

Chapter Two

Literature Review

This chapter attempted to share about the crucial recourses related to the study. There were some segments classifications, such as firstly, error which consisted of the definition of error, the differences between error and mistake, cause of error, error classification, and error correction's significance. Secondly, an error analysis consisted of the definition of error analysis, the use of error analysis, and the procedure of error analysis, and the strategies on correcting error. Thirdly, passive voice which consisted of the definition of active voice, the definition of passive voice with the examples of passive voice. Finally, the review of previous studies and the conceptual framework of this research became the last aspect discussed.

Error

Definition of Error. In Second Language Acquisition (SLA), the study of error analysis was crucial. It could not be denied that Second and Foreign Language Learners often make error in learning. Each teacher always met the students who make error in learning process both oral and written. Shan-Ling (2012) argued that language acquisition occur when the learners make errors. According to the Webster Dictionary, error is an act concerning an unintentional deflection from truth or accuracy. Shan-ling (2012) highlighted that an error is an essential segment for learners to master language rules and it is not a great failure for learner because it is such a part of language ability development.

From those experts' statements, an error could not be avoided because it was natural, even the smartest learners had ever experienced because it was such kind a process of learning. If there was no error and mistake in learning process, it could not be called as learning process. Expert teachers had ever made errors and mistakes not only in teaching and learning process but also in daily activities. Jabeen, Kazemian, & Mustafai (2015) maintained that error is not obviously horrible instead of a crucial segment and aspect in a language learning process.

Differences between Error and Mistakes. Error and mistake were two synonymous but they were not the same because they were used in the different context. Corder (1981) argued that the perseverance outcome of mother tongue habits in the new language is an error. The unawareness of the learner in language rules is an error (Shan-ling, 2012). Error could be revised by the learner because error was the incomplete result in learning and linguistic incompetency of the learner (Jabeen, Kazemian, & Mustafai, 2015).

It could be concluded that an error was such kind the result of incapable of the learner in acquiring the linguistic properly, therefore the learners often made errors in learning, and unfortunately they could not revise their errors by themselves. Errors were formed by the habits of the learners when the learners unaware in the rules of language itself.

Mistake. Unlike error, mistake had different meaning from error itself although these words had a synonym. Mistake is a moment when the learners are abortive to perform their competence in learning (Nzama, 2010). Mistake is what the learners' sloppiness in using the language use they have mastered (Shan-ling,

2012). Mistake was the consequence of the desperate performance of language due to several aspects, such as exhaustion and recklessness of the learner (Jabeen et al., 2015).

In short, mistake was different from error because mistake did not occur from incapable learners, but the learners' recklessness. The learners had already mastered the linguistic knowledge properly, but when they did mistakes, they could revise them when are shown. The mistakes occurred because of some factors, such as recklessness, unawareness, exhaustion, sleepiness, and even in a hurry.

Cause of Error. Causes of errors are classified into two parts; they are intralingual and developmental error (Richard, 1985). Those classifications were elaborated as follows:

Intralingual Errors. Richard (1985) mentioned that this error is reflection of the broad features of rule learning, such as incomplete of rules, faulty generalization, and failure to learn conditions under rules apply. Unlike Richard's statement, Brown (2000) offers little bit different perspective from Richard's about intralingual transfer that it is the final result of the progress of the learners in second language, their existing subsumes and their prior experience start to include structures inside the target language itself. Richard (1985) pointed out that intralingual transfer is able to be classified into several segments; they are overgeneralization, ignorance of rule restriction, incomplete application of rules, and faulty generalization.

Overgeneralization. This overgeneralization was the moment where the

learners generally involved the new creation of the limitation material they had learnt already. Ellis (2003) argued that overgeneralization forms the learner discovers easy way to acquire and process. Overgeneralization was the process of the learners in cultivating new language data in their mind and producing rules for its production, based of proof. For instance, “*It is happened*” was a little evidence of overgeneralization.

Ignorance of Rule Restriction. This type was little bit same as generalization. The learners failed to detect the limit of current structures. The learners made the rule previously in the new situation, as in “*The guy who I saw him.*” was one of several examples of this type.

