CHAPTER II
THEORETICAL REVIEW

A. Definition of Grammar

Grammar is the study or use of the rules about how words change their form and combine with other words to make sentences (Walter, 2005: 555). This means that grammar consists of the rules structure to maintain a language and control the use of language to be meaningful and functional. According to Ur (1988: 4), Grammar is the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. It means that grammar is a language that consist of word ordering in order to have a meaningful.

While Collins (1990: 242) states that grammar is the rules of language which describe how sentence are formed. Based on the explanation above, it is a pattern where in making sentence we must based on the grammar rules in order to make sentence correctly. LeTourneau (2001: 2) defined the meaning of grammar as the discipline that studies the structure of sentence in human language. It means that English grammar is the study of sentences in English. Moreover, the rules which describe the relationship, in the terms of the way the different parts of speech work together in a sentence, are called grammar.

Hornby states that grammar is rules in language for changing the form of words and combining them into sentences (1995: 517). While Hall (1993: 3) says that grammar as a description of certain organizing aspect of
particular language. It is usually includes phonological (sound), morphological (word composition), and syntactical (sentence composition).

From above definitions, it can be concluded that grammar as the rule to produce from many words into good sentence so it can be applied in oral and written.

B. Passive Voice

1. Definition of Passive Voice

In learning a second language the student as the learner produces many forms which are not those which would be produced by a native speaker of the standard form of the target language. The generalization that the second language learner’s errors are potentially important for the understanding of the process of second language acquisition is a current focus on modern teaching.

Passive voice is not a derivative of active voice, which is the outcome of people’s different meaning expression. Passive voice describes the whole process of certain event from the learner’s point of view. It is a marked form of voice. There are three markers in passive voice such as be, -ed and by, which has its meaning and significance respectively.

According to Berk (1999: 116), voice is a very different phenomenon from aspect. Where tense and aspect work together to place an event or state within a time frame, voice provides a strategy for focusing on different participants in an event. The passive voice of an active tense is
formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb (Thomson, 1986: 263). The subject of the active verb becomes the ‘agent’ of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by *by* and placed at the end of the clause: *this tree was planted by my grandfather.*

A sentence featuring the passive voice is sometimes called a *passive sentence.* And a verb phrase in passive voice is sometimes called a passive verb. English differ from languages in which voice is indicated through a simple inflection, since the English passive is periphrastic, composed of an auxiliary verb plus the past participle of the transitive verb. For example: *The house was destroyed.* Or the person who performed the action is placed in a *passive position* in the sentence: *the house was destroyed by soldiers.*

The following facts about the passive, Eugene J. Hall (1992: 214) said:

1. The passive is usually formed with *be* and the past participle.
2. Only verbs which are transitive in the active can be used in the passive.
3. The agent, the former of the action is expressed by a prepositional phrase with *by.*

In this the following sentence examples, the italic verbs are in the active voice:

- High winds *damage* the trees
In this the following sentence examples, the italic verbs are in the passive voice:

- The concert *have been postponed* by the crew.

When the subject of a sentence do an action or activity, the subject is in the active voice. When the subject of a sentence is acted upon by someone or something unnamed, the subject is in the passive voice.

### 2. Formation of Passive Voice in Some Tenses

#### a. Passive Form of Simple Present Tense

The passive voice shows an activity that performed in the present time or routine. The basic pattern of passive voice is *be + past participle.*

There are two past participle, they are regular and irregular past participle. The example of regular past participles are *(be) walked, (be) washed,* etc. The irregular past participles are *(be) written, (be) spoken,* etc. “To be” in the Simple Present Tense that may be used are: *is, am,* and *are* and their using based on the subject of sentence. Therefore the pattern of passive sentence in Simple Present Tense is:

- *is/am/are + Verb-3 (past participle)*

In this form, the passive of *walk(s), speak(s)* are *am/is/are walked,* *am/is/are spoken.*

The example:

- The drugs *are found* by her roommate in her bag.

- The ball *is kicked* by Dan

- *I am helped* by my friends.
b. Passive Form of Simple Past Tense

This passive sentence is an past activity in a certain time. In the passive sentences use verb of past tense, the “to be” that may be used are “was” and “were”. The example, the passive of *walked* and *speak* are *was/were walked* and *was/were spoken.*

Therefore, pattern of passive sentence in Simple Past Tense is:

**was/were + Verb-3 (past participle)**

The example:

- The flowers were watered by gardener.
- The rubbish was wasted by my mother.

c. Passive Form of Present Continuous Tense

This passive voice form is an activity being performed in the present time. This passive sentence use “to be” is/am/are and “to be” in present participle (ing-form) and added by past participle. Therefore, the pattern of passive form in Present Continuous Tense is:

**is/am/are + being + Verb-3 (past participle)**

The example:

- The floor are being swept by the students.
- The car is being designed.
- I am being surprised by my family.

d. Passive Form of Past Continuous Tense

**was/were + being + Verb-3 (past participle)**
The example:

Some foods were being cooked by my mother.

