# CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings related to the research. This chapter will describe in depth of the variables exist in this study, the functional grammar mastery and common error on verb tense application.

2.1   Traditional Grammar

Traditional grammar is generally deal with the inflection of individual words. The rules governing are how words combine into sentences based onVarro (116-27 B.C.E.), working in the tradition of the Greek grammarians, to reexamine and clarify these positions by suggesting broad, rather inclusive categories for elements of language to fall into. The parts of speech are crucial point implemented and the writer will explore with simple picture. This traditional source gives us what we understand as grammar today if we understand grammar as including ideas about:

- how we can identify what nouns are doing in sentences (i.e., declension),

- how we understand what tense a verb is in and how that tense helps us

- understand the time in a sentence (i.e., conjugation),

- how language can be divided into patterns (i.e., sentence structures), and

- what those patterns might be (e.g., simple, compound, complex,

- declarative, imperative)
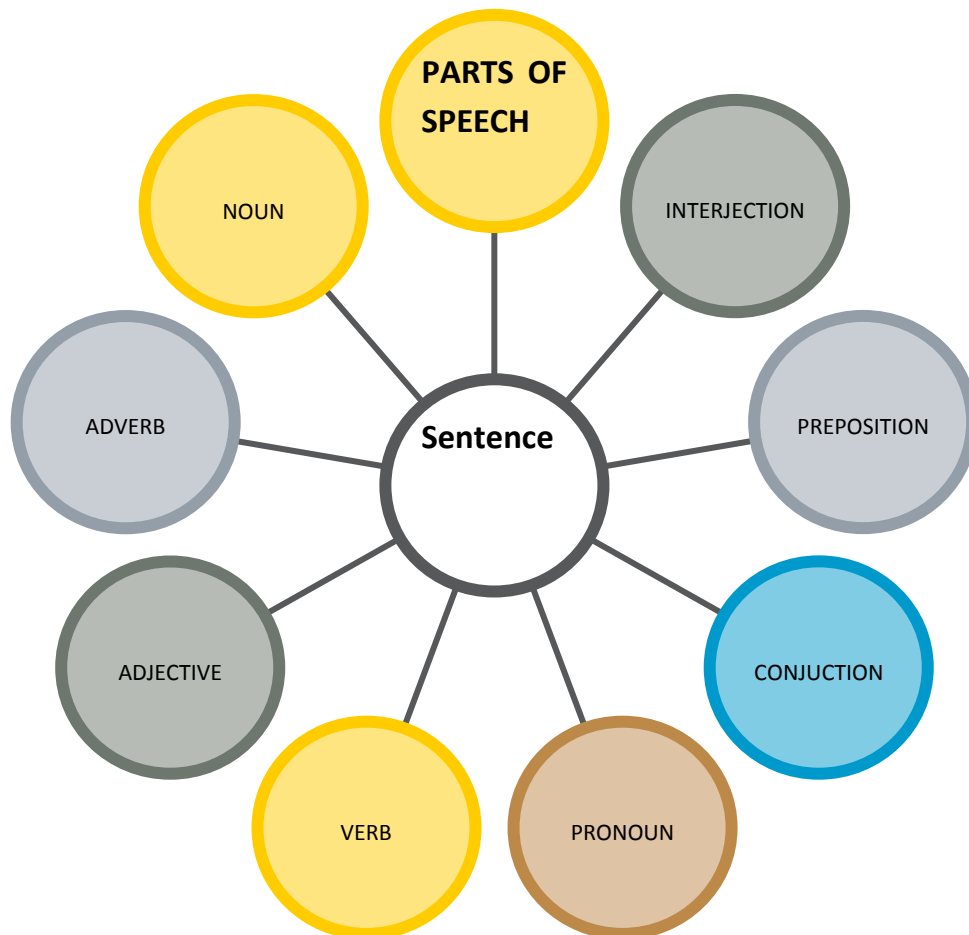
Picture 2.1.3

Example :