Incomplete Application of Rules. This type was often used in the question forms. It occurred when the learners failed to completely develop a certain structure required to produce appropriate sentence. Hubbard (1983) highlighted that this source of error is called *mother tongue interference*. This was the outcome of the phonology and the first language grammar imposed them on the new language, as in examples:

Teacher’s questions:

What’s she doing?

How much does it cost?

What does Princess have to do?

Student’s answers:

She opening the window.

It cost ten rupiahs.

Princess have to do sleep.

False Concept Hypothesized. This cause of error was something due to poor item of teaching. Hubbard (1983) mentioned that this cause of error is called *error encouraged by teaching material or method*. This was the outcome of a

teacher may over in stressing the auxiliary verb in the repeated questions and find it echoed in the response then. For instance, the sentence “*One day it was happened.*” was incorrect because the word ‘was’ may be interpreted as the past tense mark.

Developmental Error. Richard’s (1985) research on the developmental error is the outcome of the learners who attempt to form a hypothesis about the English from their limited experience of it in the classrooms or textbooks.

Unlike those experts’ statements about the causes of error, Shan-ling (2012) had different classification of the causes of error. Shan-ling’s research (2012) aimed at the causes for errors are divided into three segments:

Inter-lingual Errors. The cause of the error was the negative language transfer because of the mother tongue habits or cultural habits of the learners in translating into the target language.

Intra-lingual Errors. The cause of the error was an incomplete learning or wrong understanding of the rules of the target language made by the learners. The learners tended to generalize the language material they had already learnt and discovered the rule of language itself.

Other Error. This error occurred in the cultural habits of the target language, inappropriate learning materials and teaching, pronunciation, words, expression, style, and usage.

Classification of Error. Feltsen (2009) stated that there are five different categorizes of error typologies, such as:

Grammatical Errors. Errors made by the learners in verb choice.

Example: *The president in Indonesia is very eminent.* According to the sentence, the learner chose ‘eminent’ instead of the correct verb ‘well-known’.

Words Missing. The learner failed to put a word in a sentence, whereas the word was very necessary in the sentence. Example: *The English Education Department at UMY consists 20 classes.* According to the sentence, the learner missed the word ‘of’ in-between ‘consists’ and ‘20’.

Morpheme Errors. Errors made by the learners in morpheme. Example: *The singer sang the songs perfect.* According to the sentence, the learner made an error in the word ‘perfect’, whereas it needed ‘ly’ as a suffix.

Word Order. The learners switched word position in their correct writing. Example: *My mom not can take me home.* The example shows that there was a word order error. The learner should write “*My mom cannot take me home*”.

Spelling Errors. The learners made an error in the spelling. Example: *Joanna and Jane reat and wrait a book.* The example showed that the learners made two errors in spelling which were ‘reat’ and ‘wrait’ They should be ‘read’ and ‘write’.

Categories of Error. There were several kinds of taxonomy classification errors according to some experts. Azar’s study (as cited in Chotimah 2013) noted the kinds of errors as follows:

Table 2.1. Table of Kinds of Errors Based on Azar’s Study (1992).

No.	Kinds of Errors	Examples	Correction
1.	Article	She bought <i>a</i> apple.	She bought <i>an</i> apple.
2.	Punctuation	What are you doing.	What are you doing?
3.	Spelling	You are <i>embarrasing</i> .	You are <i>embarrassing</i> .

4.	Capitalization	I am from <i>indonesia</i> .	I am from <i>Indonesia</i> .
5.	Unclear Meaning	<i>She</i> borrowed some smoke.	???
6.	Word Form	Incess is a <i>beauty</i> lady.	Incess is a <i>beautiful</i> lady.
7.	Word Choice	He walks <i>between</i> many people.	He walks <i>among</i> many people.
8.	Singular – Plural	She <i>have</i> been here for a day.	She <i>has</i> been here for a day.
9.	Verb Tense	They <i>learn</i> English yesterday.	They <i>learnt</i> English yesterday.
10.	Add a word	Wait ^ me, please!	Wait <i>for</i> me, please!
11.	Omit a word	They came to <i>the</i> my house yesterday.	They came to my house yesterday.
12.	Word Order	I watch those movies <i>twice</i> .	I watch <i>twice</i> those movies.
13.	Incomplete Sentence	You got five. <i>Because</i> you didn't study.	You got five <i>because</i> you didn't study.

