Chapter II
Theotrical Foudation

1.1   The Importance of Grammar

Grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

1.2   Active Voice

Before discussing passive voice, firstly the writer would like to discuss active voice. It is important to include the discussion of active voice; because active voice is stem from which the passive voice is produced. Basically in English there are only two voices namely active voice and passive voice. The

active voice of the verb simply means the form of the verb used when the subject is the doer of the action. Many active voice sentences are transitive sentences. A transitive sentence is a sentence with a subject that performs the verbal action and an object that receives the verbal action. Active voices follow the tenses Azar (2001: 277) in the book "Fundamentals of English active voices in various tenses as Grammar" gives the forms of the follows

Tenses	Active
Simple Present Tense	• The news surprises me • The news surprises Sum • The news surprises us
Simple Past Tense	• The news surprised me • The news surprised us

1.3 Passive Voice

    a. The Form of Passive Voice

        The passive voice in general is formed by putting the verbs "to be" before the main verb, and the main verb of the active sentence must be changed into past participle. We can see the change of active voice into passive voice by comparing these sentences:

Active	Passive
The boy eats a bowl of	A bowl of soup was eaten by the

soup	boy
Marry will drive the van	The van will be driven by Marry

Patricia and john (2007: 336) say that all verbs have active forms, but only transitive verbs (verbs that take an object) can appear in either the active or the passive voice. The voice (active or passive) does not normally affect meaning but it does change the focus of the sentence.

Structure	Example	Focus
Active	My dog bit the mailman	In the active voice, the focus is on the agent or the doer of the action (my dog)
Passive	The mailman was bitten by my dog	In the passive voice, the focus is shiffted to the receiver of the action (the mailman)

b. The rules on changing active voice into passive voice

There are three rules we must be give pay attention on changing active voice to passive voice. Those are:

- Move the direct object to the subject of the sentence

- Move the subject in the last sentence and addpreposition "by" before main verbs

- Change the verb

c. Passive voice in many tenses

Like an active voice, passive voice follow the tenses. Azar (2001) in the book "Fundamentals of English Grammar" gives the forms of the passive voices in various tenses as follows:

Tenses	Passive
Simple present tense	- I am surprised by the news - Sam is surprised by the news - We are surprised by the news
Simple Past Tense	- I was surprised by the news - We were surprised by the news

The subject from active becomes the object when we change into passive voice as follows:

As Subject	As Object
I	Me
You	Your
They	Them
We	Us
He	Him

She	Her
It	It

From the discussion above, it can be drawn the formula of the passive voice as follows:

S + auxiliary verb + past participle

1.4 Error Analysis

The discourse of error was carried by means of error analyses in the 1970s, error analyses supplanted contrastive analyses, which sought to predict the errors that learners make by identifying the linguistic differences between their LI (first language) and the target language.

Allwright and Bailey (2000 : 83) say that "Contrastive analyses (CA) is not an appropriate way in analyzing the errors. CA only concerns about differences and similarities". It can be said that CA has limitation on analyze error in details, therefore, error analyses can replace to describe learners errors. Allwright and Bailey (2000 : 83) state, "Error Analyses differed from contrastive analyses in that it studied the errors actually made by the learners". As one of the first methods used analyze language learning, error analyses provides a

methodology for investigate learner's language. For this reason, error analyses contributes an appropriate starting point for the study of learner Language and Acquisition.

Ellis (1994 : 47) states "Error analyses is a procedure which is usually used by researchers and teachers which covers collection of samples, identification of errors, explanation of errors, classification of errors according to their sources and evaluation or justification of seriousness level of the errors".

Error analyses can be useful device both at the beginning and during various stages of foreign language teaching program. Undertaken at the beginning, it can relevant to the teacher, the course designer or textbook writer the knotty areas of the language confronting the pupils. The frequency counts of errors, supported by the finding of contrastive linguistic can be immensely helpful in setting up teaching priorities. Teaching time and afford can be allocated accordingly for optimal result.

Since the writer only concerns with the learner's errors on constructing active and passive sentences, this study still uses error analyses as means to analyses the learner's errors on constructing active and passive sentences. Besides, considering the aims of EA as what written by Richards (1974) as quoted by Sangadah (2002:9), EA may be carried out in order to: (1) Find out how well someone knows the language, (2) Find out how a person learns a language, (3) Obtain information on common difficulties in language learning, as aid in teaching or in the preparation of teaching material.

1.5   Mistake and Errors

a. Mistake

Allwright and Bailey (2000:80) say that "Mistake is called a performance error because it was only a momentary lapse or slip of the tongue", while Corder (1973 : 257) states "Mistake is a random performance slip caused by fatigue, excitement, etc and therefore can be readily seltcorrected". Corder (1973: 257) explains "Mistake to refer to memory lapse, slips of the tongue and other instances of performance errors, that second language learner can often correct their own mistakes".

Ellis (1994: 51) says "A mistakes occurs when learners fail to perform their competence, later, while Brown (1999:165) explains: "A mistake refers to a performance error that is either a random guess or a "slip" in that it is failure to utilize a known system correctly, meaning, the learners have known the language rule, but they fail in applying those rules, afterward, native speakers are normally capable of recognizing and correcting suck "lapses" or mistakes."

From the quotation above, it can be concluded that mistake differ from errors. Mistakes are commonly caused by performance factors, such as fatigue, excitement and inattention.

b. Errors

The learners sometimes make errors when they learn foreign language, like English. Then, it is important to describe the definition or error. Brown (1999: 166) states "Error is noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner". It can be said that error is related to the competence factor, it takes place when deviation arises as the result of a lack of knowledge, and the learners not correct it by themselves. They are continued and consistent. It means that the learners have not understood linguistic system they use. In other word, errors are resulting from lack of knowledge of the rule of the language.

Mistake and error as written by Corder as quoted by Dulay et al (1982 : 139) says that "In some of the second language literature, performance errors have been called "mistakes", while term "errors" was reserved for the systematic deviations due to the learners still developing knowledge of the L2 rule system". From the discussion above, it can be concluded that mistake refers to a performance that is either random guess or slip in that it is a failure to utilize a known system correctly but errors is competence.

1.6   Definition of Composition

We could see in an article that the writer found on brainyquote.com (2001) explains that composition is the invention or combination of the parts of

any literary work or discourse, of of a work of art; as, the composition of poem or a piece of music.

The composition is a writing test. Based on Yudantono (2010:7-10) there are thirteen writing texts:

1. Narrative: to entertain the reader, or to amuse the readers

2. Recount: to tell the readers what happened in the past through a sequence events.

3. Description: to describe a particular person/place/thing

4. Report: to describe the way things are such as man made things, animals and plants.

5. Discussion: to discuss or compare an issue elaborated in two points of view before finally getting to a conclusion/recommendation.

6. Analytical Exposition: to persuade by presenting arrguments to analyze or explain "how" and "why".

7. Hortatory Exposition: to persuade the reader that something should or should not be the case.

8. Procedure: to help readers do a task or make something. They can be a set of instructions/directions.

9. Explanation: to inform readers about an object, with its function, processes or how it works.

10. News item: to inform readers/listeners/viewers about events of the day which are newsworthy/important.

11. Review: to critize an event, art, products, books for readers.

12. Anecodote: to entertain readers with a story/events, that is actual or imaginative.

13. Spoof: to tell an event with a humorous twist.