Students' Errors in Constructing Passive Voice

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ABSTRACT

There are many aspects discussed in English Grammar, one of them is passive voice, Students usually found the difficulties when they are learning passive voice, such as lack of vocabulary, less of simple past tense understanding and also they got hard time to distinguish between active and passive voice because they did not know the basic tenses mainly in simple past tense form, so when they were shown the formula of passive voices, especially in simple past tense, they barely understood and confused. This researcher used qualitative method, the design of the research was case study. Researcher analyzed and described the data from the output of the test by using qualitative method. Then,researcher analyzed the students' errors in transforming the passive voice, and to find out the type of errors, that the students made most in their test in transforming voice of simple past tense, and also to know in terms of verb "be",correct verb, transformation active sentence into passive sentence and transformation passive sentence into active sentence. The results of this researcher are concludes that the types of error that were made by the in transforming the passive voice from the highest percentage to the lowest are error of misformation, error of omission, and error of misordering. Researcher found that the commonest errors made by the students were the errors of misformation which take up 108 errors or 57%. It i s followed by errors in omission with percentage 23%, and errors in misordering with percentage 20%.

Keywords: *Example: English Grammar, Passive Voice, Learning Process*

INTRODUCTION

Language is a system of symbols that are meaningful and articulate sound which are arbitrary andconventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts., communication is simply the act of transferring information from one place, person or group to another, means that language must be practiced and not just to be studied. One of those languages is English, English as the International language which means English must be mastered by everyone in order to communicate to the people around the world. English is not the first or even second language in Indonesia.It also needs hard work to learn as it is not our native language. It must be capable to master not only the four basic skills, those are Listening, Speaking, Reading and Writing but also the language components such as Grammar, Pronunciation, and Vocabulary. In order to support the development of Englishand obtain an English language skill effectively. Enamul Hoque (2018: 2)

"Language is divided into the three major components: form, content, and usewhich is further broken down to syntax/structure, morphology, phonology, semantics, and pragmatics".

Structure is important part of language components. The structure of a language, sometimes refer to as grammar. Grammar determines how words are arranged to form meaningful units". Therefore, teaching grammar incontext will give learners opportunities to see how grammatical structures function in sentences. There are many ways of describing the grammar of a language. The approach sees grammar as a set of rules which specify all the possible grammatical structure of the language.

Grammar has important role in language teaching, the role of grammar is to help the nature of language, i.e., language consists of predictable patterns that make what we say,read, hear, and write intelligible. Moreover, effective grammar can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence. without a good knowledge, learners' language development will be severely constrained.

The students who learn English meet a number of problems in structure or grammar. students are bored and unpleasant in learninggrammar, because they think grammar is difficult to understand. Beside that, the rules of grammar make them confused. According to Darren Crovitz and Michelle D. devereaux (2018: 2), "Teachers have been advised to teach grammar in context as an alternative to stand-alone grammar lessons and units,grammar in context means that teachers approach grammars both and integrated component of language art skills(i.e, reading, writing, speaking, listening etc.)".

There are many aspects discussed in English Grammar, one of them is passive voice, the researcher more concerns about passive voice because it is almostused in every formal situation such as formal invitation letter, announcement, narrative text, analytical text. etc. According to Pullum (2019: 64) Passives are thus often used where the agent (the NP that would be the subject of the activeversion of the sentence) is either uninteresting or very obvious (in which case it is normally omitted); or where it makes sense to place it at the end of the sentence for discursive reasons such as given and new information.

Students usually found the difficulties when they are learning passive voice, as stated by Thomason and Ward (2015: 53) in his book. *Teaching grammar in the writing classroom* said that, "the passive voice carelessly used slows the pace of the story. When verbs are active, so is the sentence. When verbs are passive the sentence also loses its punch, need more awareness in learning its rules".

A passive voice is a type of a clause or sentence in which an action (through verb), or an object of a sentence, is emphasized rather than its subject.Simply, the subject receives the action of the verb. The emphasis or focus is onthe action, while the subject is not known or is less important. Passive voice is a problem for non-English speakers, mainly with regard to use. Based on the found that most of the students are still difficult to change active sentence to passive sentence, for instance. "He sang a song" most students answer "a song was sanged by he", which is supposed to be " a song was sung by him" the students don't know its form. such "Fried rice was eaten by the students" most students answer "the students eat fried rice" the right one is " the students ate fried rice".

