

## CHAPTER II

### THEORETICAL REVIEW

This chapter will discuss about grammar in English language teaching, modal auxiliaries, and test or assesment.

#### **2.1 The Definition of Grammar**

Every language has its own grammar. Grammar is one of the language components. It has an important role in communication. It is taught to support the mastery of four skills, the teacher teaches English integrated in listening, speaking, reading and writing. However, grammar is assumed to be difficult, so it has to be given systematically according to theme, which is learned.

Related to this, Billows (1961:168) states:

.....sentences with have real meaning for the learnes should be given to illustrated any principles of grammar. We should never teach paradigms or naked verb forms without meaning: ever sample sentences should have relevance to the live the pupils or situation of the classroom or the imagined situations of the study.

There are many experts who define the term of grammar. Harmer (1975:4) defines the grammar term as the study and practicee of the rules by which words change their forms and combined into sentences. The rules of grammar talk about how words change and how they are put together into sentences.

Robert (1995:131) defines the grammar term as the basic signals by which a language grammar, he also knows how to construct sentences in order to express his ideas correctly.

Billows (1961:156) have two definitions of grammar. First, grammar is a description in word of verbal behaviour. Second, grammar is a recognition of the pattern and unity underlying verbal experience.

Although the descriptions of grammar above are different, the goal is basically the same, that is language are systematically combine.

### 2.1.1 The Importance of Learning Grammar

Every language has its own grammar, therefore someone who wants to learn a language has to understand its grammar. With knowing grammar we can to detract some errors used in second language. Related to this, Jack C. R (1973) state:

.....because of these methodological difficulties, it is possible to effectivelly use error. He also says ....because different variables ralated to second language and firs language (1973:189) .As well as Corder (1981:6) he said .....learning a first language is quite different from that for learning a second language.

According Leech (2006:1) different grammarians use different term because they are looking at the sae thing from a different view point wearing different theoretical glasses. As well as Kortmann (2005:38) he says “enable us to make comparisions between different speakers, dialect, and different corpora.” With the grammar Billows (1961:155) , proposes some important points of learning grammar, those are:

2.1.1.1 The teacher must have clear idea of language,its structure and the usage.

2.1.1.2 We should always be conscious of introducing of practicing some points of grammar.

2.1.1.3 We must carry the stages of development of the language in his mind so that it becomes well-integrated growth in the mind.

It is very clear that the grammar is important. Without knowing the grammar of the language, we can't be said to have learned the language and without learning it. It seems impossible to learn a language for it is the grammar that tells how to use the language.

### 2.1.2 Modal Auxiliaries

There are ten words in the English, which give learner just about ten times as much trouble as any other words. Those ten words are: can, could, may, might, will, would, must, ought, shall, and should. They differ from the other auxiliaries in that they have no-s suffix for third person, no infinitive or participial form. They have only two formal tenses, that are the present and the past (Marcella Frank, 1972:92).

Essentially, modality is the idea of talking about something, which is not factual. All the verb forms, which we have discussed up to this point, are used to express statements of fact, or what the speaker or writer considers to be fact. Modality discussed such nonfactual concepts as permission, probability, necessity and obligation. There are all defective verbs in the sense that they do not have all the principal parts of English verbs. They also have meanings of their own. Which separates them from the functional auxiliaries. As we have already noted, the latter serves only as a structural signal. The modals have a dual use. First, they have meaning of their own, and second, they also are used like the functional auxiliaries. The modals are also used in shortened form. The best way to master the use of modal auxiliary correctly is to practice the different kinds of sentences in which they are used, always making absolutely sure of the meaning of what you are saying (Hall, 1993:145).

### 2.1.3 Position

2.1.3.1 Modal verbs have no-s suffix for third person, question and negative are made without do, they are followed by the infinitive without to of other verbs.

E.g - She should study now

Not : She should study now

- Can your father drive car

(Swan, 1984:80)

2.1.3.2 Modal verbs are used then we say that we expect things to happen or that events are possible. Necessary or impossible. When we say that things didn't happen or we are not sure whether they happened.

E.g - She can't swim.

- There may be a cure for AIDS within the next ten years.

(Swan, 1984:80)

2.1.3.3 We can use the structure modal verb + be + Ving

E.g - He can't be coming

- You must be joking

(Swan, 1984:80)

2.1.3.4 When we talk about the past sentence, we can got to get out of + have + past participle.

E.g - Where can she have gone?

- I can't stand these people. I have got to get out of here. I'm going take off for a while you get rid of them.

(Swan, 1984:80)

## 2.1.4 Form

According to (Swan, 1984:81) For the combination of modals with other verb forms, modal auxiliary verbs have two meanings. One of all modal verbs is to talk about the possibility of situation or event. Some of these verbs are use to say that situation is certain.

### 2.1.4.1 Probability

Verbs used : May, might, should, will

#### 2.1.4.1.1 Will / won't

Will/ won't are almost the same nearly certainly. It suggests that you have information, which allows you to feel sure about the situation.

E.g- Ata said he would call at this time.

- You know that Ata usually goes to study club on Friday.