The table was being moved by him.

e. Passive Form of Present Perfect Tense

has/have + been + Verb-3 (past participle)

The example:

The dishes have been washed by me.

The house has been built by people.

f. Passive Form of Past Perfect Tense

had + been + Verb-3 (past participle)

The example:

Some equipments had been ordered by the company.

g. Passive Form of Present Perfect Continuous Tense

has/have + been + being + Verb-3 (past participle)

The example:

The cakes have been being baked by her.

My computer has been being repaired by him.

h. Passive Form of Past Perfect Continuous Tense

had + been + being + Verb-3 (past participle)

The example:

Assignment had been being done by my brother.

i. Passive Form of Simple Future Tense

will + be + Verb-3 (past participle)
to be going to + be + Verb-3 (past participle)

The example:

Many vegetables will be sold by farmers.

This book is going to be borrowed by her.

j. Passive Form of Continuous Future Tense

Will be + being + Verb-3 (past participle)

The example:

That apartment will be being bought by Siska.

k. Passive Form of Perfect Future Tense

Will have + been + Verb-3 (past participle)

The example:

The homework will have been finished by me.

l. Passive Form of Perfect Continuous Future Tense

Will have been + being + Verb-3 (past participle)

The example:

The top of Bromo Mount will have been being climbed by us.

m. Passive Form of Past Modal Tense

Should + be + Verb-3 (past participle)

The example:

The books should be studied by them.
3. Characteristics of Passive Voice

a. Based on the explanation of Hariyanto and Hariyono (2003: 322) that in changing active into passive voice, there are some characteristics that always must be in a sentence as follows:

1. The active verb that will be changed into passive voice must have an object. It means that the verb is transitive verb.

2. The subject in active voice is changed into the object in passive voice.

3. The passive verb must be in the form of “past participle” and is preceded by “to be”.

   To be + Past Participle

4. If the active sentence uses modal auxiliary verb, the passive form becomes as follows:

   Subject + Modal Auxiliary + be + Past Participle

   For example: A new car will be brought by them.

C. Error Analysis

1. Description of Error Analysis

a. Differences between Mistake and Error

   The study of error is part of investigation of the process of language learning. Relation to this study, the writer puts some theories as her theoretical concepts. There is a problem in analyzing errors. It is how those things are determinated as errors or mistakes or how we can those
things are identified not just an accidental typing mistake. Errors and mistakes reflect occasional lapses in performance that they occur because, in particular instance, the learner is unable to perform what a learner knows (Ellis, 1997: 7). It can be concluded that a learner makes errors due to their, in particular instance, lack of consciousness through the language knowledge. While Tarigan (1988: 75) states that error and mistake in language teaching are different. Mistake is caused by performance factor. It means the limitation of remembering something, for example in pronouncing certain sounds, words, words’ sequences, stress of word or sentences, etc. The mistake is impermanent because it will be instantly corrected when the students have remembered the rule.

Meanwhile, Error is caused by competence factor. This means that students have not understood yet the linguistics usage of a given language. The errors can be minimized if the teacher corrects the errors and the students understand more about the linguistics systems of the language.

b. Definition of Error and Error Analysis

Brown (1980: 65) defines error as noticeable deviation from the adult grammar of native speaker reflecting the interlanguage competence of the learner. Parera (1977: 96), states that the result of identifying difficulties in language learning process becomes the topic of error analysis.
Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. Error analysis is a work procedure, usually it is used by researcher and language teacher, including collecting data, identifying errors of sample, clarifying errors, classifying errors based on casual factor and the evaluating errors (Tarigan, 1988: 68). Error analysis may carried out in order to find out how well someone knows a language, how a person learns language, and to obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching material.

c. Purpose of Error Analysis

Tarigan (1988: 69), analyzing errors is important to plan the evaluation and arrangement of the teaching material and strategy. There are many purposes of error analysis:

1. Determining sequences of teaching materials
   Error analysis determines the sequences of each presentation item on the teaching materials both in class meeting and text book.

2. Determining sequences of stress level in the teaching materials
   Error analysis also determines the sequences of stressing in explanation of teaching materials and giving exercises.

