

CHAPTER II THEORY REVIEW

2.1 Concept of Error Analysis

Learning English as second language is different from the first language or mother tongue. Learning first language is not influenced by other languages but learning second language usually influenced by first language and even it is possible to do errors and mistakes.

Error is something that occurs unconsciously. It is supported by Elis in Novita (2014:3) who stated that error is the deviations that systematically done by the students who have not fully understand the rules of the target language. Then, it happens repeatedly as an unconscious process and errors are predictable and systematic. In addition, Jabeen, Bharam and Muhammad (2015:53) stated that error is the result of student' inability to learn the language and linguistics incompetency of the learners as well as the errors cannot be self-corrected.

Meanwhile, Dulay, Burt and Krashen (1982:138) added "making error is an inevitable part of learning, people cannot learn language without first systematically committing errors" so it means that error is something students cannot avoid when learning a language.

Besides, error related to error analysis in which the error analysis is the way to measure the errors that have been done. According to Sermsook, Jiraporn and Rattaneekorn (2017: 103) error analysis is study of the deviation of the target

language forms of the target language standard which occurs during the students' language learning. Error analysis can help reveal the types and sources of error that can be an accurate way and can reduce the errors made by students. Dulay Burt and Krashen (1982:141) stated that error analysis is categorized as a way of knowing students' errors in which the error will not be known through behaviourist theory. Another definition from Sembering cited by Hadi (2014:16) error analysis is the analysis study about error who made by the second of foreign language learner to portend the difficulties or errors in learning foreign language. In addition, Khansir (2012:1029) added error analysis can be categorized as a type of linguistic. Analysis which focuses on errors made by students which consists of comparison between the errors made in the target language and that target language itself.

Based on the various definitions about error analysis, it can be concluded that error is something done by the learners when they learn the foreign language and it is happen unconsciously and systematically, while error analysis is an analysis study focused on the error made by the learners.

2.1.1 Differences Between Error and Mistake

In using a language, there is a phenomenon called as unsuccessful language which is usually done by students. Unsuccessful language relates to the wrong that is done by language learners while they are using a language. There are two items to distinguish the unsuccessful language which have done by students, there are mistake and error. In general error and mistake are two words that are synonymous but if view in language learning it has different meaning.

Therefore, the distinction between mistake and error is important to know in order to solve the problem.

Mistake is related to language performance. It means that the students have known the rule but they cannot show perform of this competence correctly. It is supported by Brown cited by Watcharapunyawong and Siriluck (2013:71) mistake is the using of grammatical rules that it is not exact by the learners who study the structure of language that can be understood well but fail when using them. While, according to Harmer (2007:137) mistake and error are different, error is a part of mistake which the learner cannot correct themselves because of it the learner need the explanation. In addition, Jie in Watcharapunyawong and Siriluck (2013:71) added that a mistake occurs as the result of limitation of process rather than lack of competence while an error is the parts of rules code.

Furthermore, according to Mourtasa quoted by Abushihab (2014:214) mistake and error are different between one to another because an error unable do in self-corrected and this cause by student's less of the knowledge in the target language. In addition, a mistake is able do by self-corrected. Gas and Slinker in Abushihab (2014:214) defined that a mistake can be focused on self, but an error is an unconscious process that did systematically.

Based on the some definitions above, it can be concluded that error and mistake have different meaning, in mistake the learner when did the mistake is can be corrected by their self while error is something done by the learner but it cannot do in self-corrected and it happened systematically.

2.2 Concept of Changing Active Voice into Passive Voice

Active sentences are sentence in which the subject do the action while passive sentences are the sentence whose subject receives an ation. According to Fengjie, Jia and Hongyi (2016:24) “a standard passive sentence’s form is “sth + be + past participle + by + sb”. If the subject has been referred to in the previous sentence, it can be omitted in the next” and according to Radford, Andrew and Martin A in Yang (2011:43) active sentence and passive sentence can be distinguished by four ways. First, the form of auxiliary be always exist in passive sentence, second, in passive sentence, the form of verb generally in –n past participle, third, passive voice form generally contain of a by–phrase which it is the subject in the active sentence and the last is the position of the affected and the agent. While, Unver (2017:18) stated “the passive sentences are formed by keeping the same word order in active sentence then adding passive morphology in auxiliary, which is “to be + past participle” in active sentence, the doer/agent of action is in the subject position while in a passive sentence the recipient/patient is there. There, the doer/agent is marked with the proposition by”, so a sentence is said to be passive when the subject is treated or given an action. For instance:

- Shakespeare wrote that play (Active)
- That play was written by Shakespeare (Passive)
- Bill will invite Ann to the party (Active)
- Ann will be invited by Bill to the party (passive)

2.2.1 Active Voice

Active sentences are sentences that are mostly used by the people when they want to deliver their idea, opinion and message both in oral form and written form. According to Syah (2016:4) active sentence is the sentence that the subject

does an action. In the same line with Syah, Suprpto (2013:51) stated that active sentence is the sentence which the subjects do an activity or action, while the passive sentence is the sentence in which subject is subjected to a job. According to Azar (1989:120) related about active voice, she stated that the object of an active verb become the subject of passive voice. Passive voice emphasizes the object than the subject, while the active emphasizes the subject rather than the object. So the researcher can be said that the active sentence is the sentence which has the meaning where the subject is doing something like an action.

2.2.2 Passive voice

According to Purnama (2014: 19) passive voice is a sentence that uses the correct tense to form it: the verb to be + the past participle of verb. Then, Azar and Hagen (2009: 211) stated the object in the active sentence will be converted into a subject in a passive sentence. While, Abbasi and Arjenan (2014: 10) stated “passive voice is made of a form of be + the past participle of the main verb”. So it means that the each passive sentences should have be and past participle of the verb.

Furthermore, Qodir (2006:12) added the passive voice is created by putting the verb “to be” before main verb, in the active sentence the main verb must be changed into past participle. In addition, Amdur, Jessica and Christopher (2010:98) stated that the active voice is the subject or the agent is doing acting. While, the subject acted in passive voice is not mentioned. Based on various definitions before, it can be concluded that passive voice is a style of writing

where what would be the object of the sentence becomes the subject of the sentence.

2.2.3 The Use of Passive Voice

Passive voice is a grammatical construction where the subject of the sentence does not take action, but accepts the action or is followed up by another agent either mentioned or not, and usually passive voice can be used in certain situations or conditions, Steve and Walker (2000:70-71) divided the use of passive voice into some of parts, namely:

1. The form of passive voice can be used when the object of action should know and more important to know and the position of subject of the action is not specific. The use of the passive avoids the sentences with a vague subject such as ‘someone’ or ‘some people’, for instances can be seen in the table below.

TABLE 1
THE USE OF PASSIVE WHEN THE PERFORMER OF THE ACTION
IS NOT SPECIFIC

No	Sentence
1	The local cinema was closed down three years ago.
2	Very few typewriters are being sold these days.
3	Children should be warned not to speak to strangers.
4	The 10.30 flight to Greece has been delayed .

(Taken from Elsworth and Walker 2000:70)

2. The use of passive voice is the way avoiding the placing responsibility for the particular action on any specific person or organization. for examples:
 - a. Due to the company’s need to increase production, the lunch break **will be reduced** from one hour to forty-five minutes. The managers will probably prefer to say this than to say We/The company/The management will reduce the lunch break....)

- b. I am sorry that your letter **was mislaid**. (The speaker may prefer not to say I am sorry that I misland your letter.)
(Taken from Elsworth and Walker 2000:70-71)
3. The passive is often used to avert a change of subject in a sentence, for instances:
- a. When they got the police station, they **were** immediately **questioned**
b. I went by train and **was met** at the station by my aunt.
(Taken from Elsworth and Walker 2000:71)
4. We can use **by** + the subject of the action after a verb in the passive if we want to say who or what did it. This place accentuation on the performer of the action. We often use **by** + agent after the passive form of these verbs: build, compose, damage, design, discover, invent, make, write, for examples:
- a. The play was written **by** a previously unknown author.
b. We were stopped **by** the police on our way home.
c. The book tells how he was designed **by** Christopher Wren.
(Taken from Elsworth and Walker 2000:71)
5. The passive is usually used with verb of saying and believing in these contractions and it can be seen in the table below.