Unlike Azar's study, Dulay's study (as cited in Qodir, 2006) stated that the linguistic categories, comparative taxonomy, communication effect taxonomy, and surface strategy taxonomy are the most useful and frequently used descriptive classification of error.

Linguistic Category. The linguistic category subsumed errors according to either the specific linguistic constituent or the error effect the language component. Language components consisted of syntax and morphology (grammar), phonology (pronunciation), semantics and lexicon (meaning and vocabulary), and discourse (style). These were the errors types based on linguistic category:

Table 2.2. Table of the Errors Types Based on Linguistic Category.

Linguistic Category	Error Types	Example	Correction
Morphology	1. Third person singular present		
	* Failed to put <i>-s</i>	* She <i>wake</i> up early.	She <i>wakes</i> up early

	* Wrong position to put <i>-s</i>	* He put my bag <i>downs</i> .	He <i>puts</i> my bag down.
	2. Past tense		
	a. Regular past tense		
	* Ommision of <i>-ed</i>	* They <i>save</i> me.	They <i>saved</i> me.
	* Adding <i>-ed</i> to past formed	* She <i>openeded</i> the door.	She <i>opened</i> the door.
	b. Irregular past tense		
	* Regularization by adding <i>-ed</i>	* She <i>drived</i> me to the college.	She <i>drove</i> me to the college.
	3. Progressive		
	* Ommision of <i>-ing</i>	* Uda is <i>write</i> a novel.	Uda is <i>writing</i> a novel.
	4. Past participle		
	* Failed to use <i>-ed</i> or irregular verb	* Luffy has <i>eat</i> my cake.	Luffy has <i>eaten</i> my cake.
	5. Article		
	* <i>A</i> is used for <i>an</i> before vowel	* <i>A</i> Australian.	<i>An</i> Australian.
	* <i>An</i> is used for <i>a</i>	* <i>An</i> little girl.	<i>A</i> little girl.
	6. Plural		
	* Ommision of <i>-s</i>	* She has three <i>book</i> .	She has three <i>books</i> .
	7. Possesive		
	* Ommision of <i>'s</i>	* <i>Uda</i> hair is short.	<i>Uda's</i> hair is short.
	8. Comparative		
	* Use of <i>more</i> and <i>+er</i>	* She is <i>more shorter</i> than me.	She is <i>shorter</i> than me.
Syntax	1. Noun phrase		
	a. Determiners		
	* Ommision of the article	* This is pen.	This is <i>a</i> pen.
	* Use wrong possessive.	* My sister broke <i>its</i> arm.	* My sister broke <i>her</i> arm.
	b. Nominalization		
	* Simple verb used instead of <i>-ing</i>	* <i>By reading</i> it.	* <i>By to read</i> it.
	* Ommision of <i>by</i>	* The boy helped her	* The boy helped

		by cutting the trees down.	her <i>putting</i> the trees down.
2. Verb phrase			
a. Ommision of verb			
* Ommision of <i>to be</i>		* You crazy.	You <i>are</i> crazy.
b. Use of progressive			
* Ommision of <i>be</i>		* He climbing.	He <i>is</i> climbing.
* Replacement of <i>-ing</i> by simple verb		* She is read a book.	She is <i>reading</i> a book.
3. Transformations			
a. Negative transformations			
* Multiple negation		* She <i>does not never</i> love him.	She <i>never</i> love him.
b. Question transformations			
* Ommision of auxiliary		* How you know?	How <i>doyou</i> know?

Comparative Category. Dulay (1982) stated that the classification of errors in a comparative taxonomy is constructed from the comparison between certain other types of construction and the structure of second language errors. There were subtypes of errors based on the comparative taxonomy:

Developmental Error. This error made by the children who were learning the target language as their first language, for instance in sentence “He crazy.”

Interlingual Error. This error was comparable in structure to a semantically equivalent sentence or phrase in the language of the native learner, for instance in sentence “I love boyfriend I.”

Ambiguous Error. This error occurred because this error reflected the language structure of the native learner, and at the same time, these types were found in the children speech who were acquiring their first language, for instance

in sentence “I no have money.”