The students have problem in constructing the passive voice. Researcher also found the following errors suchlack of vocabulary, less of simple past tense understanding and also they got hard time to distinguish between active and passive voice because they did notknow the basic tenses mainly in simple past tense form, so when they were shown the formula of passive voices, especially in simple past tense, they barely understood and confused. Therefore, it is important for English learners to haveastrong understanding on it.

METHODS

The researcher used Qualitative method, as Creswell & brown stated (2020: 1) "Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places. People often frame it in opposition to quantitative research, which uses numerical data to identify large-scale trends and employs statistical operations to determine causal and correlative relationships between variables".

The design of the research was case study. Researcher analyzed and described the data from the output of the test by using qualitative method. Then,researcher analyzed the students' errors in transforming the passive voice, and to find out the type of errors, that the students made most in their test in transforming voice of simple past tense, and also to know in terms of verb "be", correct verb, transformation active sentence into passive sentence and transformation passive sentence into active sentence.

This research was held in SMAN 1 Pulau Punjung, Dharmasraya regency academic year 2020/2021, which is located on Sei. Dareh Kab. Dharmasraya. Researcher used a purposive sampling technique in this research, the subject of the research was eleventh grade students of SMA Negeri 1 Pulau Punjung in Dharmasraya regency, academic year 2020/2021. The class consisted of four classes with the total 134 students, researcher took only one class which was consisted by 20 students.

1. Instrument of the Research

    The instruments of the research was a test. Researcher gave the writtentest as the instrument of the research. This test will be focused on passive voiceof simple past tense. The test consists of 20 questions. 10 questions of multiplechoice, 10 questions change form passive voice to active and active to passive voice. The researcher did reduction and categorization data, researcher will reduce the data until it reached the number which was needed and then, researcher categorized the data based on what class that would be choose by researcher.

    The numbers of item are divided into two parts. Part I to find out the passive voice of simple past tense, part II changing the following sentences fromactive into passive form of simple past tense, part III is changing the followingsentences from passive voice into active form.

2. The Technique of Collecting Data

    In this research, researcher will use the test to collect the data. Researcher gave the test to the eleventh grade students of SMA Negeri 1 Pulau Punjung in Dharmasraya regency. The test is about passive voice of simple pasttense, before the students doing the test, researcher gave a little explanation about the passive voice.

3. The Technique of Data Analysis

    The technique of data analysis that used by researcher in this research was descriptive analysis technique Creswell & brown stated (2020: 5), which was described in the table percentage, the formula as follow :

    $$P = \frac{F}{N} \times 100$$

    P = Percentage

    F = Frequency of Error Made

N = Number of spells which is observed

RESULTS AND DISCUSSION
Results

A. Students' error types in constructing passive voice

In this part, researcher is going to provide description about instrument ofdata used in this study. The data are English test result about voice of simple past tense. Researcher gave the test to the 20 students of the eleventh grade students of SMA Pulau Punjung-Dharmasraya which consists of 20 questions. The number of items are divided into three parts. Part I (to choose the correct answer as the instruction) which consist of 10 items, part II (converting passive form to active) which consist of 5 items, part III (converting active to passive form) which consisted of 5 items.

Researcher divided the table of data description into five columns. The first column consists of students numbers, the second column consists of students original answers, the third column is the corrections made by researcher, the fourth column consists of classification of kinds of the passive voice of simple past tense errors made by students, and the last consists of classification of types of error made by students, can be seen in:

Table 1

The Recapitulation of Types of Student's Error in Using Passive Voice

StudentsName	Omission	Misformation	Addition	Misordering	TotalError
Student 1	2	3	-	5	10
Student 2	5	5	-	-	10
Student 3	3	5	-	2	10
Student 4	3	4	-	3	10
Student 5	-	8	-	2	10
Student 6	-	8	-	2	10
Student 7	2	5	-	3	10
Student 8	1	8	-	1	10
Student 9	3	7	-	-	10
Student 10	3	3	-	3	9
Student 11	3	5	-	2	10
Student 12	2	3	-	2	7
Student 13	2	3	-	2	7
Student 14	2	3	-	2	7
Student 15	1	8	-	1	10
Student 16	1	8	-	1	10
Student 17	3	3	-	4	10
Student 18	-	10	-	-	10
Student 19	2	6	-	2	10
Student 20	6	3	-	1	10
TOTAL	**44**	**108**	**-**	**38**	**190**

