

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

This chapter explains about theoretical framework, that consists of grammar, passive voice and error analysis. Grammar consists of the definition of grammar. Passive voice discusses about the definition of passive voice, the distinction between passive and active voice, and the rule of changing active into passive voice. Then error analysis consists of the definition of error analysis, the difference between error and mistake, and types of surface strategy taxonomy error proposed by Dulay et al.

2.1.1 Grammar

When we talk about grammar, we talk about the patterns of a language too because to master grammar correctly, we must know the language grammatically and how to arrange it. We must know that every language grammar has many patterns based on situation and condition. Grammar is concerned with a language's structure (Lynn, 2010:164). When someone wants to write sentences, she/he must be capable in grammar because grammar is a study of rules about how words are arranged to express the meaning. It seems this concept is the same as the one proposed by Cowan in Kurniasih (2013:14). Grammar is defined as a rule to arrange words to form sentences in a particular language.

Cambridge Advance Learner's Dictionary, 3rd ed, s.v. "Grammar is (the study or use of) the rules about how words change their form and combine with other words to make sentences". Grammar is a study about the rules of words

arranged to be a sentence with logical meaning. Ur in Azhar (2015:118) said that grammar as the way words are put together to make correct sentences. Azhar (2015:123) also states in his book *Developing English Language Teaching Materials, Tests, and Assessments (A Practical Guide for English Language Teaching)*, grammar is a sentence that must be correct both structure and grammar. In this context, structure deals with sentence patterns of language while grammar emphasizes on meaning, functions, and dictions.

Grammar is the subject or science which deals with words, how they are formed, their shape, their bearing on each other. There are broadly two theories about the best use of grammar: one is 'prescriptive', the other 'descriptive'. Prescriptive grammar is the rules of engagement, what we should or should not say or write, while descriptive grammar is a study of how the language is used, nothing regular and other uses without seeking to determine what is correct. One is an instruction manual, the other a plain record. Any worthwhile study of language should harness both approaches, for they temper each other: any living language will continue to evolve, so we cannot have too fixed a set of rules; equally, an approach which tries to do without rules and guidelines will only accelerate the decline of language as an instrument of communication (Sharpley, 2011).

Grammar helps students to comprehend their reading text, speaking, listening, and writing. Hence, the students are demanded to have grammar ability, in order that they are able to apply it correctly in their daily spoken and written language.

2.1.2 Passive Voice

Passive voice is one of grammar component that should be studied by student because the passive voice exists in both spoken and written English, and it is used very often in technical writing. Before the researcher discusses about passive voice, firstly the researcher would like to discuss about voice. According to Murthy (2003) said that voice is the form of the verb which indicates whether a person or a thing does something or something has been done to a person or a thing (Sitorus & Sianipar, 2015:136).

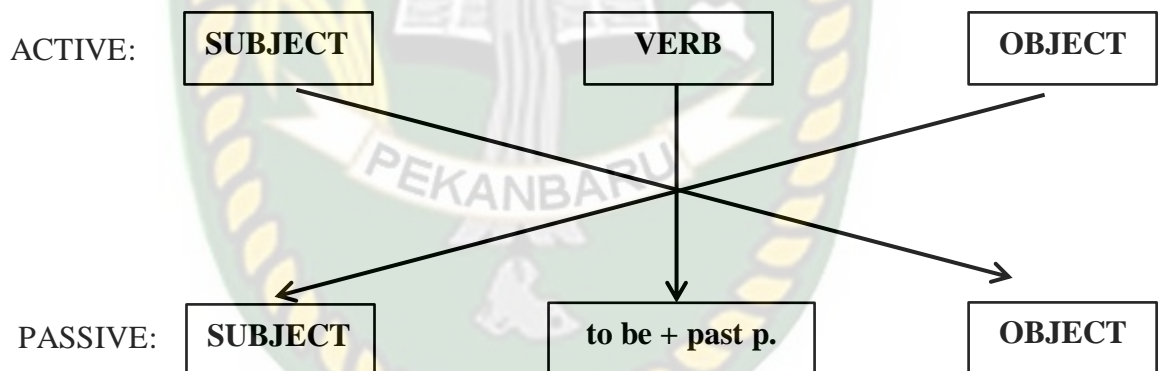
In other words, voice is the characteristics of a verb that distinguishes between subjects as actors of action of the verb (active voice) and subject as the receiver of action of the verb (passive voice) (Ehrlich & Murphy, 2014). There are two kinds of voice, that are active voice and passive voice. If the subject of a sentence performs the action of the verb, the verb is said to be in the "active voice", for examples: *I stopped. I bathed. The dog bit John.* On the other hand, if the subject is acted upon by the verb, the verb is said to be in the "passive voice", for examples: *I was stopped. = (Someone stopped me.). I was bathed. = (Someone bathed me.). John was bitten by the dog* (Elmadwi, 2015; Hurtik & Lillard, 1986).