Other Error. This error was different from the errors which had been mentioned above, for instance in sentence, “She does pretty.”

Communicative Effect Taxonomy. This classification dealt with error from the perspective of their effect on the reader or listener. There were two subtypes under this category:

Global Error. This error affected overall sentence organization significantly with the result which damage the communication, for instance in sentence “English language use many people in India” meant (Many people use English in India).

Local Error. This error affected the structure of the sentence or only a single element in a sentence, but it did not significantly damage the communication, for instance in sentence “Why he like me?” means (Why does he like me?).

Surface Strategy Taxonomy. This classification stressed the ways surface were transformed. The learners might *add* and *omit* items even they might *misorder* items or *misform* them. To analyse the errors from surface strategy viewpoint focused on identifying the cognitive process which emphasize the learner’s reconstruction of the new language. There were several subtypes of this error based on the surface strategy taxonomy, as follows:

Ommision. This type of errors was characterized by the absence of an item which had to appear in a well-formed utterance. The language learners tended to omit the grammatical morpheme much more repeatedly than the content of words.

The content words comprise adverb, adjectives, verbs, and nouns. While the grammatical morphemes comprised of verb inflection and noun, preposition, articles, and verb auxiliaries. Example:

Jokowi president Indonesia 2014-2019. This sentence should be

“Jokowi **is the** president **of** Indonesia **on** 2014-2019.”

Addition. This type of errors was the opposite of omission. It was characterized by the presence of a new item which had not to appear in a well-formed utterance. There were three categories of addition, such as:

- a. *Double Marking.* This type was the failure to omit or delete certain items which were not necessary in some linguistics contradictions.
Example: I **did not pulled** him to the swimming pool.
- b. *Regularization (Overgeneralization).* This type was characterized by the language learners who added items to exceptional item. Example:
She **putted** my phone on the table last night.
- c. *Simple Addition.* This type was neither a double marking nor regularization. Example: This a cat is yours.

Misformation. This type was categorized by the wrong form of the structure or morpheme used. There were three categories of misformation continually reported in the literature, such as:

- a. *Regularization.* This subtype of misformation errors category were those in which a regular marker was used in place of irregular form, for instance *oxed* for *oxen* or *begined* for *began*.
- b. *Archi-form.* This subtype of misformation was the selection of a

member of a class of forms to represent others in the class, for instance a students or learners might momentarily select just one of the English demonstrative adjective that, this, those, and these to do the work for some of them: *'that cat'* or *'that cats'*.

- c. *Alternating form.* This subtype of misformation was that as the grammar and vocabulary of the learner grow rapidly, the used of archi-forms frequently gave way to fairly free alteration of several members of a class with each other, for instance: *'those cats'* and *'this cats'*.

Misordering. This type of errors was considered by the inappropriate location of a morpheme or group of morphemes in an utterance, for instance in sentence *'I get up early always.'* should be *'I always get up early.'*

Error Correction's Significances. Koni and Leka (2015) highlighted at errors in foreign language assisted to figure the language learning process out and as a consequence the integration of the psychology of the learning process. Not to mention, it assisted the teachers not only to make their students aware that their target language were incorrect, but also to accord the good information to make a correct grammatical rule to transfer the source language into the target language to their students. Fang and Xue-mei (2007) mentined that there are four significances of error analysis, as follows:

1. The teachers were assisted with error analysis to acquaint their students' errors.
2. The teachers were assisted to distinguish how far the progress of the learners.

3. Error analysis was necessary for the learners themselves because they are able to contemplate that making error as a device for them to learn.
4. Error analysis was able to enhance the theory of second language learning because the success came from mistakes, and mistake was used to gain feedback.

Error Analysis

The Definition. There were several experts' definitions about error analysis. Abeywickrama (2010) pointed out that an error analysis is such a classic instrument for explaining an error made by the learners of other languages to figure out the reasons why the learners make error with different group learner. Abushihab (2014) argued that an error analysis has two roles which are theoretical for methodology aspect and describe the learners' acquaintance of the target language because it is a branch of Applied Linguistics. Brown's study (as cited in Amara, 2015) stated that the course to investigate, observes, and classifies the deviations of second language rules and to reveal the systems that is operated by learner is an error. Khansir (2012) pointed out that an error analysis fundamental is to find out about how the students produce correct and incorrect utterances.

