

Chapter II

Theoretical Foundation

2.1 Language

Language is media for delivering message or information from one person to other person by oral or written. As the world keeps on developing, the mobility of people increasing which it demands a necessity to communicate with other people. Henceforth, the ability of acquiring more than two languages is not something rare to be found in this globalization era, this is cited in Sakel (2012). This phenomenon brings about the necessity of second language acquisition.

Language is social interaction tools that human being have. The language usage is unlimited, it is because language can develop through globalization era. Language shows the culture of each region. Language can determine the progress and deadly national culture.

2.2 Linguistic of View

Language is bound with linguistic. Linguistic makes people understand about the important about of language. Linguistic is the scientific study of language. Ellis (2008) stated that the interference can occur in various areas of linguistics components including phonology, morphology, grammar, syntax, lexis and semantics.

According to Chaer (2003) *sintaksis membicarakan kata dalam hubungannya dengan kata lain, atau unsur-unsur lain sebagai suatu ujaran*. It

can be concluded, syntax can be defined as the arrangement of words in a sentence. The term of syntax is also used to mean the study of the syntactic properties of a language. Other opinion about syntax explained by Oxford (2007) is rules for making sentence out of words and phrases. Syntax tells about grammar and rule to write sentence.

2.3 Grammar

Grammar is merely a set of rules to preserve the written word. Without these standards there would be no continuity of language and over time communication of ideas would suffer. As people from different parts of the world try to talk in English which is influenced by their own mother tongue, there are errors in grammar and sentence pattern. If one can master grammar, He or She can unlock ideas and thoughts that were written across time and place. Proper grammar is very important. Correct grammar keeps from being misunderstood and lets people effectively express their thoughts and ideas, this is cited in Praise & Meenakshi (2015). From the meaning above we know that learning grammar is very important, because without grammar our English can't be understood.

2.4 Tense

Most people who learn English get difficulty to find the right definition of tense, while English tense is so very important thing. People is impossible could use the English well in writing and conversation, if they do not understand and master the tenses.

Tense is a form of the verb that shows the time of the action, shows the perfection level of an action when it is done. In discussing tense and time Hornby (1995) stated that “the words ‘time’ and ‘tense’ must not be confused. The word time stands for a concept with which all mankind is familiar, divided into past, present, and future. The word tense stands for verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state.” In another word, Hornby (1995) interprets that the tense as any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb.

All the opinions of tense above have the same direction and the same definition. The essence is that the tense is the change of verb form to describe the time of an event, when an event happens.

2.5 Future Tense

Future tense tells about things, condition, problems, the existence, works that actually are described by the verb form in future. According to Huri (2008) in his book there are 8 kinds of future tenses. They are:

- Simple Future Tense
- Future Progressive Tense
- Future Perfect Tense
- Future Perfect Progressive Tense
- Simple Past Future Tense
- Past Future Progressive Tense
- Past Future Perfect Tense
- Past Future Perfect Progressive

But there are only four forms of those tenses that commonly are used in English grammar. They are:

2.5.1 The Simple Future Tense

This tense generally use *will* and *be+going+to*. The auxiliary verb *Will* is used to show a plan or when we decide will do something when we are speaking. The auxiliary verb *going to* is used in talking about intentions. An intention is a plan for the future that you have already thought about.

- a. It is used to state the event or activity that will happen or be done in the future, for example :

- The Sun **will** rise at 6.30 tomorrow.
- I **will** help you if you help me.
- **Will** it rain for Ramadhan ?
- Lunch break today **Will** be 10 minutes longer than usual.
- I know my parents **won't** let me go to Jakarta.

b. It used to talking about intentions, for example :

- We're **going to** buy a new bicycle next week.
- I'm **going to** work in a travel agency when I leave college.
- He's **not going to** the party. He's got too much homework.
- Are you **going to** play soccer after school ?
- What are you **going to** buy for your brother today ?

