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Error Analysis in using Passive Voice

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Abstract: This research scrutinizes find out To find out the student's error in using passive voice at the Students of MA DDI Banua. The Objectives of the study are: (1) to obtain and identify the common error made by students in constructing Passive voice in Simple past tense and (2) to obtain the causes of errors in constructing Passive voice in simple past tense. The method used in this research was descriptive qualitative. In collecting data, the writer used 3 (three) types of techniques: Observation, interview and test. This research was carried out the students of MA DDI Banua. The population of the research are the students of MA DDI Banua in Academic year 2015/2016 with total number was 79 and Sample of the research will be taken by using random sampling technique. The researcher take language class since the researcher would like to know the students' ability in language class about passive voice. The sample is from class XI with consist of 18 students. Based on the finding and discussion, the researcher concludes the highest until the lowest frequency and the percentage of errors made by students derives from Information of Passive Verb The writer gave a 20-item highest until the lowest frequency and the percentage of errors made by students derives from global error with 231 errors or 84.61%, local error with 42 errors or 15.39% and the highest until the lowest frequency and the percentage of errors in Information Error made by students derives from Verb 3 (196 errors or 40.55%), Object Pronoun (49 errors or 13.61%), Subject – Object (87 errors or 24.16%), Be (78 errors or 16.11).

Keyword: *Passive Voice, Error Analysis*

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1. Introduction

English is an international language has an important role to develop science and technologies. Many countries in the world use English as a medium of communication among people in the different countries, and also of writing many kinds of books in which those are spread in different countries. In Indonesia there are many kinds of foreign books written English, whether they are medical, economical, botanical, or other books, they claim Indonesian students are able to learn and use English in schools or in society in order that the books they read can be applied in various fields so that the development of science and technologies in Indonesia can be obtained. Learning language consists of four skills that must be mastered by the students. The skills are listening, speaking, reading, and writing. Besides they must also be capable of grammar. Larsen in Celce (2001: 251) states that grammar is analysing grammatical form, grammatical meaning, and grammatical use. Ur (1988:4) also states that "a learner who, knows grammar is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms. When students learn English, their first and target language could be mix and influence each other. The patterns of the target language can be very different from those of their first language. Mostly, students are using the Indonesian sentence patterns unconsciously when they

write English sentence without paying attention to the rules. Furthermore, Murcia and Hilles (1987:8) states that "grammar often taught isolate, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations. One of aspects in grammar that student should study is passive voice. It is often used both in spoken and written form. In addition, it is very common in scientific writing and other kinds of expression where the writers are most interested in events and processes in things that happen. Therefore, it is important for English learners to have a good understanding on it. English is a very important language in the international world especially in the era of ASEAN Economic Community. (Sakka, Aswad, and Fajriani 2018). However, Indonesian students seem to have problem in constructing passive voice in simple past tense, as Suhartini in Husnul (2013). Based on the researcher's observation In MA DDI Banua, the researcher find that many students who learn English for a long time, but most of them make a mistake in using passive voice. It could be seen when they constructed words become a sentences as well as expected, they still got many mistakes both in oral production and in written form and that's only not some students in MA DDI Banua are still difficult to gain the target language because low motivation. It could be known that students

still have difficulties to different passive voice in past tense. Addition, the students are still difficult to gain the target language because low motivation from students and uncontrolled classroom situation. According to the interview result to the teacher, it could be known that students still have difficulties in *Past Participle*. Most of students have less knowledge of regular and irregular in *Past Participle* so they hard to make passive sentence. In addition, the students are still lack of knowledge of vocabulary so they made incorrect passive sentence because did not understand the meaning of some words in the active sentence.

A. Categories of Errors in error Analysis

To categorize error into classification based on the types or the sources of errors is not easy work. Many times error can not be traced back into one source. More ever, the boundaries between different sources of errors many sometimes be unclear that the arbitrary classification decision unavoidable. There are many categories of error that are explained by the experts with different names. The writer tries to mention the categories of error on based some expert. Norish in Chotimah (2013) distinguishes between different types of anomalous language behaviour, the error, the mistake and the lapse.

- 1) An error is a systematic deviation, when learner has not learnt something and consequently gets it wrong.
- 2) A mistake is inconsistent deviation, when the learner sometimes get it right

but sometimes he makes a mistake and uses the wrong form.

- 3) A lapse which may due to lack of concentration, shortness of memory, fatigue, etc.

To categorize error into classification based on the types or the sources of errors is not easy work. Many times error can not be traced back into one source. More ever, the boundaries between different sources of errors many sometimes be unclear that the arbitrary classification decision unavoidable. According to Hanna (1986) there are two categories in error analysis they are:

- 1) Local error. Local errors do not hinder communication and understanding the meaning of an utterances. If I heard from him I will let you know.
- 2) Global error. Global error is one of the involves “the overall structure of a sentence”. Global errors are more than local errors because local errors interfere with communication and disrupt the meaning of utterances. For example: global.