According to the experts about the definition of an error analysis, the researcher summarized that an error analysis was such kind of creative and worthy device to help both the teacher and the Second and Foreign Language Learner in teaching and learning process. The learners got used to correcting or revising their errors by making errors in transferring the source language into the target language properly. For the teachers, it was such a tool to evaluate them whether

their teaching was quite successful or not. Therefore, we could not deny the used of error analysis in Second and Foreign Language Teaching and Learning.

The Use of Error Analysis. Corder's study (as cited in Ellis, 1994) noted that errors could be noteworthy in three ways, as follows:

1. Error analysis served as devices for the learners to discover the target language rules.
2. Error analysis provided the evidence for the researcher on how the language was learnt.
3. Error analysis provided the researcher with the information regarding how much the learner had learnt.

The Procedure of Error Analysis. There were some steps in analysing errors made by the learners. Corder's study (as cited in Ellis, 1994) suggested that the steps in Error Analysis research were:

Language learner's sample collection. For this analysis, the researcher should decide the samples of learner language to use and how to amass the samples.

Error identification. When the researcher had already amassed the corpus, the errors in the corpus must be identified.

Error description. It involved a comparison between the reconstruction of the utterances in the target language and the learners' characteristic.

Error explanation. The researcher attempted to elaborate the explanation identification by establishing the source of the errors.

Error evaluation. It involved a reflection that errors had on the person

addressed.

The Strategy on Correcting Errors. When the teachers found errors made by their students, there were three methods used by Shan-Ling (2012) that should be paid attention to.

The teachers correct or revise the errors. The teacher should make a different strategy when they tried to correct the errors of their students. In order to avoid and reduce the students' emotional barriers and stress and to protect their students' self-respect, the teacher should make a comfortable atmosphere in the classroom. Therefore, the teacher should make their correction shorter in order to avoid those things.

The students correct or revise the errors by themselves. The teacher simply gave a little guidance for the students, so that the teacher gave an opportunity for the students to think and find out the wrong points in order to the students were able to finish self-correction without hurting their self-confidence. This strategy is applicable for the students to have a decent command of what they had learnt.

The students correct or revise their errors each other. Sometimes the teacher should give an opportunity to their students to learn each other. This strategy was definitely great for the students because they were given a chance to think and listen to each other. They get used to learn from each other and they tended to be more independent because they were not depending on the teacher only.

Passive Voice and Active Voice

Definition of Active Voice. Before we discussed about passive voice, better for us to understand the active voice first because passive voice occurred from active voice. We have to comprehend that there are two voices in English, active voice and passive voice (Qodir, 2006). Not to mention, the active voice was the form of the verb used when the subject of the sentence do an action or the subject acts as the doer. In active form, both transitive and intransitive verbs were used. Qodir (2006) pointed out that the subject in a sentence performs a verbal action and the object of the sentence receives the verbal action are the characteristic of a transitive sentence. For instance, “The princess speaks Indonesian, Javanese, Thai, and English.”

Definition of Passive Voice. According to the short definition of active voice, we were able to infer that the passive voice was the vice versa which meant that the subject of the sentence was not the doer. Passive form should be shunned as long as we were still able to use an active form. A passive voice is occasionally favoured for psychological reasons (Thomson & Martinet, 1986). We should have known better that only the transitive verb used in passive form. The passive voice was generally formed by putting the verb “to be” before the main verb and the main verb must be changed into past participle. The general formula of passive voice was “to be + V₃ (past participle).” In the passive voice, the object of an active verb becomes the subject of the passive verb (Azar, 1989).

Examples:

1. Active: Princess *writes* a thesis.

2. Passive: A thesis *is written* by Princess.

Both number 1 and 2 have the same meaning.

3.

<u>Princess</u>	<u>writes</u>	<u>a thesis.</u>	
S	V	O	
		↑	
↓			
<u>A thesis</u>	<u>is written</u>	<u>by Princess.</u>	
S	V	"by-phrase"	

In number 3, the **object** of an active sentence becomes the **subject** of a passive sentence.

4.