3. Planning of exercise and remedial teaching
   The teacher is able to know about the difficult and easy items for students by error analysis. Therefore, the teacher can plan the
exercises with good items and do the remedial teaching in a better way.

4. Choosing the items for students’ ability evaluation

Error analysis is aimed to evaluate the students’ ability by an exercise or a test.

5. Improving the technique of language teaching

We know which material that is difficult for students by error analysis. Therefore, the teacher can improve the techniques of language teaching to be more effective. It can avoid or reduce the errors made by students.

d. Classification of Error in Error Analysis

According to Richards (1974: 174), there are two kinds of errors. They are:

1. Inter-lingual Errors. It is caused by the interference of the learners’ mother tongue to the target language.

Example : I’m come from Singapore.
Ought to : I come from Singapore.

2. Intra-lingual Errors. It reflects the learner’s competence at a particular stage and illustrates some of the general characteristics of language acquisition. The types and causes of errors are explained as follows:
a. Overgeneralization

Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. Overgeneralization generally involves the creation of one deviant structure in place of regular structures.

Example: The earthquake *is destroyed* in every area.
Ought to: The earthquake *destroyed* in every area.

b. Ignorance of rule restriction.

It related to the generalization of deviant structures, it is failure to observe the restrictions of existing structures that is the application of rules to context where they do not apply. The example is a kind of error by object addition where in fact, it is unnecessary.

Example: My room is cleaned by the women whom I ask her.
Ought to: My room is cleaned by the women whom I ask.

c. Incomplete application rules

This category emphasized the systematic difficulty in the used of questions to be observed. It means that the cases are about a statement from may be used as a question, one of the transformation in a series may be omitted or a question word may simply be added to the statement form.
d. False concepts hypothesized.

The wide range of intra-lingual errors that have to do with faulty rule-learning at various levels, there is a class of developmental errors which derive from faulty comprehension of distinctions in the target language. There are something due to poor gradation of teaching items. For example, the use of “by” and “with” in passive agent.

Example: The glass was broken him by a hammer.
Ought to: The glass was broken him with a hammer.

Meanwhile, Ellis (1997: 15) says that error analysis is a procedure used by both researcher and teacher. It involves collecting sample of learner language, identifying the errors in sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness. According Ellis (1997: 15), it classifies four kinds of errors through explaining these steps of analyzing the errors, they are:

1. Identifying Errors

In this step, we have to compare the error sentence with what seem to be the normal or correct sentences in the target language which correspond with them. Sometimes, it is difficult to reconstruct when is not clear. What the learner means to say.
2. Describing Error

The next step is the step where the errors are described and classified into kinds. This step can be done by several ways. Ellis says that there are two ways to classify errors, there are:

a. The first way is classifying the errors through grammatical categories. It means classifying the errors through their word classes and tenses.

b. The second way is identifying the general ways in which the learners’ utterance differ from the reconstructed target language utterance. It means the error are classified into several types.

1. Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: the mall was opened at nine o’clock next week. This sentence contain error. The sentence above is future, based on the time signal used (next week). This sentence leaves out an item that is required grammatical. So the right sentence is the mall will opened at nine o’clock next week.

2. Misinformation

Misinformation is the error of using one grammatical form in place of another grammatical form, for example: when I am sleeping the phone rang. This sentence contain
misinformation in using be. It is be am should be changed to was because the tense used past continuous.

3. Misordering

Misordering is the error of putting the words in an utterance in the wrong order. For example: you must finish the report written today. It must be changed becomes you should finish the written report today.

4. Overgeneralization

Overgeneralization is the error of using over grammatical form in an utterance. For example: the day is being fine, we decided to go swimming. This sentence used the day is being fine, it should be the day being fine or the day is fine.

3. Explaining Error

This is the last step of errors analysis. A researcher tried to explain how and why a sentence called to be erroneous.

e. The Causes of Errors

According to Norrish (1983: 21) classifies causes of error into three types. They will be discussed as follows:

1. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the students’ fault if he loses
interest, perhaps the materials or style of presentation do not suit him.

2. First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called “first language interference”.

3. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of errors.

D. Review of Related Researcher

This research adapted from Sunardis’ thesis. He was one of students of Letters Faculty at Kristen Petra University. Any difference both of Sunardis’ research and this research. In Sunardis’ research, it explain about error analysis in teaching english but in this research, the subject is more specific. This research explain about error analysis in changing active into passive voice.

On the other thesis, there was discussed about error analysis on passive voice that written by Muryanti. She was a student of school of teacher training and education at Muhammadiyah University of Purwokerto. Her
thesis is descriptive quantitative but in this study will explained by descriptive qualitative.