CHAPTER 2

THEORETICAL FRAMEWORK

For the first point of framework theories and to make it easier to understand the discussion of grammatical mistakes, I discuss 2 important words, namely grammar and mistake. Other discussions, previous related articles, will follow.

2.1. Definition of Grammar

Harmer (2001, p. 12) defines that grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language. Harmer adds if grammar rules are too carelessly violated, communication may suffer. According to Greenbaum and Nelson (2002, p. 278) grammar is the set of rules that allow someone to combine words into larger units. Grammar is one of important aspects of the aspect English. This can be seen through Herring's theory. Grammar refers to the way words are used, classified, and structured together to form coherent written or spoken communication (Herring, 2016, p. 11). Based on the experts above, I assume that grammar is the rule which very important especially when someone wants to make understandable sentences. According to Herring (2016, p. 11) English grammar has three fundamental elements: Parts of Speech, Inflection, and Syntax.

2.1.1. Parts of Speech

The parts of speech are the primary categories of words according to their function in a sentence. In English grammar, there are seven parts of speech (Herring, 2016, p. 13)

2.1.1.1. Nouns

Nouns are words that identify or name people, places, or things. Nouns can function as the subject of a clause or sentence, an object of a verb, or an object of a preposition. Example: cat, book, house. (Herring, 2016, p. 13)

2.1.1.2. Pronouns

Pronouns are words that represent nouns (people, places, or things). Grammatically, pronouns are used in the same ways as nouns; they can function as subjects or objects. Common pronouns include I, you, she, him, it, everyone, and somebody. (Herring, 2016, p. 13)

2.1.1.3 Verbs

Verbs are words that describe the actions—or states of being—of people, animals, places, or things. Verbs include action words like run, walk, write, or sing, as well as words describing states of being, such as be, seem, feel, or sound. (Herring, 2016, p. 13)

2.1.1.4. Adjectives

Adjectives are words that modify (add description to) nouns and (occasionally) pronouns. They can be a part of either the subject or the predicate. Common adjectives are red, blue, fast, slow, big, tall, and wide. (Herring, 2016, p. 13)

2.1.1.5. Adverbs

Adverbs are words that modify verbs, adjectives, other adverbs, or even entire clauses. Depending on what they modify (and how), adverbs can appear anywhere in the sentence. Adverbs are commonly formed from adjectives by adding "-ly" to the end, as in slowly, quickly, widely, beautifully, or commonly. (Herring, 2016, p. 14)

2.1.1.6. Prepositions

Prepositions are words that express a relationship between a noun or pronoun (known as the object of the preposition) and another part of the sentence. Common prepositions are on, in, across. (Herring, 2016, p. 14)

2.1.1.7 Conjunctions

Conjunctions are words that connect other words, phrases, or clauses, expressing a specific kind of relationship between the two (or more) elements. The most common conjunctions are the coordinating conjunctions: and, but, or, nor, for, so, and yet. (Herring, 2016, p. 14)

2.1.2. Inflection

Inflection is the way in which a word is changed or altered in form in order to achieve a new, specific meaning. Verbs are the most commonly inflected words. (Herring, 2016, p. 11)

2.1.3. Syntax

Syntax refers to the ways in which we order specific words to create logical, meaningful sentences. While the parts of speech are all the different types of words that we can use, syntax is the set of rules, patterns, or processes by which we can put them together. The grammatical structures that constitute syntax can be thought of as a hierarchy. (Herring, 2016, p. 833)

2.1.3.1. Subject and Predicates

The basis of all syntax really begins with the subject and the predicate, both of which are required to form a complete and logical statement. The subject is the person or thing that performs or controls an action in a sentence, while the predicate describes that action. (Herring, 2016, p. 833)

2.1.3.2. Modifiers

Modifiers are words, phrases, or even clauses that add descriptive meaning to another word. Modifiers can appear anywhere in a sentence. (Herring, 2016, p. 834)

2.1.3.3. Phrases

Phrases are groups of two or more words that do not contain both a subject and a predicate. They are formed when a determiner, modifier, or complement is used to describe or complete the meaning of another word. (Herring, 2016, p. 834)

2.1.3.4. Clauses

A group of two or more words containing both a subject and a predicate. Depending on its structure, a clause can be either dependent or independent. (Herring, 2016, p. 835)

2.1.3.5. Sentences

A sentence is considered the most complete unit of syntax in English. It is always made up of at least one independent clause, and, because of this, it always contains a subject and a predicate. A sentence that only contains a single independent clause is known as a simple sentence. (Herring, 2016, p. 836)

2.2. Definition of Mistake

Corder, (1982, p. 11) states that mistakes are of no significance to the process of language learning. Meanwhile, according to Ellis, (1997, p. 17) mistakes is defined as reflect occasional lapses in performance. Brown, (2007, p. 257) claim that mistake is refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Based on those experts, I conclude that mistake is something that no significance that it is a failure and happens in process of language learning.

2.3. Definition of Grammatical Mistake

Based on the theories of grammar and theory of mistake, I conclude that grammatical mistake is deviation in a sentence that does not follow grammatical rules. Grammatical mistake can happen to all people without exception even for native speaker. All people make mistakes, in both native and second language situations Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. (Brown, 2007, p.257)

2.5. Utterance

Utterance is a speech event by a particular speaker in a specific context (Kroeger, 2018, p. 5). Kroeger, (2018, p. 5) adds when a speaker uses a sentence in a specific context, he produces an utterance. Griffiths, (2006, p. 4) claims that utterances are the raw data of linguistics. This means each utterance is unique, having been produced by a particular sender in a specific situation. Based on Culler, (2000, p. 65) utterance is what someone means by it, as though the intention of a speaker determines meaning. By those theories I conclude that utterance is a statement that gives the intended meaning from the speaker. In addition, utterance is produced in specific context or situation.