TABLE 2
THE USE OF PASSIVE VOICE WHEN USED WITH VERB OF SAYING OR BELIEVING

No	Pattern	Sentence
1	It + passive + that clause	It is expected that many more people will die from starvation in the next decade
2	There + passive + to be	There are believed to be many thousands of homeless teenagers living on the streets of the capital.
3	Subject + passive + to- infinitive	She is considered to be the best singer in the group.

(Taken from Elsworth and Walker 2000:71)

6. The passive generally used in notices, news reports and description of processes. for examples:
- a. Customers **are advised** to buy their tickets in advance.
 - b. Two escaped prisoners **were recaptured** this morning when they tried to board an aircraft.
 - c. The oranges **are treated** with wax and then **stored** in large boxes before **being shipped** abroad.
(Taken from Elsworth and Walker 2000:71)

Beside, Azar (2002:211-225) states that the use of passive voice in many ways such as:

1. Usually the passive is used without a by-phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action. For instance:
 - a. Rice **is grown** in India.
 - b. Our house **was built** in 1980.
 - c. This olive oil **was imported** from Crete.
2. The by-phrase is included only if it is important to know who performs an action, the example is:
 - a. Life on the Mississippi **was written** by Mark Twain.
3. The passive form is used to describe an existing situation or state, and it is called “stative passive”. In stative passive; no action is taking place; the action happened earlier, there is no by-phrase, and the past participle function as an adjective. For instances:
 - a. Now the door **is locked**.
 - b. Now the window **is broken**.

Another statement related the use of passive voice is from Broukal and Wisniewska cited by Nurlaela (2015:18) stated the use of passive voice as follows:

1. The passive voice is used when the agent is not important or unknown. For examples:
 - a. Your door was knocked on last night
 - b. The final results can be viewed on the web
2. The passive voice uses by + an agent, in common it use when the subject of the sentence is more important than the agent, but we want to express both of them. For example:
 - a. The enzyme factor was published at the first time in 2005 by Bownmark press
3. The passive voice is used to make a sentence to be more impersonal, in situations involving the rules, instruction, announcements, advertisements or processes. For examples:
 - a. It has been decided to cancel next week's meeting
 - b. Mistakes have been made
4. The passive voice is used when the agent is evident from the meaning of the sentence. For example:
 - a. The murder has been arrested

2.2.4 Change of Active into Passive Voice

The change of active into passive voice it can be seen in many ways, Azar (2002:208-232) divided the pattern of changed the active voice into passive voice as follows:

1. Form of the passive: be + past participle

TABLE 3
FORM OF THE PASSIVE: BE + PAST PARTICIPLE

Tenses	Active	Passive
Simple present	Marry helps the boy	The boy is helped by marry
Present progressive	Marry is helping the boy	The boy is being helped by Marry
Present perfect	Marry has helped the boy	The boy has been helped by Marry
Simple past	Marry helped the boy	The boy was helped by Marry
Past progressive	Marry was helping the boy	The boy was being helped by Marry
Past perfect	Marry had helped the boy	The boy had been helped by Marry
Simple future	Marry will help the boy	The boy will be helped by Marry
Be going to	Marry is going to help the boy	The boy is going to be helped by Marry
Future perfect	Marry will have helped the boy	The boy will have been helped by Marry

(Taken from Azar 2002:208)

2. Indirect object as passive subject

- (a) Someone gave **Mrs. Lee** an award
- (b) **Mrs. Lee** was given an award
- (c) Someone gave **an award** to Mrs. Lee
- (d) **An award** was given to Mrs. Lee

Note: I.O. = Indirect Object

D.O. = Direct Object

An indirect object or a direct object may become the subject of a passive sentence. But, it is usually the first object (especially for the I.O.) that becomes subject of the passive. Between (a), (b), and (c) have the same meaning.

3. The passive with get

- Get + Adjective

Get may be followed by certain adjectives. The examples are:

- **I'm getting hungry.** Let's eat soon.
- You should not eat so much. **You'll get fat.**
- I stopped working because **I got sleepy.**

- Get + past participle

Get may also be followed by a past participle. But the past participle be the function as an adjective; it describes the subject. For instances:

- I stopped working because **I got tired.**
- They are **getting married** next month.
- **I got worried** because he was two hours late.