2.5.2 The Future Progressive Tense

The future continuous refers to an unfinished action or event that will be in progress at a time later than now. The future continuous is used for quite a few different purposes. The future continuous can be used to project ourselves into the future for predicting or guessing about future events. And it can be used to refer to continuous events that we expect to happen in the future.

a. . The future continuous can be used to project ourselves into the future, for example :

- This month **I will be visiting** Santolo beach in Garut.
- By holiday **I will be playing** football like a pro.
- Just think, next Tuesday **she will be hiring** as my secretary.

b. The future continuous can be used for predicting or guessing about future events, for example :

- **They will be coming** to my home, I expect.

- I guess **she will be feeling** very tired after working in her office.
 - **I will be missing** the sunrise once I am back to Bandung.
- c. The future continuous can be used to refer to continuous events that we expect to happen in the future, for example :
- When Ronald is in Australia, **he will be staying** with me.
 - **She will be eating** with Joane this morning so he can tell her.
 - **Erna will be seeing** Leo at the conference next week.

2.5.3 The Future Perfect Tense

This tense is the form of time that is used to state the event or activity that has finished done in the certain time in the future.

- a. It is used to show the event or activity that has happened or been done in the future, for example :
- Ralph **will have graduated** from University by the year 2017. (+)
 - Ralph **will not have graduated** from University by the year 2017.
(-)
 - **Will Ralph have graduated** from University by the year 2017 ?
(?)
 - Lily **will have finished** her paper by the end of this weekend. (+)
 - Lily **will not have finished** her paper by the end of this weekend.
(-)

- **Will Lily have finished** her paper by the end of this weekend ? (?)

2.5.4 The Future Perfect Progressive Tense

This tense is the form of time that is used to state the event or activity that has been being done or it happens in the certain time in the future when the other event happens.

- a. It is used to show the event that will have done in the future and the event still continues in that time, for example :

- He **will have been studying** English for two years by the next month. (+)
- He **will not have been studying** English for two years by the next month. (-)
- **Will He have been studying** English for two years by the next month ? (?)

This research only uses simple future and future progressive tense.

2.6 Error and Mistakes

According to Tarigan (1988), error is caused by competence factors. It means that the students do not really understand the system of language linguistic. Usually, error occurs consistently and systematically. Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error) and grammar (syntax error), misunderstanding of a speaker's

intention or meaning (interpretive error), production of the wrong communicative effect e.g. through the faulty use of a speech act or one of the rules of speaking (pragmatic error).

The differences between them can be defined as Brown (2000) stated that “errors are a result of partial knowledge because teaching-learning process extends overtime. A mistake is a performance of error that is either the random guess or slip, in that it is a failure to utilize know system correctly.” The statement above means that errors occurred because extended process in teaching-learning caused by biased knowledge, but mistake occurred because of slips of the tongue.

In addition, Edge in Harmer (1983) suggested that we can divide mistake into two broad categories: ‘*slips*’ and ‘*attempts*’. *Slips* are mistakes which students can correct themselves and which therefore need explanation, while *attempts* are mistakes committed when students try to say something but do not yet know the correct way of saying it.

The statement above means that both of ‘*slips*’ and ‘*attempts*’ are mistakes, different is ‘*slips*’ can be corrected by students, but ‘*attempts*’ the students do not yet know how to say something when they want to say.

2.7 Error Analysis

Error analysis is the study and analysis of the errors made by second and foreign language. According to Brown (2000), the fact that learners do make

errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error, called error analysis. Furthermore, people can observe something, analyze the data that we could get from the observation and make the classification of them.

2.7.1 The Source of Errors

Learning process of English as second language, error commonly happens systematically. It is because the learners cannot understand the form. To analyze the reason why error often occurs, it is important to notice the distinction between teaching and learning.

2.7.2 The Cause of Errors

In language learning, an error that learners make in their writing is caused by they do not know the syntactic as well. Ellis (1997) explained that errors reflect gaps in the learner's knowledge, it is an error which is produced due to the fact that the learners can identify what is correct and incorrect.

Basically, if the learners want to be able to speak or write English well, they have to master the rule of English it called "grammar". English has a lot of rules to be noticed and learnt. It seems that one of the causes errors often appear because most learners do not understand grammar.