2.6. Sentence

The essential difference between sentences and utterances is that sentences are abstract, not tied to contexts, whereas utterances are identified by their contexts (Griffiths, 2006, p. 6). In addition, Kroeger, (2018, p. 5) adds a sentence is a linguistic expression, a well-formed string of words, while an utterance is a speech event by a particular speaker in a specific context. Furthermore, sentence stands in exactly the same relation to its exponents as does the morpheme. The description of the sentence cannot be complete until the description of the morpheme is complete, and vice versa. This means morpheme and sentence are really associated.

Higgins, (2017, p. 8) states that a sentence is a group of words. In addition, Dignen, (2017, p. 6), perfecting Higgins's theory, a sentence is a group of words that make sense on their own. Meanwhile, Aristotle and Barnes, (1984, p. 3) claim that sentence is a significant spoken sound some part of which is significant in separation as an expression, not as an affirmation. Based on those theory from the experts above, I conclude that sentence is group of words giving complete meaning.

2.6. Definition of Morpheme

Waltke and O'connor, (1990, p. 6) states that A morpheme is a minimal unit of speech that is recurrent and meaningful. According to Yule, (2010, p. 67) morpheme is a minimal unit of meaning or grammatical function. Meanwhile Jurafsky and Martin, (2008, p. 3) A morpheme is defined as the minimal meaning-bearing unit in a language. Morpheme is necessary to make the sentence grammatically correct (Lightbown and Spada, 2013, p. 46). Based on those experts, I assumed that morpheme is a minimal unit of speech that make sentence grammatically correct.

2.7. Movie Script

The script is the blueprint for the story (Tomaric, 2011, p. 5). Tomaric continues that the script contains dialog, character movements, and scene descriptions (Tomaric, 2011, p. 5). Boozer, (2008, p. 4) says that script is also known as screenplay. He adds that screenplay is the directive for the film performance in a designated time frame. (Boozer, 2008, p. 4) Based on that theories in conclude that blueprint from the movie that contains dialog, character and scene descriptions.

2.8. Previous Related Studies

Some researchers have conducted the research about analysis of grammatical error. They are: 1) Latifah Dwi Aryani (Universitas Sains Al-Quran - Wonosobo, 2019), 2) Qhusnul Qhatimah (Islamic State University Of Ar-Raniry Darussalam – Banda Aceh, 2018), and 3) Tutku Başöz (Balikesir University, 2011).

The first research is conducted by Aryani. Her article entitled "Grammatical Mistakes Analysis of the Students in the Class of Poetry Analysis at Faculty of Language and Literature in UNSIQ" discusses grammatical mistakes made by the students in analyzing a song lyric entitled My Confession written by Richard Page.

She uses descriptive as a method of the research. The data source is taken from the final paper of Poetry Analysis class taken from Fourth Semester of English Literature students in UNSIQ. She classifies students' the grammatical mistakes based on correct English structures. They are: 1) pronoun, 2) noun, 3) verb. Finally, she concludes most of students get difficulty in arranging sentences in case of that they are careless about English noun, pronoun and verb as English word class. They found that present tense pattern is the most difficult pattern to adapt. The result of analysis shows that most of the students do not notice the form of infinitive verb with's' after putting singular noun which is functioned as subject. They are careless in arranging proper pronoun and noun.

The second research is conducted by Qhusnul Qhatimah. Her article entitled "An Analysis of Grammatical Mistakes in Students' Writing" discusses analyzing the grammatical mistakes made by the students in writing.

She uses qualitative as a method of the research. The data source is taken from documents, which are students' writing. She classifies the mistakes based on the aspect of grammar. In tenses, there are some aspects that are simple present tense, simple past tense, simple future tenses, present progressive tense and past progressive tense. In personal pronouns, there are four aspects; subject pronoun, object pronoun, possessive pronoun and possessive adjective. In subject verb agreement, the aspects are singular subject with singular verbs and plural subject with plural verbs. And finally after classifying the data. Then she calculates the students mistakes and made percentage for each mistakes by counting the mistakes to get the percentage of each error.

In the end of analysis, the researcher concludes that the number of the total errors 1) Tenses with the number of mistake is 70.97%, 2) Subject Verb Agreement with the number of mistake is 24.19% 3) Personal Pronoun the number is 4.84%.

The third research is conducted by Tutku Başöz. Her article entitled "An Analysis of the Grammatical Mistakes Made by Advanced EFL Writers" discusses the mistakes made by advanced EFL writers.

She uses descriptive as a method of the research. The data source taken from paragraphs produced by the students. After that she identified the students' errors and classified them into variety of fields such as tenses, verbs, adjectives, nouns, adverbs, conjunctions, articles, relative clauses, adverbial clauses and prepositions.

In the end of the analysis, the researcher concludes that EFL writers at advanced level make grammatical mistakes in the use of tenses, verbs, adjectives, nouns, adverbs, conjunctions, articles, relative clauses, adverbial clauses and prepositions. First, as, the most frequent mistakes are related to the verb patterns with prepositions. Second, the EFL learners sometimes confuse the past and present forms of the verbs, misuse the indefinite article and conjunctions. Third, they rarely have some problems with the use of the verb to be verbs, nouns, gerunds, infinitives, relative clauses, definite articles, plural and singular noun forms, adjectives, and contextual use of English grammar. Last of all, they make tolerable amount of mistakes in passive voice, possessives, determiners, distributives, comparative and superlative forms of adjectives, the positions of adverbs, and adverbial clauses.

The similarity between this research with the other researches is the topic of the research that is grammatical mistakes. All of the researches try to analyze learner's errors in writing text made by students. The differences between this research with the other researchers is data sources. This research is focuses on grammatical mistake founds in the movie script.