CHAPTER II

REVIEW OF LITERATURE

2.1 Description of Error Analysis

We often hear that people make a lot of mistakes in their past time and eventually be successful in the future. It may be occurred in learning a language or a target language. The definition of error can be seen through the classification of errors. The classification is very important to explain the error analysis.

Richards (1985) in Sembiring (2011:5) says that errors result from incomplete learning and knowledge of learners about target language system.

Norrish (1983) in Sembiring (2011:5) says that errors result from incomplete learning and knowledge of learners about target language system.

Norrish (1983:7) in Sembiring (2011:5) says that error is systematic deviation from the accepted system of the target language. Mistake is non systematic deviation from the accepted system of a language being learned and it usually due to human limitation such as tiredness, nervousness, and fatigue. It means that errors may occurs because of human factor in mastering the target language such as the limitation of memory, psychological problem and do not understand about the material of subject. In another side, the learners never recognize their errors or they never know that they have made errors.

Learning sometimes needs a process in which the success will come by profiting from their errors. From those opinions above, it can be concluded that error is a deviation that is made by the learners because they do not understand the rules of second language and cannot be corrected by themselves while they are learning.

While the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goals of second language learning is the attainment of
communicative fluency in a language. Error analysis is used to analyze and classify the learners error from which the learners learning problem can be inferred.

Brown (2000) in Sembiring (2011:6) says that the 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 errors, called analysis.

Corder (1981) in Sembiring (2011:6) says that error analysis is study analysis of the errors made by the second of foreign language learners to the predict the errors or the difficulties in learning foreign language. Error analysis may be carried out in order to:

1. Find out how someone learns a language
2. Find out how someone knows language, and
3. Obtain information on common difficulties in language learning.

Thus, error analysis is the study and the analysis of error made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.

For the beginners, learning English grammar may be difficult. Moreover the grammar is a second language to them. The beginners might produce many errors since the grammar they learn is a second language grammar. The word error is commonly used when the beginners give the wrong answer of respond to the grammar question.

This chapter consists of two parts the first one will talk about the errors and the second will talk about the grammar passive voice.
2.1.1 Passive Voice

Passive voice is used when the focus is on the action. It is not important or not known; however, who or what is performing the action.

Example: My bike was stolen.

In the example above, the focus is on the fact that my bike was stolen. I do not know however, who did it.

2.1.2 Form of Passive Voice

Just for review, based on Hancock (2005:85) the three step process forming a passive form is as follows:

1. The receiver of the action is moved into the grammatical subject slot.

2. A verb to be auxiliary is added to the verb phrase and the lexical verb changes to past participle (For regular verbs, past tense and past participle forms will be identical)

3. The actor moves into the predicate phrase with the help of the preposition by.

To further complicate things (or make them rich and interesting), passive verb phrases can also carry tense or modality and aspect. No matter how complex the verb phrase, through, the lexical verb in a passive verb phrase will always be past participle and the verb to be will always be its closest auxiliary.

Based on Hancock (2005:83) passive voice is divided into twelve, they are:

1. Present passive
   
   Example: My dinner is eaten by your dog

2. Present plus progressive plus passive
   
   Example: My dinner is being eaten by your dog
3. Past passive
   Example: My dinner was eaten by your dog

4. Past plus progressive plus passive
   Example: My dinner was being eaten by your dog

5. Present plus perfect plus passive
   Example: My dinner has been eaten by your dog

6. Past plus perfect plus passive
   Example: My dinner had been eaten by your dog

7. Present plus perfect plus perfect progressive plus passive
   Example: My dinner has been being eaten by your dog

8. Past plus perfect plus progressive plus passive
   Example: My dinner must be being eaten by your dog

9. Modal plus passive
   Example: My dinner must be eaten by your dog

10. Modal plus progressive plus passive
    Example: My dinner must be being eaten by your dog

11. Modal plus perfect plus passive
    Example: My dinner must have been eaten by your dog

12. Modal plus perfect plus progressive plus passive
    Example: My dinner must have been being eaten by your plus passive.

Passive clauses can get trickier to recognize when the actor is left out of the predicate phrase, leaving us with is called an agent less passive. This is frequently the case when we can see the results of an action, but we aren’t sure who or what did
it. We may say something like My radio was stolen or My car was broken into, without adding the rather unhelpful phrase by someone.

The changes from an active sentence to passive sentence to passive sentence do not change the tense that is used by the sentence. In other word, the tense from the passive sentence will follow the pattern to the active sentence.