<u>Princess</u>	<u>writes</u>	<u>a thesis.</u>
S	V	O
↑		
		↓
<u>A thesis</u>	<u>is written</u>	<u>by Princess.</u>
S	V	"by-phrase"

In number 4, the **subject** of an active sentence was the **object** of *by* in the "*by-phrase*" in a passive sentence.

Using the Passive. Although passive form was available or allowed to use both in writing or oral, we should know the rules when we used passive. Thomson & Martinet (1986) maintained that there were six reasons why we needed to use passive form, as follows:

1. When the doer of the action was not necessary to be mentioned.
2. When we forget who did the action or even we did not know the doer of the action.
3. When the subject of the active verb would be 'people'.
4. When the subject of the active sentence would be the indefinite pronoun one.

5. When we were more interested in the action than the doer of the action.
6. When we needed to avoid an awkward or ungrammatical sentence. It was commonly done by avoiding a change of subject.

Forming the Passive. Not to mention, only transitive verbs used in the passive voice. A transitive verb was a verb which was not followed by an object. These were the examples of active voice changed into passive voice in all tenses.

Table 2.3. Table of Active and Passive Form.

Tenses	Active	Passive
Simple Present	Princess writes a thesis.	A thesis <i>is written</i> by Princess.
Present Progressive	Princess is writing a thesis.	A thesis <i>is being written</i> by Princess.
Present Perfect	Princess has written a thesis.	A thesis <i>has been written</i> by Princess.
Simple Past	Princess wrote a thesis.	A thesis <i>was written</i> by Princess.
Past Progressive	Princess was writing a thesis.	A thesis <i>was being written</i> by Princess.
Past Perfect	Princess had written a thesis.	A thesis <i>had been written</i> by Princess.
Simple Future	Princess will write a thesis.	A thesis <i>will be written</i> by Princess
Be going to	Princess is going to write a thesis.	A thesis <i>is going to be written</i> by Princess.

Transitive and Intransitive Verb. Azar (1992) mentioned that only transitive verbs can be used in the passive sentences. A transitive verb is a verb that is followed by an object (p.282). Examples of transitive verbs:

Active:

S	V	O
Princess	<i>writes</i>	a thesis.
George	<i>broke</i>	the phone.
Shawn	<i>rides</i>	the bicycle.

Passive:	S	V	O
	A thesis	<i>is written</i>	by Princess.
	The phone	<i>was broken</i>	by George.
	The bicycle	<i>was ridden</i>	by Shawn.

Examples of intransitive verbs:

Active:	S	V	
	An accident	<i>happened.</i>	
	Mike	<i>came</i>	to my house.
	Alice	<i>slept</i>	well last night.

An intransitive verb was a verb that was not followed by an object.

Therefore an intransitive verb could not be used in the passive sentences. The sentence “*An accident was happened*” was obviously incorrect because the word *happened* was not a transitive verb.

Using ‘by-phrase’. Azar (1989) argued that “**by phrase**” usually is not used in passive voice because it is not necessary to mention who performs an action. These were the examples of passive voice which are commonly used without using “**by phrase**”:

1. Flowers *are grown* in Indonesia.
2. My own office *was built* in 2020.
3. The cheese *was imported* from Sweden.

Only in a crucial circumstance ‘**by-phrase**’ was written in the passive voice sentence, such as: Harry Potter *was written* by J.K Rowling. It was necessary to put ‘**by-phrase**’ because it was important information that the reader should know the exact doer.

The Passive Form of Modals and Similar Expressions. There were eleven modals used in passive voice. The formula of the passive form of passive

voice was: modal + **be** + past participle. These modal auxiliaries were commonly used in the passive sentence. These were the examples of passive voice of modals commonly used:

Table 2.4. Table of Active and Passive Modal Auxiliaries.

Active Modal Auxiliaries	Passive Modal Auxiliaries
Princess will write a thesis.	A thesis <i>will be written</i> by Princess.
Princess can write a thesis.	A thesis <i>can be written</i> by Princess.
Princess should write a thesis.	A thesis <i>should be written</i> by Princess.
Princess ought to write a thesis.	A thesis <i>ought to be written</i> by Princess.
Princess must write a thesis.	A thesis <i>must be written</i> by Princess.
Princess has to write a thesis.	A thesis <i>has to be written</i> by Princess.
Princess may write a thesis.	A thesis <i>may be written</i> by Princess.
Princess might write a thesis.	A thesis <i>might be written</i> by Princess.

