

CHAPTER II

THEORETICAL FRAMEWORK

A. Error Analysis

The study of learner's error called error analysis. It is as a way to look the errors made by the learner of the target language. The analysis is based on factual data of learner's error. As Corder noted, "a learner's error are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learners is employing in the discovery of the language."¹

1. The Definition of Error

There are many definition of error. According to S. P. Corder "Error are the result of interference in the learning of a second language from the habits of the first language".² It means that error can be found in the writing covering a phoneme, a word, a phrase, a clause, a clause, a discourse.

According to Geoffrey Broughton, et al., "The insight that errors are a natural and important part of the learning process itself, and do not all come from mother tongue interference, is very important."³ Based on this opinion that the writer can say that in the learning process is very reasonable if there was an error, it is very natural. and errors

¹ S. P. Corder, *Error Analysis and Interlanguage* (London: Oxford University Press, 1981), 45.

² Ibid, p.5.

³ Geoffrey Broughton, et al., *Teaching English as a Foreign Language*, Second Edition (USA: Routledge, 1980), 135.

that occur not only from the mother tongue only but there are many other factors.

2. The Differences Between Error and Mistake

In our daily activity, we know “error” and “mistake” is closed. Many people understand that they have same meaning. In fact, error and mistake are not same. Actually they have difference.

According to Henry Guntur Tarigan and Djago Tarigan: *Kekeliruan pada umumnya disebabkan oleh faktor performansi dan keterbatasan dalam mengingat atau kelupaan bersifat acak, dapat diperbaiki sendiri oleh yang bersangkutan, sebaliknya kesalahan disebabkan oleh faktor kompetensi, biasanya terjadi secara konsisten, berlangsung lama apabila tidak diperbaiki oleh guru ...*⁴ (Generally the mistake is caused by performance factor and ... the limitation in recall or forget ... have the opposite the error is caused by competence factor ... usually occur consistent may .. persisted for a long time if not be corrected by a teacher).

Based on Tarigan’s opinion, the writer can say that an error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. A mistake occurs when learners fail to perform their competence.

⁴ Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung: Angkasa, 1988). P. 75

According to Corder, “. . . errors of performance as mistakes, reserving the term error to refer to the systematic error of the learner . . .”.⁵ Based on this opinion the writer can say that characteristically, error is systematic and mistake is unsystematic.

Error and mistake are not same. The mistake still able to correct by the students who make error but error is very fatal. Error is consistently mistake, because it is lack of knowledge and this has to correct by the teacher if there is not attitude, it can be a common mistake. It is based on Tarigan’s opinion:

*Mistake generally caused by performance factors. The limitation in remembering something or forgetfulness cause mistake in pronouncing sounds of language, words, words order, intonation of words or sentence, etc. Mistake usually can be corrected by the learners themselves. On the contrast, error caused by competency factors. It means the learners are indeed do not understand yet about linguistic system they used. Error usually occurs consistently, so systematically. It can last so long, if it is not corrected as soon as possible.*⁶

⁵ Corder, *op.cit.*, 10.

⁶ Tarigan, *op.cit.*, 75-76.

3. The Classification of Error

According to S. P. Corder, there are four classifications of error. Namely errors of omission ordering, errors of addition, errors of selection and errors of ordering.⁷

a. Errors of omission

Where some element is omitted which should be present. Omission also occurs in morphology, learners often leave out the third person singular morpheme –s and the past tense inflection –ed. A learner could say, for example: *a strange thing happen to me yesterday.*

b. Errors of addition

Where some elements is present which should not be there. In morphology learners often overuse the third person singular marker –s. A learner may say “*I thinks*” and “*the books is here*” instead of “*I think*” and “*the book is here*”, respectively.

c. Errors of selection

Where the wrong item has been chosen in place of the right one. An error can be committed in morphology as a result of the selection of a wrong morpheme. For example, the learner can use –est instead of –er for the comparative, producing a sentence like: *my friend is oldest than me.*

d. Errors of ordering

Where the elements presented are correct but wrongly sequenced. Misordering can occur in pronunciation by

⁷ Ibid., p. 36.

shifting the position of certain phonemes, e.g., a speaker may say: “*fignisicant*” instead of “*significant*”.

4. The Source of Error

In this analysis of learners’ speech or writing, it is important to know the source of error. Why are error made? By trying to identify sources can begin to arrive at an understanding of how the learners’ cognitive and affective relate to the linguistic system and formulate and integrated understanding of the process of second language acquisition.

According to Tarigan, “Errors are caused by mother tongue interference toward second language.”⁸

It means that the source of error is the system difference of first language and second language. But, not all of errors is caused by interference. There is error not source from first language such as development error and error because of generalization. The term is called first language independent errors.