For example: Local errors “If I heard from him I will let you know” and global errors “I like taxi but my friend said not that we should be late for school. The first sentence that would be marked by a language teacher as erroneous, and in the second sentence only heard would marked as erroneous. Finally, language learning errors involve all language components: the phonological, the morphological, the lexical, and the syntactic. An example of a phonological error is the hick of distinction between the phoneme /p / and the phoneme /b/ among Arab ESL learners; so we hear them saying *pird* and *brison*, for example, instead of

bird and *prison*. An example of a morphological error is the production of such errors as *womans*, *sheeps*, and *furnitures*. A lexical error involves inappropriate direct translation from the learner's native language or the use of wrong lexical items in the second language. Examples of lexical errors are: This is the *home* that my father built, and The *clock* is now ten. Finally, examples of syntactic errors are errors in word order, subject-verb agreement, and the use of the resumptive pronoun in English relative clauses produced by Arab ESL learners as illustrated in: The boy that I saw *him* is called Ali.

B. Error Analysis and the Procedures

In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between "mistake" and "error". According to Brown (2000), a "mistake" refers to a performance error in that it is a failure to utilize a known system correctly. While an "error" is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. This recognition process is followed by the error description process. We compare learners' sentences with the correct sentences in target language, and find the errors. Then we come to the next step—explanation stage, finding the sources of errors.

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language. In the early stages, the native language is the only linguistic system upon which the learner can draw. These kinds of errors can be found in all aspects of language learning.

Intralingual transfer (within the target language itself) is also a major factor. At an intermediate level, learners' previous experience and existing subsumes begin to influence structures within the target language itself. Most of time, negative intralingual transfer or overgeneralization has occurred, and these kinds of errors are called developmental errors. We have found that overgeneralization makes it significant for us to study the psychological process of language learners. Cultural interference can cause either linguistic errors or inappropriateness in the context. In addition, it sometimes hinders communication, so it should be taken seriously. For example, an American lady said to a Chinese lady "what a beautiful dress!" Instead of saying: "Thank you, I'm glad to hear that", her reply "No, no."

C. The concept of Passive voice forming of the Passive Voice in Simple Past Tense

Many experts have stated some definitions of passive voice. Murphy writes that—in a passive sentence if you want to say who did or what caused the action, use **by**. Another opinion states that—passive voice denotes that the subject receives the action.

According to Betty (1999:208) In the passive, the object of an active verb becomes the subject of the passive verb as in

Active	:	<u>Subject</u>	<u>verb</u>	
		<u>object</u>		
(1)		<i>Mary</i>	<i>helped</i>	<i>the boy</i>
Passive :		<u>Subject</u>	<u>verb</u>	<u>object</u>
(2)		<i>the boy</i>	<i>was helped</i>	<i>by Mary</i>

Based on the example above, the passive verb: the boy in (1) becomes subject of passive verb in (2). Notice that the subject

of an active verb follows by in a passive sentence. The noun that follows by is called (1) and (2) have the same meaning.

Active (3) an accident *happened*

Passive (4) (None)

Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verb (such as happen, sleep, come, seem) in the passive.

2. Method

In collecting data, the writer used 3 (three) types of techniques:

- a. Observation. The observation includes technique of teaching Passive Voice in class, teaching material and kind of media used in the classroom.
- b. Interview. The writer interviewed the teacher and students. The teacher is 12 questions and the students were 8 questions. The question's area for the teacher was to know the purposes in learning Passive Voice, the teaching technique in teaching Passive Voice, the difficulties that appear in teaching Passive Voice, and how to solve the difficulties. The question's areas for the students were to know the difficulties in learning Passive Voice, their opinion in teaching technique in class and the learning style that they like.
- c. Test. The types of the test were completion items. It focused on passive voice. The completion items which consist of a 20-item test to change the active into passive sentence

For analyzing the common error made by students, the writer took all the students' answer sheets and used the formula as follows Scoring the students' answer

$$\text{Score} = \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100$$

The researcher verified data by using triangulation of the data based on theories of the research. Here, the researcher compared the research findings with the theories that used in this research. The theories in this research focused on types of error and sources of error in error analysis theory. Based on the research findings of the research, the data is valid because there is mutual meaning between data interpretation and theories. It can be proved that the respondents make errors in *global errors and local errors*.

Operational Definition of variables

- a. Error Analysis is in language learning the study of the learners has become very important and has always been a cause of much concern to the teacher and text book writes alike. It has been used as indicator of learning and guide in teaching. The study or learners errors are known as error analysis. error analysis is a way to get information from unacceptable performance by second language students which can be valuable source to help teachers whether the learning process is success or not. In the other words, error is believed as an indicator of the learner stages in their target language development.
- b. Passive Voice. Passive voice is used when the verb is in the Passive Voice, the person or thing denoted by the Subject is said to suffer something; as *I am loved*.