Active verb is used to say what the subject does, whereas passive verb is used to say what happens to the subject (Murphy, 1985:82). Werner & Nelson (2007:336) said that all verbs have active voice forms, but only transitive verbs (verbs that taken an object) can appear in either the active or the passive voice and the voice (active or passive) does not normally affect meaning but it does change the focus of the sentence. Passive voice is the verb form that the subject receives

the action. Veit (1986:179) states when a verb is in the active voice, the subject of the sentence performs the action.

The passive is formed by be + ed (past participle). In a passive sentence the object of an active verb becomes the subject of the passive verbs (UPT Bahasa UR, 2004:96). The object in an active sentence becomes the subject in a passive sentence, otherwise the subject in an active sentence is the object of *by* in a passive sentence (Azar, 2002:208). In other words, Puspitasari & Kusumastuti (2014:91) state that passive voice is a sentence which the subject and the object are reversed. The figure can be seen as follows:

Figure 1. The Passive



Source, UPT Bahasa UR (2004:95)

In addition, Ater (1986:10-12) said that active voice is a sentence that the subject does or works something, whereas passive voice is a sentence that the subject as the receiver or sufferer of the action. When someone wants to discuss about active and passive voice of English, she/he may not escape from the grammar. She/he has to know the structure of the English sentences in the passive voice. In changing active voice into passive voice, if you want to change an active

voice sentence to passive voice, consider carefully who or what is performing the action expressed in the verb, and then make that agent the object of a “by the...” phrase make what is acted upon the subject of the sentence, and change the verb to form of be + pas participle (Bintang, 2014:105).

The passive reduces the importance of the agent of the action and fulfill the discourse functions (Yannuar, et al., 2014: 1401). Object or doer can be written or omitted. If the doer unknown, such as *by him, by her, by them, by someone, etc.*, it can be omitted (Djauhari 1986; Widjaja 2013;).

For example,

Active : We make butter from milk.

Passive : Butter is made from milk.

(Murphy, 2007:243)

The passive voice is used when the agent (the doer of the action) is not known for certain, when it is undesirable to mention the agent, or when there is a need to emphasize the person or thing undergoing the action rather than the one performing it (Al-Raba’a, 2013:210). Alexander (1990:182) in his book stated :

*In the active voice, the subject of the verb is the person or thing that does the action, e.g. **John burnt** the dinner last night. in the passive voice, the action is done to the subject, e.g. **The dinner was burnt** last night. We form the passive with a suitable form of **be + past participle**. Only verbs which taken an object (**transitive verbs**) can go into the passive, e.g. **The dinner was burnt**. (But not “The plane was arrived.”).*

Passive voice is the form of a verb or a sentence which the subject of the sentence is affected by the action of the verb and only transitive verbs that can be

changed into passive voice. In Indonesian Language, passive voice is “*kalimat pasif*” that the verb is added with affixes “*di-, ter-, ke-, di-kan, ke-an*” and the subject is not as doer by the action, but it is as the target by the action (Oktaviyanti, 2012:5). This is form of the passive: **Subject + to be + past participle (by)** (Priyasudiarja, 2013). Table 2.1 shows the forms of passive that adopted by Azar & Hagen (2011: 259).