5. The Cause of Errors

In the previous told that is important to know the sources of error. Now the writer would like to tell the cause of error, because it is as important as to know the sources of error. Generally, there are two classsification of error cause. They are first language dependet error and first language independent errors.

Tarigan says that, “ the error is caused by interference mother tongue or first language toward second language.”

⁸ Tarigan, op.cit., 79.

6. The Definition of Error Analysis

Talking about error analysis, Corder says that, “What has come to be known as ‘error analysis’ has to do with the investigation of the language of second language learners.”⁹

Based on Corder opinion, it means that investigation is needed in error analysis. When we learn second language, of course we have ever done error. We need error analysis to investigate the error. So, error analysis is useful to measure students’ comprehension in learning second language.

And other definition about error analysis from Tarigan is “Work procedural used by researcher and language teacher, consists of: collecting sample, identifying error in the sample, explaining the error, clasifying the error based its caused, and evaluating or measuring seriousness degree of the error.”¹⁰

So, the writer conclude that error analysis is finding out the learners’ error the analyzing it. And also analysis is a process based on analysis of learners’ error with one clear objective; evolving a suitable and effective teaching-learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language.

7. The Purposes of Error Analysis

According to Sidhar in Tarigan, there are four purposes of error analysis, as follows: Deciding the study material ordering, Deciding of ordering emphasize degree,

⁹ Corder, *op.cit.*, 14.

¹⁰ Tarigan, *op.cit.*, 68.

explanation, practice the study material, Planning the practice and remedial teaching, and Choosing point of examining student's ability.¹¹

The explanation of the purpose of error analysis is to determine the material to be analyzed so to explain and practice the material taught, conducting remedial and then from that the writer can choose a test based on the student's ability.

8. The Methodology Error Analysis

There are two opinions about methodology error analysis. The first come from Sridhar and the second come from Ellis. Methodologies error analysis based on Sridhar opinion are: Collecting data, Identifying error, Classifying error, Explaining error frequency, Identifying error area, Correcting error.

The method of error analysis based on Sridhar that we collect all the data to be analyzed, after collected then the writer can identifyng error of the data is then classify faults so explain the frequency of errors that occur on the data and then identify error area and correct them.

And Methodologies error analysis based on Ellis opinion are: Collecting the sample of error, Identifying error, Explaining error, Classifying error, Evaluating error.¹²

While according to Ellis is the first we have to collect sample of the errors that have occurred and to identify and

¹¹ Tarigan, op.cit., 69.

¹² Ibid., 70.

explain it then we could classify the errors that occurred and evaluate it.

The writer can conclude that error is a mistake, but error and mistake are not same. The mistake still able to correct by the students who make error but error is very fatal. Error is consistently mistake, because it is lack of knowledge and this has to correct by the teacher if there is not attitude, it can be a common mistake. And definition of error as Corder said: “What has come to be known as ‘error analysis’ has to do with the investigation of the language of second language learners”.

In investigation is needed in error analysis. When we learn second language, of course we have ever done error. We need error analysis to investigate the error. So, error analysis is useful to measure students’ comprehension in learning second language.

B. The Passive Voice

1. The meaning of the Passive

The passive can be said to have a grammatical meaning rather than a lexical one. It is a focus construction that exists to put the patient, i.e., the receiver or undergoer of an action. In subject position, the subject is acted upon and is thus “passive” indeed.¹³

¹³ Marianne Celce-Murcia and Diane Larsen-Freemen, *The Grammar Book*, (United States of America: Heinle & Heinle International Thomson Publishing, 1999) p.347

A sentence can be either in the active or passive voice. In an “active” sentence, the subject performs the action. To make an active sentence into a passive sentence, follow these steps :¹⁴

1. Place the complement of the active sentence at the beginning of the passive sentence.
2. If there are any auxiliaries in the active sentence, place them immediately after the new subject agreeing in number with the subject.
3. Insert the verb *be* after the auxiliary or auxiliaries in the same form as the main verb in the active sentence.
4. Place the main verb from the active sentence after the auxiliaries and *be* in the past participle.
5. Place the subject of the active sentence after the verb in the passive sentence preceded by the preposition *by*. (This can be eliminated completely if it is not important or is understood)

2. Transitive and Intransitive Verb

According to Eckersley, “An action expressed by a verb may pass over from a subject to an object.¹⁵ for example, in the sentence, “I read the book”, the action of “reading” is not confined to the doer only, but goes over from I to the

¹⁴ Michael A. Pyle and Mary Ellen Munoz Page, *TOEFL*, (Delhi: Nice Printing Press, 2011), p. 167

¹⁵ Eckersley, C.E. and J.M. Eckersley, *A Comprehensive English Grammar* (England: Longman Ltd, 1960), p. 154

book. When the action is expressed by the verb *goes* from a subject to an object, that verb is called a Transitive verb”.