3. Results

The writer gave a 20-item test to students which focused on Passive Voice ten items in simple present and ten items in

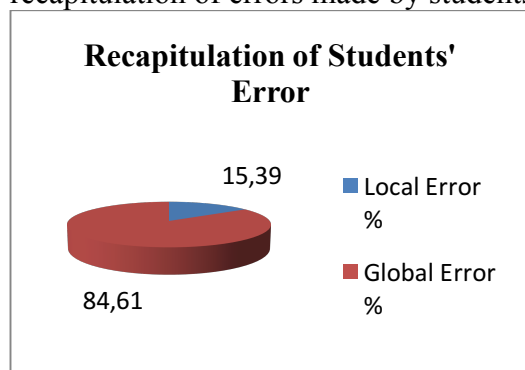
simple Past Tense. The writer analyzed each students' error in student's answer, they are *Collecting of the sample of learner language, Identifying the errors, Describing of errors, then Explaining the errors*. By analyzing the students' answer sheets, the writer obtained their common error in the following table:

Table.1 Recapitulation of Type of Error

No	Type of Error	F	%
1	Global Error	42	15.30
2	Local Error	231	84.61

Based on the table 4.1 above, it can be concluded that the highest until the lowest frequency and the percentage of errors made by students derives from global error with 231 errors or 84.61%, local error with 42 errors or 15.39%.

The chart below represents the recapitulation of errors made by students:



Based on chart. above, it can be concluded that the highest frequency and the percentage of errors made by students is global error with 84.61.8% and the smallest frequency and the percentage of errors made by students is local errors with 15.39%.

1. The result of Interview

The writer interviewed the teacher and students. The teacher was interviewed before giving the test to the students. The writer asked about the method that was usually used in teaching learning activity. The teacher usually used grammar translation method by using visual, auditory, and kinestetik as a media. For example if the teacher teach simple present tense and past tense, the students should know about the meaning, formula, and example, how to make a sentence and the teacher will analysis it. Such as to be, to do, auxiliary, regular and irregular verb. The writer also asked about the strategy who teacher do in teaching English through passive voice and the teacher answered that using some formula but although is used it, there are many students are still confuse to make passive voice because the students do not diference irregular and regular personal pronoun, to be, to do, to have and modal auxiliary. The writer also interviewed the srtudents which conducted after they did the test. The writer interviewed all students or 18 students who have high, middle, and lower score. The writer asked some questions about problem in learning passive voice, they are 1) the students' difficulties in learning passive voice, 2) how to their teacher teach them passive voice?, and 3) are their teacher always use media to teach passive voice?. From 18 students who given question number one, there were three students answered learning English through passive voice is easy or they didn't find difficulties. There are seven students answered learning English through passive voice sometimes easy and sometimes difficult, it depends from the kinds of

sentences, and there were eight students answered it is so difficult in learning passive voice, they can not difference subject, object, possessive pronoun in personal pronoun, irregular and regular verb, the past and present of to be, to do, and modal auxiliary, singular and plural.

The Analysis the Data

Every student was given a 20-item test consisting of passive voice 10 items in simple present tense and 10 items in simple past tense. It means there are 360 total sentences collected from 18 students. From the total sentences, the writer collected 273 errors with presentation 42 local errors and 231 global errors. After presenting the error types based on Hanna, the writer would like to explain the highest until the lowest frequency of error, percentage of each errors that occurred in students' writing and causes of errors based on Hanna.

The causes of error according H. Douglas Brown is more suitable in this study that are interlingual transfer, intralingual transfer, context of learning and communicative strategies. Based on the error occurrences, the writer divided the errors that occurred from the highest into the lowest frequency in misformation of the Passive Verb. The highest frequency of error is Misformation of Passive Verb meaning that the students did grammatical error in morpheme and structure. Almost all of the students did it with the total error is 231 or 84.61%. The highest frequency and percentage show that the students were confused in forming the active into passive sentence. Misformation category is too broad area in the classification of error types, therefore the writer would like to divide the Misformation of Passive into

four classifications based on students' answer sheet, they are verb, pronoun, subject or object, and be. The recapitulation result is presented in the following table:

Table 2. Classification of Misformation of Passive

No	Classification of Misformation of Passive	F	%
1	Verb III	196	40.55
2	Pronoun	49	13.61
3	Subject/object	87	24.16
4	Be	78	16.11

Based on the table above, it can be concluded that the highest until the lowest frequency and the percentage of errors in Misformation Error made by students derives from Verb 3 (196 errors or 40.55%), Object Pronoun (49 errors or 13.61%), Subject – Object (87 errors or 24.16%), Be (78 errors or 16.11).

4. Conclusion

Based on the analysis and the interpretation in the previous chapter, it can be concluded that the highest until the lowest frequency and the percentage of errors made by students derives from Misformation of Passive Verb. The writer gave a 20-item highest until the lowest frequency and the percentage of errors made by students derives from global error with 231 errors or 84.61%, local error with 42 errors or 15.39% and the highest until the lowest frequency and the percentage of errors in Misformation Error made by students derives from Verb 3 (196 errors or 40.55%), Object Pronoun (49 errors or 13.61%), Subject – Object (87 errors or 24.16%), Be (78 errors or 16.11).

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