4. The passive form of modals and phrasal modals

Modals and phrasal modals usually found in sentence, it also include in passive sentence. Azar (2002: 218) formulated the form of modals and phrasal modals in passive sentence which it can be seen on table below.

TABLE 4
THE PASSIVE FORM OF MODALS AND PHRASAL MODALS

The passive form : modal + be + past participle
(a) Tom will be invited to the picnic.
(b) The window can't be opened .
(c) Children should be taught to respect their elders.
(d) May I be excused from class?
(e) This book had better be returned to the library before Friday.
(f) This letter ought to be sent before June 1 st .
(g) Marry has to be told about our change in plans.

(h) Fred is supposed to be told about the meeting.
The past-passive form: modal + have been + past participle
(i) The letter should have been sent last week.
(j) This house must have been built over 200 years ago.
(k) Jack ought to have been invited to the party.

(Taken from Azar 2002:218)

The change of active into passive voice it can seen on various of pattern like; form of the passive voice in be + past participle, indirect object as passive subject, the passive with get and the passive form of modals and phrasal modals.

2.2.5 Error Taxonomy

This kind of taxonomy classifies errors based on some of observable surface feature about an error, but it is without reference to their underlying cause of sources. According Dulay, Burt and Krashen (1982:146) “the most useful and commonly used bases for descriptive classification of errors” There are linguistic category, comparative analysis, communicative effect, and surface strategy category.

a. Linguistic Category Taxonomy

Linguistic category taxonomy is clarifying language errors based on linguistic components or certain linguistic elements that are influenced by errors, it indicates in which component of language the error is located. For the language component it is like; phonology (pronunciation), syntax and morphology (style). The example, in syntax one may ask whether the error is in the main or

subordinate clause: an in clause, that constituent is affected. e.g. the noun phrase, the auxiliary, the adjective and so forth.

According to Dulay, Burt and Krashen (1982:147) the linguistic category taxonomy is seen as a tool which is used only for classification of scheme offered, many use it to add to the description of errors provided by other taxonomies.

b. Comparative Category Taxonomy

Comparative category taxonomy is classification of error in taxonomy and based on comparison between structure B2 error and certain other types of construction this error is like development errors, Interlingua errors and other errors. Comparative category taxonomy can be defined as comparison between the structures of second language errors and certain other type of construction. Then, Dulay (1982:163) stated that Comparative category is used to classify errors in which it is based on the target language and other structure. For instance, if one is to use a comparative taxonomy to classify the errors of a Korean student who learning English, one may compare the structure of the students' error to that of errors reported for children acquiring English as a first language.

c. Communicative Effect Taxonomy

Communicative effect taxonomy based on their effect on the listener and reader and it deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Errors that reflect the overall organization of the sentence usually do not hinder communication. According to Dulay, Burt and Krashen (1982: 189) Communicative effect is different with other

taxonomies. This is focus on aspect of the error itself. Communicative effect taxonomy classifies from the perspectives of their effect on the listener and reader. It focused on distinguishing between errors that seem to cause miscommunication and those do not.

d. Surface Strategy Taxonomy

This taxonomy envelop the ways of surface structure are changed. It indicates the process of cognitive that become as the basis of learner's reconstruction of the new language learned. James in Suhono (2016:9) stated that the students' version error is different from the presumed target version, it covers the change proposes the way surface structures are altered. In addition, according to Dulay, Burt and Krashen (1982:150) learner's error are underlying on some logic, that it is not the result of laziness or sloppy thinking, but because of the use of interim principle in producing a new language.

Furthermore, Dulay, Burt and Krashen (1982:150) divided the surface strategy taxonomy into four types; omission, addition, misformation and misordering.

1. Omission

The first type is omission, according to Dulay, Burt and Krashen (1982:154) this error included in characteristic by the absences of an item that should be covered in good formed of utterance, and according to Kasper and Kellerman in Sutomo (2010: 40) learner in early stages of learning tend to omit function words rather than content words. More advanced learners tend to conscious of their ignorance of content words and rather than omit one, and they

are forced to take other strategies to express their idea. Besides that, Rohendi and Herliana (2015:354) also stated about omission, this is characterized by the absence of the part that should exist in a sentence.