My	Best	Friend	Went	To	German
Pronoun	Adjective	Noun	Verb	preposition	noun

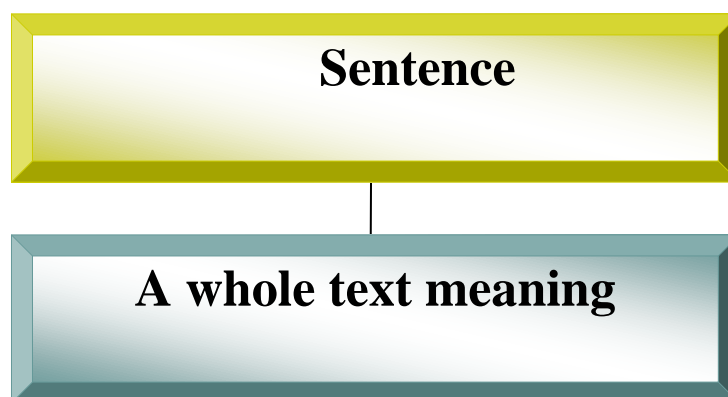*Table2.1*

2.2   Functional Grammar

Functional grammar is a grammar model developed by Michael Halliday in the 1960s, while still new to most EFL teachers, has aroused great interest for researchers. In spite of controversies about its application into classroom teaching, (e.g. too many concepts and terms) functional grammar is gaining popularity in schools and is helpful for EFL students to achieve success. In the field of language teaching, functional grammar has more applications to speaking and writing. The main reason is that functional grammar serves the communicative purpose of English students and provides the opportunity for EFL students to recognize the linguistic features of the language, which they need to learn for success at school (Schleppegrell, 2004) in "*Functional Grammar and Its Implications for English Teaching and Learning"* by Zhiwen feng Vol. 6, No. 10; 2013.

.A functional grammar is essentially a natural grammar which senses that everything can be explained by reference how language in use" (Halliday, 1994, p. xiii) in *Introduction to Functional Grammar*. In the second sense, the fundamental components of meaning in language are functional components. According to the analysis of Halliday, all languages are organized around two kinds of meanings. Those are the ideational (to understand the environment) and the interpersonal (to act on the others in it). Combined with these two is a third component that the textual which breathes relevance into the other two. These three components are called met functions in the terminology of FG theory. In the third sense, each element in a language is explained by reference to its function in the total linguistic system. Based on a functional grammar is one that construes all the units of a language – its clauses, phrases and so on. In other words, each part

is interpreted as functional with respect to the whole (Halliday, 1994, p. xiv) *Introduction to Functional Grammar* . The term "functional" is used because it describes the approach which gets grammatical categories in terms of their communicative functions like previous research argued that Martin, Matthiessen and Painter (1997) define functional grammar as a way of looking at grammar in terms of how grammar is used, in"*Functional Grammar and Its Implications for English Teaching and Learning"* by Zhiwen feng Vol. 6, No. 10; 2013.

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2.2.1 Functional Grammar Mastery

Thompson (1996) in "*Functional Grammar and Its Implications for English Teaching and Learning"* by Zhiwen feng Vol. 6, No. 10; 2013 explains the three metafunctions of functional grammar in an informal way as follows: 1) we use language to talk about our experience of the world, including the world in our minds, to describe events and states and the entities involved in them. 2) We also use language to interact with other people, to establish and maintain relation with them, to influence their behavior, to express our own viewpoint on things in the world, and to elicit or change theirs. 3) Finally, in using language, we organize our messages in ways which indicate how they can explore the other messages around them and with the wider context in which we are talking or writing about. Overall that will display with simple picture.
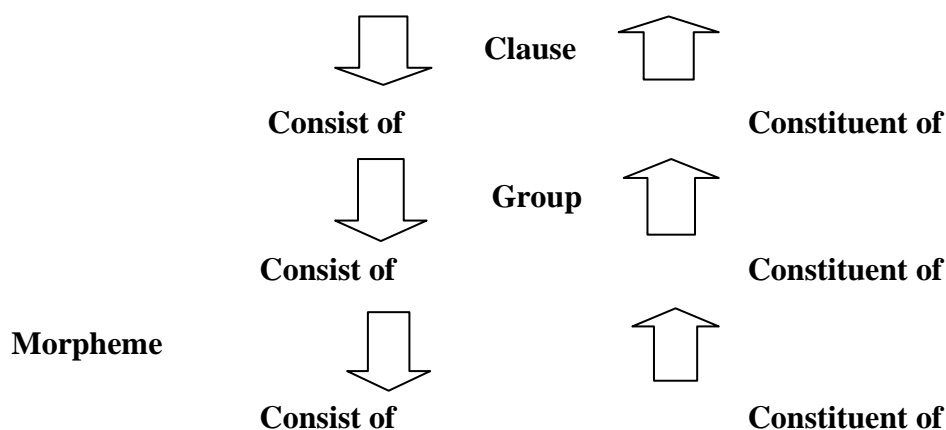
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┌─────────────────────────────────┐
│                                 │
│            Sentence             │
│                                 │
└────────────────┬────────────────┘
                 │
┌────────────────┴────────────────┐
│                                 │
│       A whole text meaning      │
│                                 │
└─────────────────────────────────┘
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picture 2.2.1