Table 2.1
The Forms of Passive (Azar & Hagen, 2011: 259)

Tenses	Active	Passive
SIMPLE PRESENT	Farmers <i>grow</i> corn.	Corn <i>is grown</i> by farmers.
SIMPLE PAST	The news <i>surprised</i> Sara.	Sara <i>was surprised</i> by the news.
PRESENT PROGRESSIVE	Diana <i>is copying</i> the letters.	The letters <i>are being copied</i> by Diana.
PAST PROGRESSIVE	Diana <i>was copying</i> the letters.	The letters <i>were being copied</i> by Diana.
PRESENT PERFECT	Jack <i>has mailed</i> the letter.	The letter <i>has been mailed</i> by Jack.
FUTURE	Mr. Lee <i>will plan</i> the meeting.	The meeting <i>will be planned</i> by Mr. Lee.
	Sue <i>is going to write</i> the report.	The report <i>is going to be written</i> by Sue.

In this study, the writer limited passive voice in two tenses, namely simple present and past tense. Simple present is used for something that is permanently true and for habits and repeated actions, whereas simple past is used for a completed action or state in the past (Walker & Elsworth, 2000: 11-15). The

writer also takes the passive modal auxiliaries. According to Azar & Hagen (2011:269) said that modal auxiliaries are often used in the passive that the form is **modal + be + past participle**. Table 2.2 shows the forms of passive modal:

Table 2.2
The Forms of Passive Modal Auxiliaries

Active Modal Auxiliaries	Passive Modal Auxiliaries
Bob <i>will</i> mail it.	It <i>will be</i> mailed by Bob.
Bob <i>can</i> mail it.	It <i>can be</i> mailed by Bob.
Bob <i>should</i> mail it.	It <i>should be</i> mailed by Bob.
Bob <i>ought to</i> mail it.	It <i>ought to be</i> mailed by Bob.
Bob <i>must</i> mail it.	It <i>must be</i> mailed by Bob.
Bob <i>has to</i> mail it.	It <i>has to be</i> mailed by Bob.
Bob <i>may</i> mail it.	It <i>may be</i> mailed by Bob.
Bob <i>might</i> mail it.	It <i>might be</i> mailed by Bob.
Bob <i>could</i> mail it.	It <i>could be</i> mailed by Bob.

(Adopted from *Fundamentals of English Grammar*, 2011: 269)

Murthy in Sitorus & Sianipar (2015:137) divides six basic rules that must be understood in changing active voice into passive voice, they are:

1. A sentence can be separated into subject, verb, and object. For example,

George wrote a letter. (Active voice)

S V O

2. The object of the sentence must be turned into subject. For instance,

(Active voice) George wrote a letter.

(Passive voice) A letter was written by George.

3. The *be* form must be used which suitable with the tenses of the verb. For

example, (Active voice) George wrote a letter. (Past tense)

(Passive voice) A letter was written by George. (To be is *was*)

4. Past participle of the verb must be used. For example,

(Active voice) George wrote a letter.

(Passive voice) A letter was written by George. (Past participle of *wrote* is *written*).

5. Preposition of *by* must be added. For instance,

(Active voice) George wrote a letter.

(Passive voice) A letter was written by George.

6. The subject must be made the object, because the doer is known. For example, (Active voice) George wrote a letter.

(Passive voice) A letter was written by George.

2.1.3 Error Analysis

Error in foreign language learning cannot be avoidable for students. The study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process (Khansir, 2012:1029). Dulay et al (1982:138) stated that errors are the flawed ide of learner speech or writing.

Brown (2000:217) states that error as noticeable deviation from the adult grammar of a native speaker. Errors and mistakes are different which errors are the result of incomplete learning and linguistic incompetency of the learners and

errors cannot be self-corrected, while mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. (Jabeen, 2015:53). If a learner sometimes uses the correct form of a certain structure or rule and later on uses the wrong one, then it is a mistake and can be self-corrected. However, if he/she always uses it wrongly, then it is an error (Al-Khresheh, 2016:51).

Presada & Badea (2014: 49) argued that error analysis (EA) can be a very effective tool for improving students' English language acquisition and skills. Other opinion by Krisnawati (2013:186) stated that error analysis focuses on learners' creative ability to construct language. It means that the students are self-motivated to create a structure that she/he has not mastered. The study of errors are carried out by means of error analysis in the 1970s, error analysis supplanted contrastive analysis which sought to predict the errors that learners make by identifying the linguistic differences between their L1 and the target language (Ellis, 1999:47). Khansir (2012:1029) defines that error analysis is a type of linguistic analysis that focuses on the errors learners make.