Based on Djuhari (2008:132), there are six things that should be follow to change the active sentence to passive sentence, they are:

1. The subject in the passive sentence is come from the object of active sentence.
2. The “ing” form in active form in active sentence becomes “being” in the passive sentence.
3. The tenses in passive sentence follows the form of active sentence.
4. Only the transitive sentence (sentence with object) that can be changed into passive and or passive sentence is only a transitive verb.
5. Verb past participle (verb 3) in the passive sentence is formed from the verb in the active sentence.
6. The passive sentence is used when we want to show the result of the act form the subject act.

2.1.3 Use of passive voice

Based on Surayin (1999:384) there are five uses of passive voice, they are:

1. When no need to mention the subject because there is the exact person.
   Example: The rubbish hasn’t been collected

2. When we do not know, do not know exactly, or forget who does the activity.
   Example: The minister was murdered
3. When the subject in the active is indefinable preposition

Example: He is suspected of receiving stolen goods

4. When we are more interested in activity then people who does it

Example: The house next door has been bought by a Mr Jones

5. The passive voice can be used to avoid the sentence that is dissonant not in grammatical orders. Usually it is done by avoiding the change from the subject of the sentence.

Based on Akhmad (2004:30), the general pattern of passive voice are:

1. The intransitive verb is not used in passive, except, if the verb uses sing

Example: She sings a fine song

2. If the sentence changed from active to passive, the object for the active verb becomes the subject for the passive verb.

Example: a. Object for active verb

Example: Linda can make tarts

b. Subject for passive verb

Examples: Tarts can be made by Linda

3. Retained object or two object in active sentence, when it is changed to passive voice, there are remain object. Retained object may be an indirect object from the active verb, or direct object from the verb.

1. a Indirect object from the verb

Active verb

Example: We gave him a prize

a. Passive verb
Active verb
Example: A prize was given him by us

2. b Direct object from the active verb
a. Active verb
Example: We gave him a prize
b. Passive verb
Example: He was given a prize by us

3. c Whenever the transitive verb from the uncompleted prediction is changed from the active to passive, the object complement becomes the subject compliment.
Example: They elected him President

2.1.4 Types of Error

According to Dulay, Burt, and Krashen in James book (1998) as cited by Sembiring (2011:7) errors can be classified into four types, they are:

1. Errors of omission
It is a sentence where an element is omitted, actually it should be presented.
Example: I not go to school by bus everyday
It should be: I do not go to school by bus everyday

2. Errors of addition
It is a phenomenon in which a certain aspect of language rules is added into a correct order (correct sentence), in order words some elements are presented which should not be presented.
Example: We do study English three times in a week.
It should be : We study English three times in a week

3. Misformation

Misformation is the error of using one grammatical form in the place of another grammatical form.

Example : I doesn’t know him

It should be : I don’t know him

4. Misordering

It is a sentence which its order is incorrect. The sentence can be right in presented elements, but wrongly sequenced.

Example : She not does come early to school

It should be : She doesn’t come early to school.

2.1.5 Causes of Error

Brown (2000) in Sembiring (2011:8) says that cause of errors can be divided into 2 categories, they are:

1. Intralingual errors that is error caused by interference of the learner’s mother tongue. A different class of error is represented by sentence

2. Intralingual errors that are cause of errors resulting from complicated system of the target language itself.

Richards (1985:47) says that the intralingual errors are divided into 4. terms, they are:

1. Over generalization

Over generalization happens when a learner uses a certain structure that is over generalization in the target language. It is caused the learners basic experience of certain structure. Generally, overgeneralization is the
creation of one deviant structure in place of two regular structures, for example: “She can sing”. In this case, there is an over form of a structure verb “sing” becomes “sings”. It should be “she can sing”, because “she” usually uses verb+s. For example: She sings.

2. **Ignore of rule restriction**

Ignore of rule restriction is failure to observe the restriction of existing structures. That is the application of rules to context where they do not apply.

Example : The baby crying was

It should be : The baby was crying

3. **Incomplete application of rules**

Incomplete application of rules means errors are due to the occurrence of structure whose deviancy represents the degree of development of rules required to produce acceptable utterance. The learners fail to produce a correct sentence according to the standard rules.

Example : You student

It should be : You are student

4. **False concept hypothesized means basically errors are the result from faulty comprehension of distinction in the target language.**

Example : she is not go to school yesterday

It should be : she did not go to school yesterday