** cowboy movies *since* I was a child.

- **Simple Past Tense**

According to Azar (1999: 27), the simple past indicates that an activity or situation *began and ended at a particular time in the past.* For examples:

1. I *walked* to school yesterday

2. I *bought* a new house three days ago.

If a sentence contains **when** and has the simple past in both clauses, the action in the *when* clause happens first. For example:

1. Rina **stood** under a tree *when* it **began** to rain.

2. When I *dropped* my cup, the coffe s*pilled* on my lap.

1.1.3. Language Transfer

Language transfer is a situation where learners transfer their knowledge and skill of the first language to the second language they are learning. For instance, an Indonesian student who learns English usually will transfer his/her Indonesian language skill and knowledge in the process of forming English sentences. Before forming an English sentence, he/she will tend to arrange an Indonesian sentence which will be changed into English. The special grammatical

characteristics of the first language are sometimes found on the second language sentence which is produced.

To students who begin to learn a second language, it is common and very normal to do language transfer. They are still accustomed to their mother tongue grammatical characteristics. This considerably happens mostly on elementary and intermediate levels (Harmer 2001:131). Danchev (1982) adds that "language transfer is natural phenomenon and a predictable part of second language acquisition." People tend to transfer the forms and meanings and the distribution of form and meaning of their native language to the foreign language (Lado 1957:2).

Although many scholars believe that language transfer which is done by beginners of second language learning is natural, some others argued that transfer is a least effective strategy in helping them arranging a second language sentence. Hoch (2007) stated that there is often a big distinction between what students can express in their first language and what they want to express in the second language which majorly caused by their lack knowledge in choosing and using the correct words (diction) and correct grammar. Most of students convey their knowledge of first language to create new sentences in second language.

1.1.4. Review Related studies

There are some students that have almost the same topic with this research. The first research was done by Zavitri Citra W. (2005) in her thesis entitled *An Error Analysis of the Tenses Made by the second Grade Students of*

SMUN 4 Surabaya. The thesis explained about errors done by Indonesian high school students in Tenses. She observed five tenses in her study, i.e. Simple Present, Simple Past, Simple Future, Present Progressive and Present Perfect Tense). Her analysis was based on Celce-Murcia and Larsen-Freeman's theory about core system.

The second research was done by Patrcia Murrow (2004) in her paper entitled Analysis of Grammatical Errors in Student' Writing –indicators for curricula enhancement-. She analyzed essay written by the fourth year technical English Students of Matsus National College of Technology Japa. In doing her paper, she used Osek's and Celce-Murcia's theories. Ozbek stated that students are unable to make use of the grammar they know in composition course while Celce-Murcia stated that we must analyze virtually all of English grammar at the discourse level in order to teach the rules of grammar that will serve students when they read and write English for academic purposes. The result of her study showed that the students were unable to write freely about the topic given because they had not enough useable grammatical knowledge.