(Swan, 1984:81)

#### 2.1.4.1.2 Should

Should is less certain. It suggests a conditional.

E.g -Tata might have forgotten his promise to come.

- He should/ ought to be here soon.

The meaning is illustrated well in the past form should have been.

(Swan, 1984:81)

#### 2.1.4.1.3 May, might, could

May expresses a stronger probability than might, but the strength of could varies with the situation.

E.g- I might come round this evening.

- I could come round this evening.

To express probability about something which is past, we use the modals with have. E.g. – Joe might have drinking lemonade, but it looked like ice to me.

(Swan, 1984:81)

#### 2.1.4.2 Obligation

Verbs used : must, should, ought to

We use must to describe an obligation where you have no choice. Must let you know what is allowed, and what is forbidden, against the law/ rules.

E.g - You must take an umbrella if it rains.

We used should and ought to describe a sort of obligation where you have a choice.

E.g - You should not drink if you intend to drive.

In other words, should/ ought to expresses moral obligation.

(Swan, 1984:83)

#### 2.1.4.3 Necessity

Verbs used : must, need

We use must/ need to say that something is or is not necessary or useful. Need is similar with must.

E.g - You must obey the law.

(Swan, 1984:83)

#### 2.1.4.4 Ability

Verbs used : can, could

We use can to say what someone knows how to do or what is possible.

E.g - Can he dive?.

(Swan, 1984:83)

#### 2.1.4.5 Permission

Verbs used : may, might, can , could.

When we are talking about permission (asking for it, or saying whether we or other people have it), grammarians used

to say that we should use may in practise most people nowadays use can or could.

E.g - May I borrow your pen?

(Swan, 1984:84)

## 2.1.5 The Kinds of Modal Auxiliaries

### 2.1.5.1 Can

Can is usually used to talk about the present or we use can to say that something is possible or that somebody has the ability to do something (Frank, 1972:96).

#### 2.1.5.1.1 To express ability

Three kinds of ability may be can. First is physical ability e.g.: I can lift this stone. Second is a learned ability, in the sense of knowing how to do something, for example : She can type.

Third type of ability are used mostly for live beings, especially human beings. The third type can be used mostly for live beings, especially human beings. The third type can be used for things as well as persons, for example : This factory can produce dozens of machine a day. It is only this sense of ability (Frank, 1972:97).

#### 2.1.5.1.2 To express possibility

Can mean it is possible, i.e. circumstance permit for example

E.g - You can sky on the hills.

Can can't be used in this way in its future tense. To express a future possibility of this type we have to use will be possible or people. Can can also express occasional possibility.

E.g - You can see fish at an aquarium.

( it is possible to see fish at aquarium because an aquarium has fish)

(Frank, 1972:97)

#### 2.1.5.1.3 To express permissions

Can is also used to asking for and giving permission

E.g - Mom, can I go the cinema tonight?

- Can I ask you about something, if you are not busy?

(Frank, 1972:97)

#### 2.1.5.1.4 Offering and request

Can is often used to offer to do things for people or to ask other people to do things.

E.g - Can I help you?

(Frank, 1972:97)

#### 2.1.5.2 Could

According to Thomson (1986:128) Could is past of can.

We use could to say that something had the general ability or permission to do something.

E.g - My grandfather could speak five languages.



We use could for general ability. But if we are talking about what happened in particular situation, we use was/ were able to...or managed to...(not could).

E.g - They didn't want to come with us at first but we managed to persuade them or we were able to persuade them (but not could persuade).

#### 2.1.5.2.1 Permission

To ask for permission to do something, we can use could.

E.g - Could I use your phone?

#### 2.1.5.2.2 Request

We use could to ask people to do things could is more hesitant less than can and it is used when you want to make an offer or requests seem more polite.

E.g - Could you switch on the light for me, please?

#### 2.1.5.3 May

According to Swan (1984:198) May have no infinitive or participle ( to my, maying, mighted do no exist).

##### 2.1.5.3.1 To express permission

When we are talking about permission (asking for it or saying whether we or other people have it), grammarians used to say that we should use may.

E.g - May I use your phone?

##### 2.1.5.3.2 To express possibility

May is often to talk about one kind of possibility that something will happen or is happening.

E.g - There may be a cure for AIDS within the next ten year.

#### 2.1.5.3.3 Reported speech

May is used to reported speech if after a past reporting verb, may changes to might.

E.g - May I go?

#### 2.1.5.4 Might

According to Swan (1984:200) Might is the past of may have no infinitive or participle (to might, mighting, mighted don't exist).

##### 2.1.5.4.1 To express possibility

We have might to talk about possible actions or happenings in the future.

E.g - The bus doesn't always come on time.

We might have to wait a few minute

Swan (1984:200)

##### 2.1.5.4.2 To express unreal situation

Might can also used to say that a past event was possible but didn't happen.

E.g - If knew them better, I might invite them to dinner.

Swan (1984:200)

##### 2.1.5.4.3 To express suggestions, request

Might is often used to suggest people what they should do.

E.g - You might ask before you borrow my car.