Dulay et al (1982:146) say that the most useful and commonly used bases for the descriptive classification of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communication effect taxonomy. In this research, the researcher only takes one descriptive classification of errors based on Dulay et al theory, that is surface strategy taxonomy. Surface strategy taxonomy highlights the way surface structures are altered: learners may omit necessary items or add unnecessary items; they may misform items or misorder

them (Dulay et al, 1982:150). Thus, they divide surface strategy taxonomy errors into omission, addition, misformation, and misordering.

1. Omission

According to Dulay et al (1982:154-155) omission errors are characterized by the absence of an item that must appear in a well-formed utterance. There are several grammatical morphemes that often omitted of function words rather than content words, namely noun and verb inflections, articles, verb auxiliaries, and prepositions. For instance, **Mary president new company*. The words of *Mary, president, new and company* are the content morphemes that carry the burden of meaning, while the grammatical morphemes *is, the, of,* and *the* are omitted.

2. Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. It is opposite of omission (Dulay et al, 1982:156). For example, **He doesn't knows my name*.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure (1982:158). For instance, **The dog eated the chicken*. It is not the right one in past tense form.

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (1982:162). For examples, **He is all the time late*. *All the time* is misordered, and then **What Daddy is doing?. Daddy* is misordered.

2.2 Relevant Studies

As a matter of fact, there are some studies about passive voice, they are:

The first is conducted by Surti Aprilia (2011), the research title is *Students' Ability in Identifying Passive Voice in Reading Text at the Second Year of SMAN 3 Teluk Kuantan*. The writer used two instruments to collect the data, test and interview. The form of test was underlining the correct passive voice in reading text. The test items were taken from text book of senior high school. Then the writer directly interviewed the students about the factor that influence ability in identifying passive voice in reading text. The students' abilities were categorized into four categories, namely the score about 80-100 is good to excellent, 60-79 is average to good, 50-59 is poor to average, and 0-49 is poor. The result of the research is the ability of second year students of SMAN 3 Teluk Kuantan in identifying passive voice in reading text is in poor to average level (55.8) and the factors that influence the students' ability in identifying passive voice in reading text were low motivation, limited time, intelligence, teacher's method, class condition, environment, family, and peers.

The second is conducted by Rina Delita (2012), the research title is *The Students' Ability in Using Passive Voice at the Second Year Students of State Senior High School 1 Tambusai Utara*. In her descriptive research, she discussed about students' ability in using passive voice that would be investigated in tenses such as present tense, past tense, present perfect, past perfect, progressive, simple future, and future perfect. The tool of collecting data is essay test. The test

consisted of types of passive voice in 25 items and the students were given 4 scores by correct one answer.

After gaining the data, the writer analyzed the sentences into statistical data by giving percentage, i.e. Good (76%-100%), Fair (56%- 75%), Less (40%-55%), and Bad (less than 40%). Based on the finding in the research, in the first test, the students' ability in using passive voice in written language score is 3168 with average score is 63.36 can be categorized fair. In the second test, the students' score is 3188 with average score is 63.76 can be categorized fair and in the third test, the students' score is 3228 with average score is 64.56 can be categorized fair. It can be concluded that the score of the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara is 3194.67 with average score 63.89 can be categorized fair.

The third is conducted by Fendik Wahyoe Saputro (2017), the research title is *An Error Analysis on the Use of Passive Voice in Writing Report Text by Eleventh Grade Students of SMAN 1 Nganjuk 2016/2017*. The purposes of the research are to know the types and sources of errors. The data was gathered using written test about report text. The researcher found that the students made four out of five categories based on linguistic category taxonomy in passive voice area. The highest one is be, which has the number of 12 or 41,38%, verb with the total number of 9 or 31,03%. The third one is subject-object with total number of 7 or 24,14%, and pronoun with only 1 or 3,45%. The last category of error is by phrase, which is not made by the students. Then, the researcher found that 12

errors caused by the carelessness of the students, 10 errors caused by first language interference, and 1 error caused by translation.