Based on the recapitulation of students' errors types in the table, it could be

known that the highest error made by the eleventh grade of SMAN 1 Pulau punjung is misformation with the total errors 108, and there are 44 errors in omission. Next, the lowest error of students' errors is misordering with the total errors 38. Then, researcher calculated the frequency and the percentages of students' error types in the table below:

Table 2
The Frequency and Percentages of Error Types

NO	Types of error	Frequency of error	Precentage of error
1	Omission	44	$\frac{44}{190}$ x 100% = 23%
2	Misformation	108	$\frac{108}{190}$ x 100% = 57%
3	Misordering	38	$\frac{38}{190}$ x 100% = 20%
4	Addition	-	-
Total		190	100%

Based on the calculation above, it can be concluded that the total errors of omission are 104 errors with the percentage 55%, misformation are 48 errorswith the percentage of 25% and misordering are 38 with the percentage of 20%.Researcher analyzed each student's error in their answers. In this study, researcher found that the common kind the passive voice of simple past tense error made by the students is in transformation term that is changing active sentence into passive sentence and in transformation term that is changing passive sentence into Active sentence and the common type of the error made by the students in the passive voice of simple past tense error is in omission.

B. The most frequently error made by students

In this part, researcher accumulated the three types of errors and kinds ofthe passive voice of simple past tense error made by students which have beenanalyzed above one by one.

1. Omission

   The total error of omission are 44 or 23%, Most of error derived from omission of irregular verb (to be) and omission of regular verb (to be). The students mostly did not put irregular verb (to be) such as "*Your mood will*

   kill your anger", instead of "*Your mood will be killed by your anger*". Omission of regular verb (to be), "*These archives found in the library*" instead of: "*These archives were found in the library*".

2. Misformation

The total error of misformation are 108 or 57%, Based on the interview, the students almost get difficult in irregular verb. For examlpe, "*K-dramaare being watched by Selly*" instead of: "*K-drama is being watched by Selly*", "*The English homeworks was finished by us*" instead of "*The English homeworks were finished by us*".

3. Misordering

The total error of misordering are 202 or 20%, Based on the interview, the students get difficult change subject become object. For example, "*Your day happiness has been filling*" Instead of *"Your day has been being filled by happiness"*, *"By their boss paid they were"*, instead of *"They were paid by their boss"*.

4. Addidition

There are no errors addition found in the data.

After presenting the types of errors of the passive voice of simple past tense and after explaining the frequency and the percentage of errors for each items, researcher would like to elaborate more about kinds of passivevoice of simple past tense errors made by the students.

c. **The Interpretation of The Data**

Based on the data analysis, researcher found that the students committederrors in misformation (108 or 57%), omission (44 or 23%), and misordering (38 or 20%). Besides kinds of students error in using passive voice, the data also indicated that errors in transformation passive sentence into active sentence is the most frequent kind of students' error in using passive voice that done by the eleventh grade of SMA N 1 Pulau punjung-Dharmasraya with 99 errors or 17%change passive into active voice. Then, it is followed by error in using transformation active sentence into passive sentence with 95 errors or 16%, error in using verb "be" with total 202 or 36%, and error in using correct verb with 174 or 31%. In this research, researcher also found that eleventh grade students class XI MIPA of SMA N 1 Pulau punjung-Dharmasraya are still lack of understanding the English Grammar. Especially in passive voice of five basic tenses.

CONCLUSION

Grammar has important role in language teaching, the role of grammar is to help the nature of language, i.e., language consists of predictable patterns that make what we say,read, hear, and write intelligible. Moreover, effective grammar can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence. without a good knowledge, learners' language development will be severely constrained.

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Based on the explanation and the description in the previous above, researcher concludes that the types of error that were made by the students of the eleventh grade of SMA N 1 Pulau punjung-Dharmasraya in transforming the passive voice from the highest percentage to the lowest are error of misformation, error of omission, and error of misordering. Researcher found that the commonest errors made by the students were the errors of misformationwhich take up 108 errors or 57%. It is followed by errors in omission with percentage 23%, and errors in misordering with percentage 20%.

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