Swan (1984:200)

### 2.1.5.5 Must

According to Swan (1984:207) Must is modal auxiliary verb, like other modal verb, must have no-s for third persons singular (she, must, not she musts). Must is generally felt as stronger than have to. Its use ranges from compulsion forced on us by life itself to a constraint we impose on ourselves through a strong sense of duty.

#### 2.1.5.5.1 To express necessity

We use must to say that something is necessary to do something.

E.g - You must stop smoking or you'll get lung. We give cancer.

Swan (1984:207)

#### 2.1.5.5.2 Must is personal feelings.

We used must when we give our personal feeling.

E.g - You must dos something.

Swan (1984:207)

#### 2.1.5.5.3 Must can be used to refer to present and future but no the past.

E.g - I must get up early tomorrow.

Swan (1984:207)

#### 2.1.5.6 Shall

According to Swan (1984:292) In English grammar in Use, shall is used mostly as the first person future auxiliary.

E.g - I shall be tired this evening.

To ask somebody's opinion (especially in offer or suggestion) we use shall I/shall we

E.g - Shall I open the window?

#### 2.1.5.7 Ought to

According to Swan (1984:232) Ought to have similar meanings with should. They are used to express obligation and duty, in general to say what we think it is right or good for people to do. We used should when we give our own subjective opinion. Ought to has a rather more objective force, we used it when we are talking about laws, duties.

E.g - We should think before we speak.

#### 2.1.5.8 Should

According to Swan (1984:232) Should and ought to occur in statements about one's duty or one's advantage which one is free to accept or reject.

E.g - obligation (what one is expected to do)

You should do your homework everyday

E.g - advisability (what is wise for one to do)

You should eat less if she wants to lose weight.

2.1.5.8.1 We can use should to give advice or to give an opinion to say what we think it is a good thing to do or the right thing to do.

E.g - You look tired, you should go to bed.

Swan (1984:294)

2.1.5.8.2 Should is very often used to talk about duty, obligation

E.g - The price on this packet is wrong. It should be Rp 1,200 not Rp 1,700.

(Swan, 1984:294)

### 2.1.5.9 Will

Generally, we use will to talk about the future but sometimes we use will to talk about now.

E.g - Don't phone Adi now. He'll be busy.

We often use will in these situations.

#### 2.1.5.9.1 Agreeing to do something

E.g - A: You know that book I lent You?can have it back?

- B: Of course. I'll give you this afternoon.

(Swan, 1984:366)

#### 2.1.5.9.2 Promising to do something

E.g - Thanks you for lending me the money. I'll pay you on Friday.

(Swan, 1984:366)

### 2.1.5.9.3 Asking somebody to do something

E.g - Will you shut the door, please?

(Swan, 1984:366)

### 2.1.5.10 Would

Would used to talk about past habits. In addition to its function with the main verb in sentences with conditions, would may be uses in the following situation (Swan, 1984:369) :

#### 2.1.5.10.1 As the past form of will in sequence of tense after a past verb.

E.g - She said that she would leave soon.

(Swan, 1984:369)

#### 2.1.5.10.2 As the past form of will requests.

E.g - Would you bring me some paper please?

(Swan, 1984:369)

#### 2.1.5.10.3 Offering and inviting.

E.g - would you like a cup of coffee?yes please.

(Swan, 1984:369)

#### 2.1.5.10.4 In if clauses, often in the sense of be willing to.

E.g - You would get over your cold if would stay in bed.

(Swan, 1984:369)

## 2.2 Test or Assessment on Grammar

### 2.2.1 The Definition of Test

Test or assessment is formative when researcher use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use the information to modify their future teaching students. It is needed in measuring the level of knowledge of students. The important test such as on grammar are, to measure students proficiency in matters ranging from inflections to syntax, easy to identify , and errors in grammar can be quickly spotted and counted. However the result of such test should not be looked in isolation.

According to Henning (1987:1) There could be no science as we know it without measurement or testing. As Harold says (1983:4) Good English test help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve.

According to Madsen (1983:34) in testing grammar, we don't pretend to measure actual communication, but we can do good job of measuring progress in a grammar class, and we can diagnose student needs in this area. Such as Hughes (2003:4) without considering the possibility of bias, we have to recognize the need for a common wick tes provide, in order to make meaningful comparisons.

### 2.2.2 Level of Difficulty Items

According to Henning (1987:49) difficulty is determined as the proportion of correct responses. According to Tuckman (1978) Rejection of item with a proportion of correct answer that is less than .33 or that exceeds .67. As Henning says (1987:49) The higher the difficulty, the lower the roportion correct and the higher the proportion incorrect. However Heaton (1990:179) a further argument for including items covering a range of difficulty levels is that prvided by motivation. As well as Henning (1987:50) when measuring achievement, we may need to include some very easy or very difficult items to ensure that the test, I self has face or content validity.

Based on the statement above, we can get the level of difficulty item as follow:

2.2.2.1 Low level of difficulty item

2.2.2.2 Medium level of difficulty item

2.2.2.3 High level of difficulty item