Based on the past studies above, this research has difference with others. In this research, the researcher only focussed on students' errors in using passive voice and neglected the scores of test, while in Surti Aprilia (2011) entitles *Students' Ability in Identifying Passive Voice in Reading Text at the Second Year of SMAN 3 Teluk Kuantan* and Rina Delita (2012) entitles *The Students' Ability in Using Passive Voice at the Second Year Students of State Senior High School 1 Tambusai Utara* used scores and interval scale to measure students' ability in using passive voice and know students' level in using passive voice. Meanwhile, this research and Fendik Wahyoe Saputro (2017) entitles *An Error Analysis on the Use of Passive Voice in Writing Report Text by Eleventh Grade Students of SMAN 1 Nganjuk 2016/2017* have the same purpose, to know the types errors made by students in using passive voice which this research only focussed on the types of Surface Strategy Taxonomy error proposed by Dulay et al (1982) , but Fendik Wahyoe Saputro (2017) used types of Linguistic Category Taxonomy error proposed by Dulay et al (1982). All of subjects of the past studies above were also different; the subject of this research is third grade students of MTsN 3 Kuantan Singingi.

2.3 Conceptual Framework

This study aimed to know the types of errors made by third grade students of MTsN 3 Kuantan Singingi in using passive voice and kind of errors frequently occurred based on Surface Strategy Taxonomy theory proposed by Dulay et al

(1982). In collecting the data, the writer gave test for students after they learn about passive voice that consist of 25 items of active sentences. The sentences were choosen randomly by two books based on the tenses (simple present and past tense) and then asked students to change in to passive sentences. After the writer got the data, she analyzed students' answers who focussed on students' errors and neglected the scores. The figure can be seen as follows:

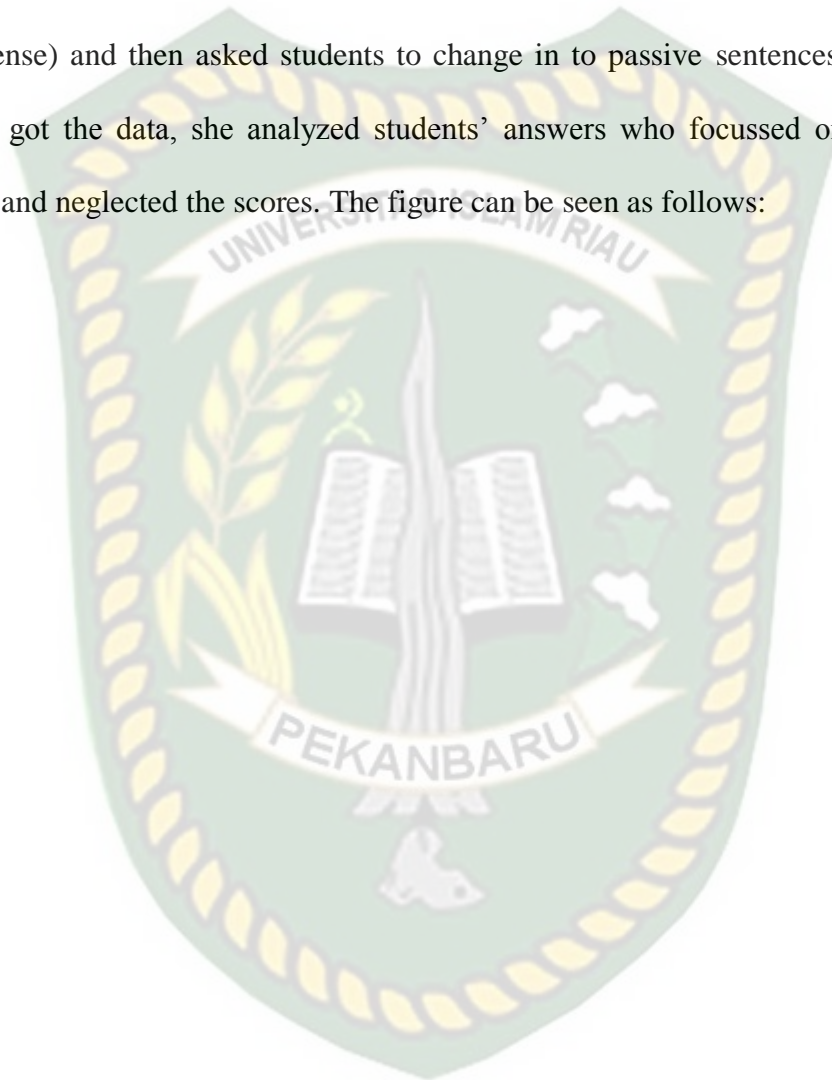
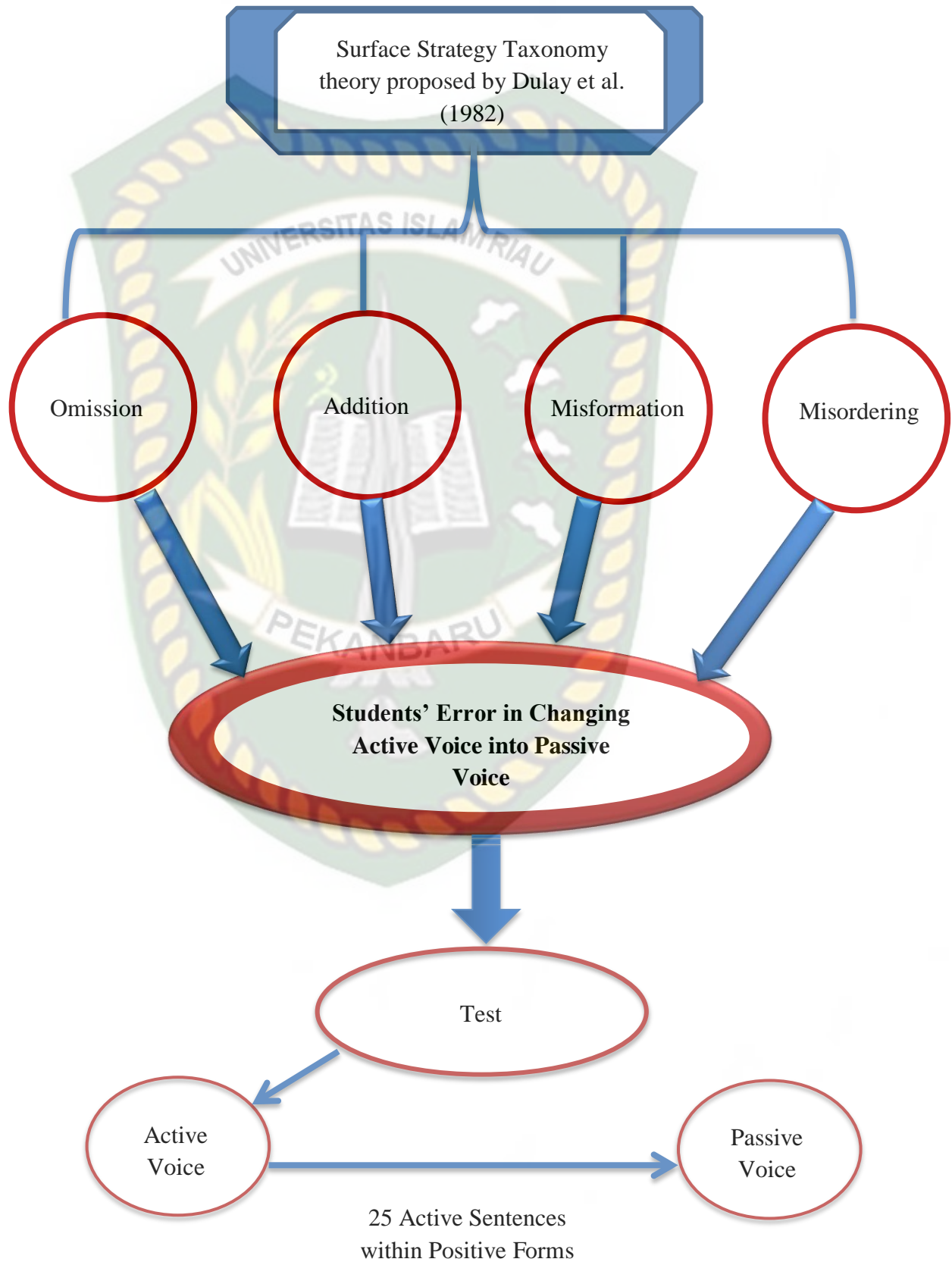


Figure 2. Conceptual Framework



2.4 Assumption

In this research, the researcher assumes that third grade students of MTsN 3 Kuantan Singingi are able to change active voice in to passive voice because they have studied about passive voice.