2.2.2 Hierarchy of Linguistic Units

Functional grammar relates grammatical categories for communicative functions which they reach. These functions are seen to operate at different levels of organization in the language and it may be identified in terms of the constituent parts which go to form larger units. This implies a segmental principle of organization, in which larger units may be seen as being formed from smaller units and smaller units being combined to form the larger units. Take the following clause as an example: The little boys are working very hard on the lawn.

Here, two morphemes "boy" and "s" form one word "boys". Two morphemes "work" and "ing" form one word "working". Three words "the", "little" and "boys" constitute a word group which is called nominal group. In this clause, there are four word groups in all: nominal group (the little boys), verbal group (are working), adverbial group (very hard), and prepositional group (on the lawn). Also, in functional grammar there is still an adjective group like "quite

interesting". Word groups then form the constituent parts of a clause. This

hierarchical relationship can be vividly seen in the following model:

Clause

Consist of   **Constituent of**

Group

Consist of   **Constituent of**

Morpheme

Consist of   **Constituent of**

Figure 1. Hierarchy of linguistic units

Thus, in functional grammar, a clause is the highest grammatical unit, made

up of one or more groups; each group is made up of one or more words, and each

word is made up of one or more morphemes, the morpheme being the minimal

unit. This rank scale is the fundamental concepts in functional grammar.

2.2.3   Clause and Sentence

Even most books on functional grammar do not contribute a specific chapter

to the concept of clause but it is an important one. A clause is the highest unit of

functional grammar. However for EFL students, it is difficult for making a clear

distinction between a clause and a sentence. Therefore, the comparison between

sentence and clause has its aim in learning and using grammar. Through

traditional grammar, sentence is a self contained syntactical unit and traditionally

divided into two parts. Those are subject and predicate or sentence is a

grammatical unit which is composed by one or more clauses. Moreover, the meaning of the term "sentence" can be expanded to include elliptical material or nonproductive items. Additional point, traditional grammar sentences can be classified into three kinds such as a simple sentence, a compound sentence, and a complex sentence. Comparing with a sentence, a clause is grammatical unit which includes for minimum predicate and explicit or implied subject, and expresses a proposition. Based on the definition of Halliday (1994), clause is a composite entity, that is not constituted one dimension of structure but those are three (subject, actor, and theme). Some three functions construe a distinctive meaning. He labels them 'clause as message', 'clause as exchange', and 'clause as representation', the following examples:

He brings the greatest story book	1 clause	1 sentence
Go!	1 clause	1 sentence
Hello!	1 clause	
They run quickly in order to get home soon	1 clause	1 sentence

Table 2.2.3

2.2.4 Theme

The theme system belongs to the textual metafunction of the language. It is focused on the organization of information toward individual clauses and through this with the organization of the larger text. Besides, every single clause is

organized to be a message related to an unfolding text. The theme system organizes the clause for showing what its local point is in relation for general context of the text. The system is focused on the current point of departure in relation to what has come before so that is clear where the clause is located in the tex and how its contribution. In *Working with Functional Grammar*, Martin, Matthiessen and Painter (1997) explain that This local context or point of departure is called theme. The rest of the message of the clause is what is presented against the background of the local context—it is where the clause moves after the point of departure, this is called rheme. Schleppegrell (2004) in "*Functional Grammar and Its Implications for English Teaching and Learning*" by Zhiwen feng Vol. 6, No. 10; 2013 states that "Theme is a construct of functional grammar that reveals how a clause in English is organized as a message"(p.67).