In the sentences: *The sun rise; the child cried; a leaf fell*, the actions do not go beyond the persons or objects performing them. These verbs, as used in these sentences, have no objects. They are Intransitive verbs.

The only object that an intransitive verb can have is a cognate object, i.e. an object already implied more or less in the verb itself. Quite often, the same verb may be used transitively or intransitively. The following table is the example of Intransitive and Transitive :

Intransitive	Transitive
The bell rings.	The waiter rings the bell.
The window broke with the frost.	The burglar broke the window.
The door opened.	Tom opened the door.
Things have changed since I saw you.	I will go and change my clothes.
Time passes slowly when you are alone.	Will you pass the salt please?
My watch has stopped.	The driver stopped the car.
The class begins at 9 o'clock.	He began his speech with a humorous story.

3. Verb Voice

According to Eckersley, “If the person or thing denoted by the subject of a sentence is the doer of the action, then that form of the verb is the active voice, e.g”.

I believe you. (Active Voice)

If the person or thing denoted by the subject of a sentence is the receiver or sufferer of the action, then that form of the verb is the Passive Voice, e.g.

You are believed by me. (Passive Voice)

The passive voice is formed using the appropriate tense of the verb *to be* + *the past participle* of the verb. The following table is the examples of Active voice, which is changed into Passive voice:

Present Tenses	Active Voice	Passive Voice
Present Simple	Mr. Brown teaches this class.	This class is taught by Mr. Brown.
Present Continuous	Mr. Brown is teaching this class.	This class is being taught by Mr. Brown.
Present Perfect	Mr. Brown has taught this class.	This class has been taught by Mr. Brown.
Present Perfect Continuous	Mr. Brown have been teaching this class.	This class has been being taught by Mr. Brown

Note:

- Simple Present Tense
Active : $S + do/does + V1 + O$
Passive : $S + to\ be\ (am,\ are,\ is) + V3 + by + O$
- Present Continuous Tense
Active : $S + to\ be\ (am,\ are,\ is) + V1\text{-}ing + O$
Passive : $S + to\ be\ (am,\ are,\ is) + being + V3 + by + O$
- Present Perfect Tense

Active : $S + have/has + V3 + O$

Passive : $S + have/has + been + V3 + by + O$

- Present Perfect Continuous Tense

Active: $S + have/has + been + V1-ing + O$

Passive: $S + have/has + been + being + V3 + by + O$

Past Tense	Active Voice	Passive Voice
Past simple	Mr. Brown taught this class.	This class was taught by mr. Brown.
Past Continuous	Mr. Brown was teaching this class.	This class was being taught by Mr. Brown.
Past Perfect	Mr. Brown had taught this class.	This class had been taught by Mr. Brown.
Past Perfect Continous	Mr. Brown had been teaching this class	This class had been being taught by Mr. Brown.

Note:

- Simple Past Tense

Active : $S + did + V1+O$

Passive : $S + to be (was, were) + V3 + by + O$

- Past Continuous Tense

Active : $S + to be (was, were) + V1-ing + O$

Passive : $S + to be (was, were) + being + V3 + by + O$

- Past Perfect Tense

Active : $S + had + V3 + O$

passive : $S + had + been + V3 + by + O$

- Past Perfect Continuous Tense

Active : $S + had + been + VI-ing + O$

passive : $S + had + been + being + V3 + by + O$

Future Tense	Active Voice	Passive Voice
Future simple	Mr. Brown will teach this class.	This class will be taught by mr. Brown.
Future Continuous	Mr. Brown will be teaching this class.	This class will be being taught by Mr. Brown.
Future Perfect	Mr. Brown have taught this class.	This class will have been taught by Mr. Brown.
Future Perfect Continuous	Mr. Brown have been teaching this class	This class will have been being taught by Mr. Brown.