These were the examples of the past passive form of modal in passive voice. The formula was: modal + **have been** + past participle.

1. The letter ***should have been sent*** last month.
2. This house ***must have been built*** over 100 years ago.
3. James ***ought to have been invited*** to the party.

Using Past Participle as Adjective (Stative Passive). Azar (1989) argued that the stative passive occurs when the passive form expresses an existing state rather than an action. '**Be**' could be followed by an adjective and the adjective describes or gives the information about the subject of the sentence, as in examples:

be + Adjective

Princess ***is*** ***pretty.***

Princess *is smart.*

Princess *is slim.*

Not to mention, **be** is able to be followed by a past participle (passive form) as well because the past participle was often treated like an adjective. Azar (1992) pointed out that the past participle describes or give information about the subject of the sentence. Past participles were used as adjectives in many common, everyday expressions (p.294). These were several examples of '**be**' that was followed by past participle: **be + Past Participle**

Princess *is married.*

Princess *is tired.*

Princess *is frightened.*

Often the past participles in several expressions were followed by particular preposition + an object, for examples:

Princess *is married to* the prince

→ **married** is followed by **to** (+ an objective).

Princess *is excited about* the crown

→ **excited** is followed by **about** (+ an objective).

Princess *will be prepared for* the party

→ **prepared** is followed by **for** (+ an objective).

The table below displayed 36 common expressions with **be + past participle**.

Table 2.5. Table of Common Expressions with be + Past Participle

Expressions		
be acquainted (with)	be excited (about)	be opposed (to)
be bored (with, by)	be exhausted (from)	be pleased (with)

be broken	be finished (with)	be prepared (for)
be closed	be frightened (of, by)	be qualified (for)
be composed of	be gone (from)	be related (to)
be crowded (with)	be hurt	be satisfied (with)
be disappointed (in, with)	be interested (in)	be scared (of, by)
be devoted (to)	be involved (in)	be shut
be divorced (from)	be located in, south of, etc	be spoiled
be done (with)	be lost	be terrified (of, by)
be drunk (on)	be made of	be tired (of, from)*
be engaged (to)	be married (to)	be worried (about)

The (*) had two different meaning, for instance:

I am tired *of* the cold weather.

From the example above meant that I have had enough cold weather, I want the weather to get warm.

I am tired *from* working hard all day.

Example above meant that the subject 'I' is exhausted because she or he has worked hard all day.

The Passive with Get. Azar (1989) stated that '*get*' may also be followed by past participle. The past participle was functioned as an adjective; it described the subject in a sentence. However, it was common in spoken English and it was not appropriate to be used in formal and even more in the academic writing. These were the examples of the passive form with *get + past participle*:

They *are getting married* next month.

I *got worried* because he was two hours late.

'*Get*' might be followed by certain adjective. Azar (1992) highlighted that '*get*' gives the idea of change, the idea of becoming, beginning to be, or growing to be.

For instance, in sentence, “I *am getting hungry*. Let’s eat!” meant that the subject ‘I’ was not hungry before, but now she or he is beginning to be hungry.

Table 2.6. Table of Get + Adjective and Get + Past Participle

Get +Adjective			Get + Past Participle		
get angry	get dry	get quite	get acquainted	get drunk	get involved
get bald	get fat	get rich	get arrested	get engage	get killed
get big	get full	get serious	get bored	get excited	get lost
get busy	get hot	get sick	get confused	get finished	get married
get close	get hungry	get sleepy	get crowded	get frightened	get scared
get cold	get interested	get thirsty	get discovered	get hurt	get sunburned
get dark	get late	get well	get done	get interested	get tired
get dirty	get nervous	get wet	get dressed	get invited	get worried
get dizzy	get old				