Theme	Rheme
roy's friend	came to see me yesterday.
Last night	a girl was swum in this river.
Sisters like that	, i can do without.
Next door	is an elementary school.
After the duty,	where did you go?
Have you	finished your work?
Leave	that door open

Example of theme 2.2.4

2.3   Writing

Writing is one of four skills which should be mastered by EFL learners and being target in learning process. writing is a form of problem solving which involves such process as generating ideas, discovering a sound in written, planning, goal setting, monitoring, and written as well as has been written and searching for language which express exact meaning So the readers understand what the writer is writing and meaning about. Brown (1994) in "*COMMON ERRORS ON THE USAGE OF VERBS IN ENGLISH COMPOSITION: A CASE STUDY OF BANGLADESHI EFL LEARNERS*"

Writing is a process in which a writer puts his ideas on paper and transforms his thoughts into words. It is important to student for knowing the rules and the function of each part in grammatical structure because it is established with form so there is no doubt misunderstanding each readers.

Writing is a difficult process even in the first language. It is even more complicated to write in a foreign language. Many studies indicate for the beginning English Foreign Language (EFL) students, there tends to be interference from their first language in the process of writing in English (Benson, 2002; Cedar, 2004; Chen & Huang, 2003; Collins, 2002; Jarvis, 2000; Jiang, 1995; Lado, 1957; Liu, 1998; Mori, 1998; Yu, 1996) in An *"Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE"* by Taiseer Mochammed.

.Writing for foreign language often presents the greatest challenge to the students at all grades, particularly essay writing because in this activity, writing is

usually extended and therefore it becomes more demanding than in the case of writing for a short paragraph.

Essential elements of effective writing

Organization of materials:

a.   research in depth

b.   selection of material

c.   classification, weighting, and sorting material

d.   effective argument

e.   persuasion and impact

f.   recognized format

Composition and text:

a.   proper grammar

b.   good vocabulary

c.   correct spelling and word usage

d.   appropriate tone

e.   style applicable to subject

2.3.1   Common Errors on Writing

Ronald has studied about common error done by students in journal "*ANALYSIS OF ERRORS IN THE ENGLISH WRITINGS OF TEACHER EDUCATION STUDENTS*" and concluded that the common linguistic errors in the English writings of the teacher education students were errors in verb tenses, sentence structure, punctuations, word choice, spelling, prepositions and articles. These errors fall under the grammatical, mechanics/substance and syntactic

aspects of writing English. Majority of these errors are caused by the learners' poor knowledge of the target language, particularly ignorance of rule restrictions. Others are caused by the learners' carelessness, first language transfer or interference and limited vocabulary in the target language.

Analyzing linguistic errors in students' English writings is indeed an interesting endeavor in the field of language teaching and learning. Error Analysis (EA) provides a shift or direction toward a more positive treatment on student linguistic errors in their writings. It brings changes in teachers' attitudes toward errors, evident in a less obsessive avoidance of errors. It lets language teachers picture out and understand how language learning takes place in the minds of learners. Hence, language teachers are given the opportunity to find ways on how to improve their instruction to address their learners' difficulties and needs.