Note:

- Simple Future Tense

Active : $S + will + VI + O$

Passive : $S + will + be + V3 + by + O$

- Future Continuous Tense

Active : $S + will + be + VI-ing + O$

Passive : $S + will + be + being + V3 + by + O$

- Future Perfect Tense

Active : $S + will + have + V3 + O$

Passive : $S + will + have + been + V3 + by + O$

- Future Perfect Continuous Tense

Active : $S + will + have + been + VI-ing + O$

Passive : *S + will + have + been + being + V3 + by + O*

Passive may have the same form as *be + past participle* (used adjectivally), e.g. *The tree was uprooted by the wind.* (*Passive Voice*)

The tree was uprooted when we saw it. (be + Past Participle)

The passive is not merely a formal variant of the active voice, the passive can replace the active without any change of meaning, there is a difference in emphasis. The subject of the sentence is the main point of interest, the passive voice is the grammatical device that gives the object of a transitive verb prominence by making it the subject. So, when we want to place the emphasis on the performer of the action, we generally use the active voice, when we want to place the emphasis on the action, or on the receiver of the action, we use the passive voice. Thus, in the sentence:

John is cleaning the class. (Active Voice)

Our point of interest is primarily “John”. The sentence is the answer to some questions like: “What is John doing?”

In the sentence:

The class is being cleaned by John. (Passive Voice)

The emphasis is now on “the class” and the fact that it is being cleaned. This sentence is perhaps the answer to the question: “What is happening to the class?” We are not concerned with *who* is cleaning it; quite often, we should omit all reference to the agent (i.e. the person or thing that performs the action) and simply say: “The class is being

cleaned”. This is particularly the case where the agent is vague, unimportant, or unknown. In many other cases, when the active construction is changed into the passive, it is better to omit the agent.

The following table of examples will further illustrate this point:

Active Voice	Passive
My mother is making a cake	A cake is being made by my mother
He would cancel the meeting	The meeting would be canceled by him.
We can help you	You can be helped by us.
Someone stole my watch this morning.	My watch was stolen this morning.
We use pure butter in these cakes.	Pure butter is used in these cakes.
Rizki is taking the umbrella	The umbrella is being took by rizki.
Does the boy like it?	Is it liked by the boy?

The above table shows that only the transitive verbs that can be used in passive voice. The verbs of Incomplete Predication such as *seem*, *be*, *become*, etc., can never be used in passive; e.g. *He became King* could never have a passive form such as *A king was become by him*. Certain intransitive verbs can be made into transitive ones by the addition of a preposition. These verbs can be used in the passive voice, e.g.

His plan was laughed at by everyone who heard it.

That is a famous bed; it was slept in by Queen Elizabeth I.

The child will be cared for while she is away.

I believe the house was deliberately set fire to.

Such success was never dreamed of when we first started.

Though all transitive verbs can theoretically be made passive, there are cases where, in practice, the passive would not be used, for example:

He had a good breakfast before he went to work.

would not be used passively as:

A good breakfast was had by him....

Some verbs, such as *give, tell, show, lend, get, write, sell, buy, bring, make, fetch, promise, teach*, take two objects, one usually standing for a person, the other for a thing. The word for the person is INDIRECT OBJECT and is the first of the two objects, the word for the thing is DIRECT OBJECT, e.g. He sold us (indirect) his house (direct). Here, *us* means “to us”. His mother made Tom (indirect) a cake. Here Tom = “for Tom”.

Further examples:

He told me a story. I showed him my new car. He gave me some good advice. You owe him fifty pence. She taught him French. They promised Henry a bicycle for his birthday.

If a sentence containing two objects is expressed in the passive voice, either of those objects may become the subject, though it is perhaps more usual to make the personal object the subject of the passive voice, The following table :

Active Voice Sentences with Two Objects

Subject	Verb	Direct Object	Indirect Object
They	Gave	an award	to Rina
The teacher	Gave	the books	To the students

Subject	Verb	Indirect Object	Direct Object
They	gave	Rina	an award.
The teacher	gave	the students	the books

Note: When you put the indirect object before the direct object you do not need a “to.”

Passive Voice Sentences

Subject	Verb	Indirect Object	Agent
An award	was given	to Rina	(by them.)
The books	was given	to the students	(by teacher)

Subject	Verb	Direct Object	Agent
Rina	was given	an award	(by them.)
The students	was given	the books	(by teacher)

Note: When you move the indirect object to the subject position, you omit (delete) the "to."

When the subject is the agent or actor of the verb, the verb is in the active voice. When the subject is the patient, target or undergoer of the action, it is said to be in the passive voice.

In a transformation from an active-voice clause to an equivalent passive-voice construction, the subject and the direct object switch grammatical roles. The direct object gets promoted to subject, and the subject demoted to an (optional) complement. In the examples above "*an award* and *the books*" serves as the direct object in the active-voice version, but becomes the subject in the passive version. The subject of the active-voice version "*they* and *the teacher*", becomes part of a prepositional phrase in the passive version of the sentence, and could be left out entirely.