**AN ANALYSIS OF STUDENTS’ ERRORS IN CONSTRUCTING PASSIVE VOICE AT ELEVENTH GRADE OF SMAN 1 PULAU PUNJUNG**

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| **ABSTRACT**  There are many aspects discussed in English Grammar, one of them is passive voice, researcher more concerns about passive voice because it is almost used in every formal situatuin such as formal invitation letter, announcement, narrative text, analytical text.etc (1) background or research purpose is that the students still have problems in constructing passive voice, the method used in this research is qualitative method there are many errors that still found by the writer in this paper, the author found the commonest errors made by the students were the errors of misformation which take up 108 errors or 57%. It is followed by errors in omission with percentage 23%, and errors in misordering with percentage 20%.  **Keywords:** *Example: Android, Disruption Era, Instructional Media (3-5 words or phrases)* |

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**INTRODUCTION**

A. Background of the Study

According Wibowo (2001: 3), language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, 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 English and obtain an English language skill effectively. Enamul Hoque (2015: 2) “Language is divided into the three major components: form, content, and use which 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. Coghill and Magendanz, two founders of Library and Campus McNeese State University in Lake Charles, Los Angeles (2003: 151) defines grammar as follows : “The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units”. Therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. There are many ways of describing the grammar of a language. One approach sees grammar as a set of rules which specify all the possible grammatical structure of the language.

Grammar has important role in foreign teaching, According to Lin (2008: 3), “the role of grammar is to help students discover the nature of language, i.e., language consists of predictable patterns that make what we say, read, hear, and write intelligible”. As Lin (2008: 3) stated, “without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning”. 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. But students who learn English meet a number of problems in structure or grammar. students are bored and unpleasant in learning grammar, 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 (2013: 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 grammar s both and integrated component of language art skills(i.e, reading, writing, speaking, etc.)”.

There are many aspects discussed in English Grammar, one of them is passive voice, researcher more concerns about passive voice because it is almost used in every formal situatuin such as formal invitation letter, announcement, narrative text, analytical text.etc. According to Pullum (2014: 64) Passives are thus often used where the agent (the NP that would be the subject of the active version 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 vs. new information”.

Students usually find the difficulties when they are learning passive voice, as stated by Thomason and Ward (2009: 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 on the 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 observation conducted in 20th May 2019 , found that most of the eleventh grade students of SMA N 1 Pulau Punjung 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”.

From explanation above, found that most of students have problem in constructing the passive voice. Researcher also found the following errors such 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. Therefore, it is important for English learners to have a strong understanding on it. From 20 students that had given the test, there was only one student who passed it.

Based on the statement above, researcher is interested in doing research about students’ difficulties in making and writing passive voice of simple past tense and will focus to the written form only. Researcher chooses “An Analysis of Students’ Errors in Constructing Passive Voice at Eleventh Grade of SMA N 1 Pulau Punjung”, as the title.

**B. Identification of the Study**

In this point, researcher would like to identify students’ problems at the eleventh grade of MIPA students in SMA N 1 Pulau Punjung.

1. Students have difficulties to change active to passive simple past tense.

2. Students have problem to Distinguish Past Tense Form and The Past Participle.

3. Students have lack of vocabulary.

4. Students have less of simple past tense understanding.

**C. Limitation of the Study**

In order to make the problem focus, this research will be limited on an error analysis on students in constructing passive voice in the simple past tense at Eleventh Grade Students of SMA N l Pulau Punjung.

**D. Formulation of the Study**

Based on what have been described on the background of the study, researcher formulates the problem as follows:

1. What are the students’ error types in constructing passive voice?

2. What kind of errors are commonly made by students?

**E. The Objective of the Study**

The Objectives of the study are:

1. To obtain and identify the type of errors made by students in constructing passive voice in simple past tense.

2. To obtain the most frequent errors made by students in constructing voice of simple past tense.

**F. Significance of the Study**

This study is expected to give useful information for:

1. Students

The students will get proper treatment in decreasing their errors in constructing voice of simple past tense, so they can express voice of simple past tense effectively and correctly in their communication whether spoken or written

2. English Teacher

The result of this study for English teachers to get clearly information about the types of students’ errors in constructing voice of simple past tense, so they will give proper treatment to decrease students’ errors in constructing voice of simple past tense.

3. Further Researcher

Other researchers who are interested in analyzing of students’ errors at Senior High School can get the basis information from this study, so they can do their research in deeper, further, and better technique.

**METHODS**

In this research, researcher used the 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.

*Sub Section 1*

In this research, the 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 past tense, before the students doing the test, researcher gave a little explanation about the passive voice.

F. The Technique of Data Analysis

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

P = x 100

P = Percentage

F = Frequency of Error Made

N = Number of spells which is observed

*Sub Section 2*

This research was held in SMA N 1 Pulau Punjung, Dharmasraya regency academic year 2019/2020, 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 2019/2020. The class consisted of four classes with the total 134 students, researcher took only one class which was consisted by 20 students. The instruments of the research was a test. Researcher gave the written test as the instrument of the research. This test will be focused on passive voice of simple past tense. The test consists of 20 questions. 10 questions of multiple choice, 10 questions change form passive voice to active and active to passive voice. The writes 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.

**RESULTS AND DISCUSSION**

*Results*

In this part, researcher is going to provide description about instrument of data 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 appendix.

Table 1

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Students Name** | **Omission** | **Misformation** | **Addition** | **Misordering** | **Total Error** |
| 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 Table 4.1, 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

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **Types of error** | **Frequency of error** | **Precentage of error** |
| **1** | Omission | 44 | x 100% = 23% |
| **2** | Misformation | 108 | x 100% = 57% |
| **3** | Misordering | 38 | 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 errors with 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.

*Discussion*

In this part, researcher accumulated the three types of errors and kinds of the passive voice of simple past tense error made by students which have been analyzed 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-drama are 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 passive voice 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 committed errors 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**

Based on the explanation and the description in the previous chapter, 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 misformation which take up 108 errors or 57%. It is followed by errors in omission with percentage 23%, and errors in misordering with percentage 20%. As discussed in previous chapter.

**CONFLICT OF INTEREST**

The author had interest in teaching an expanding form of English learning for students in order to acquire maximum result in teaching passive voice for sudents due to lack of students’ understanding in English learning subject.

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