2.4   Functional Grammar Implications

In *"Functional Grammar and Its implication for English Teaching and Learning"* by Zhiwen Feng has blown up the previous research. Recently, Chen Jing (2010) did a comparative study to examine the feasibility and efficacy of teaching functional grammar to college students. Results from his study indicate that the experimental group, who were taught functional grammar to analyze texts, achieved greater progress in writing than the control group who continued with traditional grammar at the general level. Particularly, at the specific levels of register, discourse and grammar, students in the experimental group made significant improvements. Chen Jing's research shows that

Functional grammar, the meaning resources for constructing discourse and the metalanguage employed by teachers and students to talk about written texts, can help students master English grammar from a semantic perspective based upon their former knowledge of traditional grammar, and apply it to language tasks to realize meanings in various structures"(p. 59) . In the same year, in the book *Functional Grammar in the EFL Classroom,* Lock & Jones (2010) introduced six general procedures for language learners to notice, explore and practice grammar in context. After a detailed discussion of each procedure, Lock and Jones provided language teachers and learners two sample lesson plans together with sample texts. The procedures designed purposely illustrate how grammar can be taught through texts.

However, considering that learning functional grammar needs some basic knowledge and good analytical ability, the author of this paper thinks that it may be more successful when functional grammar is used to teach intermediate and advanced literacy. Schleppegrell (2004) argues that each subject area of schooling has its own different expectations in terms of the genres that students will read and write. Each genre is constructed through grammatical resources that construe the disciplinary meanings. Accordingly, functional grammar has a close relevance to the success of EFL students in school contexts.

2.5   Previous Researches

There are some researches which are conducted a research about functional grammar before this study carry out, researcher relates this study from the previous research which has similarity that can be used to material review. The first, a study which is done by Recently, Chen Jing (2010) did a comparative

study to examine the feasibility and efficacy of teaching functional grammar to college students. Results from his study indicate that the experimental group, who were taught functional grammar to analyze texts, achieved greater progress in writing than the control group who continued with traditional grammar at the general level. Particularly, at the specific levels of register, discourse and grammar, students in the experimental group made significant improvements.

Zhiwen feng (2013) concluded Functional grammar has only a short history, but it has now come to be recognized as a major force in world linguistics. As EFL teachers, it is necessary to have a good knowledge about functional grammar because it is part of the English language and may bring a great change to EFL teaching and learning. Pedagogically, functional grammar, in spite of its terrible jargon, has its own advantages and can facilitate EFL students to achieve success in academic registers if EFL teachers can find a good way to teach its concepts in order. Also, it can help EFL students to achieve success in other subject areas like history and science. Besides its significance in teaching and learning, functional grammar has opened a wide research field in linguistics. With functional grammar, language teaching and learning will be more interesting and meaningful.

Shih-Chuan Chang (2011) in "A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar" explored that without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what people really want to say, some grammatical knowledge must be grasped. By teaching grammar the teachers not only give the students the means

to express themselves, but also fulfill their expectations of what learning a foreign language involves. There are no miracles on the way to learn a language. No matter how students are taught grammatical concepts, syntactic constructions and stylistic devices, or language conventions and editing concepts, they will not automatically make use of these in their talking. What this thesis intends to focus on is how to improve college students' grammatical competence and linguistic competence through the Grammar Translation Method. Based on the theory of the Grammar Translation Method, this thesis compares the Grammar Translation Method and the Communicative Approach. In order to prove the effect of the Grammar Translation Method, the author of the thesis makes an experiment on her own classes. After one semester's teaching practice, the Grammar Translation Method is proved to be a suitable and successful teaching approach at Applied Foreign Language Department.

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writings. It brings changes in teachers' attitudes toward errors, evident in a less obsessive avoidance of errors. It lets language teachers picture out and understand how language learning takes place in the minds of learners. Hence, language teachers are given the opportunity to find ways on how to improve their instruction to address their learners' difficulties and needs.

In this study researcher will conduct a research which tries to investigate the relationship between functional grammar mastery and common errors on verb tense. The current study will be conducted to the XI SMA NEGERI 1 KEBOMAS GRESIK. The reason researcher conducting the correlation, because from the previous that Chen Jing (2010) there is significant positive effect for them taught with functional than traditional in writing and the writer find the closer case which has similar point with his conclusion, so researcher wants to know whether functional grammar mastery has impact or influence to common errors on verb tense or not.