For example:

- She ___ born in Paris
- The sky is cover__ with cloud

The examples above are not right, because those sentences omit the important part of sentence, so the correct sentences from the example above are; she **was** born in Paris and the sky is **covered** with cloud.

2. Addition

The second type is error in addition. According to Dulay, Burt and Krashen (1982: 156) stated this error is characterized by the presence of an item that should not appear in a good formed utterance, and according to Rohendi and Herliana (2015:354) addition can be categorized as the opposite of omission which is the absence of a part that should not exist in a sentence. Besides that, Dulay, Burt and Krashen (1982: 158) divided addition into 3 types. There are:

1) Double marking

An error when the students give more than one marking in the language requires its expression. For instance:

- The letter will be **writtens** tomorrow
- She doesn't **knows** my name

The examples of sentences above are categorized as the type of error in addition, because on the sentences have the additional where it is not important to exist on the sentences, that is found in word "writtens" for the first sentence and in

word “knows” for the second sentence, then the right sentences are “The letter will be written tomorrow” and “She doesn’t know my name”.

2) Regularization

The learners tend to apply the regular rules to the irregular ones, for instance:

- This house has been **buyed** three years

The sentence above includes in addition error for regularization. The sentence “This house has been bought three years ago” is the wrong sentence, because the form of past of buy is bought it is not buyed so the right sentence it should be “This house has been bought three years ago”.

3) Simple Addition

The error of addition that does not belong to double marking and regulation are included in their category. For instance:

- I am **is** a student
- You can **to** swim in the swimming pool anytime

The example of sentence above is categorized as addition error in simple addition where in the first example it has double to be, the right sentence is “I am a student” and the second example also the wrong sentence, because the sentence add the word “to” and the sentence it should be “ you can swim in the swimming pool anytime”.

3. Misformation

Dulay, Burt and Krashen (1982: 158) stated misformation is characterized by the use of the wrong form of morpheme or structure. This is with the line

statement from Carl James in Suhono (2016:10) misformation are the error that categorized when the use of the wrong form a structure or morpheme of the sentence. Dulay, Burt and Krashen (1982: 158) divided misformation into 3 types, there are:

1) Regularization Errors

Regularization error is the regular marker that is used in place of an irregular one. For example:

- I **finded** a pecil on the table.
- The **childs** there have moved to the next village to find the food.

The examples above are the example of misformation in regularization error, which the sentences are wrong example, firstly, the sentence write the past form of find is not finded but it should found, second the plural form of child is not childs but it should children, because of that the right sentences of the example above are; I found a pencil on the table and the children there have moved to the next village to find the food.

2) Archi-form

This missformation characterized by use one of a class of form to represent others in the class. For example:

- **That** dogs are naughty.

The example above is categorized in misformation for archi-form where “that” should be followed by singular form, so the right sentence is those dogs are naughty

3) Alternating Form

This type is when the learner's vocabulary and grammar grow, and put the apparently fairly free alternation of various members of a class with each other.

For example:

- I **see** her yesterday

The sentence above is incorrect, because the verb is not "see" but it should "saw" so the right sentence is "I saw her yesterday".

4. Misordering

According to Sutomo (2010:40) "this category is relatively uncontroversial. The learner can select the right forms to use in the right context, but they arrange them in the wrong order". In addition, according to Dulay, Burt and Krashen (1982: 162) misordering is categorized in the not suitable placement of a morpheme in an utterance. For example:

- I eat sometime a cake
- Do you know who is she?

The examples above are the example of misordering which the examples are wrong. The first and the second examples there are an error in composing the sentence, so the right sentence should be; sometime I eat a cake and do you know who she is?

Based on explanation above, it can be concluded that the error taxonomy can divide into some categories such as linguistic category, comparative analysis, communicative effect and surface strategy category. Furthermore, in surface category taxonomy, it is dividing into four types there are: omission, addition, misformation and misordering. In this case, those aspects will be used by the researcher to analyze the types of error who made by the students.