Review of Previous Studies

Kurniasih (2013), the student of English Education Department at The Faculty of Tarbiyah and Teachers’ Training of UIN Syarif Hidayatullah Jakarta conducted a research under the title An Analysis on Students’ Errors on the Use of Passive Voice in Simple Past Tense (A Case Study at the Eight Grade Students of SMP Islam Plus Baitul Maal) on 2013. The aim of this research was identifying and obtaining the errors commonly made in using passive voice in simple past tense and finding out the reasons why the students make such errors. The researcher used the descriptive analysis method for the research to describe the students’ errors and analysed the data by using formula: $\frac{F}{N} \times 100\%$. The data was taken from the test as the instrument. The result of the research showed that there were 250 errors made by the students. The error commonly made by the students

in using passive voice in simple past tense was misformation. It consisted of 217 errors or 86,8%. According to Brown's theory, it was interpreted that the cause of those errors were interlingual transfer, intralingual transfer, context of learning, and communicative strategies.

Rahmawaty (2013), the student of English Education Study Program of Teacher Training and Education Science Faculty at Muhammadiyah University of Purworejo conducted a research under the title *An Error Analysis on the Use of to be and Verb in Passive Voice Among the Seventh Grade Students of SMP N 22 Purworejo in the Academic Year 2012/ 2013*. The purpose of the study was to know the error analysis 'to be' and 'verb' in passive voice done by students of Junior High School. The researcher used essay tests which consisted of 25 questions. A test was used as an instrument to collect the data. The researcher used the subject of this study for two classes that consisted of 64 students of the seventh grade students. The instrument was in a form of essay tests with 'to be' and 'verb' dealing with passive voice. Based on the data analysis, there were 772 errors that can be classified into three groups as follows; misformation (98,33%) and misordering (1,66%). The mean score of the categories of students on the level of mastery were 2 students (3,13%) got outstanding level of mastery, 3 students (4,69%) got above average level of mastery, 15 students (23,44%) got average level of mastery, 9 students (14,06%) got below average level of mastery, and 10 students (16,67%) got insufficient level of mastery.

Another previous study by Purnama (2014), the student of Linguistic Study Program in Teaching and Learning Language of Post Graduate Program at

Udayana University of Denpasar conducted research under the title *The Problem in Using English Passive Voice by Students of Dual Degree Program STIKOM Bali*. The study aimed to know the understanding of the students regarding to the use of English passive voice. The data was taken from the field research STIKOM Bali, particularly in semester 1 students, intake year 2011, Dual Degree Program. There were 20 students as the sample in this study. The method of collecting data was a quantitative method. The data analysis in this study was the students' works, regarding to the forming of English passive voice. The descriptive qualitative method was used in presenting the result of data analysis. The highest percentage of error was 31,3% in the error category related to the misformation of present perfect in passive voice. While the lowest percentage of error was 0,9% for the category of error related to the incorrect use of past participle. Based on the Comparative Taxonomy, the source of error was interlingual error.

Conceptual Framework

This research aimed at analysing the errors commonly made by the students in using passive voice. The researcher believed that errors could be experienced by anyone even the experts because the process of making errors was the process of foreign language acquisition. This phenomenon occurred in both ESL and EFL classrooms. Due to the ESL and EFL learners could not avoid making errors in several subjects related to passive voice in the English Education Department; the researcher was therefore interested in analysing the error commonly made by the learners, especially in the use of passive voice.

A survey research was chosen due to the fact that this problem happened

in the English Education Department of UMY. The problem was rising up when a lot of students got several revisions in thesis in using passive voice. It was an interesting case due to the students of EED batch 2012 experienced in making errors in thesis writing.

The researcher revealed and analysed the errors commonly made by the students in using passive voice and the common errors made by the students in each tenses in using passive voice since the students had ever learnt several courses related passive voice in the previous semester. The researcher got the answers why these happened by analysing the error commonly made by the students in the use of passive voice. The error commonly made by the students in each tenses was also identified by giving test with different tenses.

The quantitative approach was used to portray the opinions, behaviours, attitudes, or the characteristic of the population by utilizing numbered data using statistically analyse the data, questionnaire, or interview to portray trends about responses to the questions and to test research questions or hypotheses (Creswell, 2012). The researcher gave test about the use of passive voice. By the end of this research, the researcher classified and identified the common errors made by the students and the kinds of error commonly made in each tense.

Error Analysis in the Use of Passive Voice at English Education Students of
Universitas Muhammadiyah Yogyakarta Batch 2012

