AN ANALYSIS OF STUDENTS' ERROR IN USING PASSIVE VOICE

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Abstract: This research aimed to find out the errors made by the tenth-grade students of SMK Nusa Dua especially first grade students of hotel accommodation program in using passive voice. This purpose of this research is to find out the types of errors. The researcher used Dulays' theory to find the types of error. Furthermore, the researcher used descriptive qualitative research design. To get the sample, the researcher used cluster sampling technique. The researcher took 45 students as a sample from class 10 AP2. To analysis the data, the researcher gave a test about passive voice of simple present tense. There were totally 352 errors created by the students. Those errors derived from omission with 21 errors, addition with 67 errors, misformation with 253 errors and misordering with 11 errors.

Keywords: Error analysis, Passive voice

Abstrak: Penelitian ini bertujuan untuk mengetahui kesalahan yang dilakukan oleh siswa kelas X SMK Nusa Dua khususnya siswa kelas 1 program akomodasi hotel dalam menggunakan kalimat pasif. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan yang terjadi. Peneliti menggunakan teori Dulays untuk menemukan jenis kesalahan. Selanjutnya, peneliti menggunakan desain penelitian kualitatif deskriptif. Teknik pengambilan sampel menggunakan cluster sampling. Peneliti mengambil 45 siswa sebagai sampel dari kelas 10 AP2. Untuk menganalisis data, peneliti memberikan tes tentang passive voice of simple present tense. Total ada 352 kesalahan yang dibuat oleh siswa. Kesalahan tersebut berasal dari kelalaian dengan 21 kesalahan, ditambah dengan 67 kesalahan, kesalahan informasi dengan 253 kesalahan dan misordering dengan 11 kesalahan.

Kata kunci: Analisis kesalahan, Kalimat pasif

1. INTRODUCTION

As we realize that language is something important in human's life as a media to express an idea, feeling, meaning and intention to the others. Through language people are easily to understand one each other in having interaction in daily life. According to Richards, (2010, p. 311) explains that language as a system of human communication which consists of the structured arrangement of sounds into larger units. There are many kinds of language in the world such as Indonesian, English, French, Germanic, Spain and so many more. Every person at least master about one language or even more. In Indonesia, Indonesian language is main language to be spoken even though many people can speak other language such as English language. English language is very important to be mastered because it's an international language and one of the most

spoken language in the world. In Indonesia, English become a main subject to be taught in formal education such as in elementary school, junior high school, Senior high school and even in university and more than that, English also becomes one of the subjects in national examination for Indonesian students. By realizing how important of English, the students are expected to master English both written and spoken English.

In order to have a good English, the students must be able to master about the main concept of English to help them in learning English as their second language so that they can easily to master English. The main concept of English is Grammar. Grammar is the basic knowledge in understanding English. According to L.G. Alexander, (1990) stated that Grammar is the support system of communication and we learn it to communicate better. Grammar explains the why and how of language. We learn it because we just can't do without it. So, it means grammar is important to be learnt as a basic knowledge in understanding English.

In learning grammar, there are some important aspects that may be discussed by the students such as about the tenses, preposition, conjunction, active and passive voice, direct and indirect speech and so much more. The students are expected to master all these aspects especially passive voice. Passive voice is formed from active voice. According to Swick, *English Grammar for ESL Learners* (2005, p. 49)

defines that the passive voice is a structure that allows you to make a statement without knowing who performed the action of the sentence, e.g. *The house was destroyed* or a person who performed the action is placed in a passive position in the sentence, e.g. *The house was destroyed by the soldiers.* However, the concept of changing the active into passive voice in English is the same as in Indonesia, where the subject in active voice become the object in passive voice and the object in active voice become the subject in passive voice and use the preposition *by* if we want to mention the agent. So, the students must understand the rules and the pattern of passive voice of each tense in order to avoid of making errors. However, it is impossible for the students never make errors and mistakes in learning English a second language, especially in learning English passive voice. As Brown, (2008, p. 257) states that Learning is fundamentally a process that involves the making of mistake. So, it's probably quite difficult by the Indonesian students as the second language learners so they cannot avoid of making a certain error, but however, this is reasonable for Indonesian students because both English and Indonesian have different language system.

Furthermore, the errors occur when the students have lack of knowledge about the target language. When the students don't master about rules and the language system of target language, automatically they cannot avoid of

making errors. According to Jeremy Harmer, (2002, p. 100) defines that "Errors are part of the student's interlingua, that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery. Somehow, error is not failure for the students in learning, when the students make errors, they are demonstrating part of the natural process of language learning. So, it means that error can be useful for the students in improving their knowledge about the target language. Finally, the researcher is interested to find out the errors in using passive voice that probably made by the students. The researcher wants to know how far their understanding and the important thing is to measure the students' ability in mastering English passive voice. So, in this research, the researcher will analyze all the errors made by the students of the tenth grade of SMK Nusa Dua Badung in using passive voice.

In analyzing the students' errors, there are two theories that used here, to analyze types of errors, the researcher used Dulay's theory, (1982, pp. 154-162) such as, omission, addition, misformation, and misordering, in this research, it is important to limit the problem in order to make the problem focus, so here, the tenses in passive voice only. Finally, the researcher hopes that the result of this research could bring some benefits for students, English teachers, the readers and other researchers.

2. RESEARCH METHOD

Research design is important in conducting the research. Research design is a plan, structure, and strategy of investigation so conceived as to obtain answers to research questions or problems. The research design of this research is a case study and the method is qualitative research method. According to Kothari (1990, p. 3) defines that qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For example, when we are interested in investigating the reasons for human behavior. Furthermore, John Creswell, (2012, p. 16) states that qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. Furthermore, in the research location, it's conducted at SMK Nusa Dua, Badung, on Jl. By pass Ngurah Rai No.108 Nusa Dua, Kec Kuta Selatan – Bali and the population was all the students of the tenth grade in the academic year 2019/2020. To gain the data, the researcher used cluster sampling technique, this technique used because the population in this research was too big, so the researcher only took one class from the hotel accommodation program as the sample. The researcher took first class from hotel accommodation program (X AP 1). The number of samples were 45 students that consist of 27 female students and 18 male students. The researcher chose the students from hotel accommodation program because based on the

researcher's observation, where the researcher visited the school and seeing that the hotel accommodation program was very potential in learning English and the students have a big desire to learn English because it is related to their major and it's important for them. In the method of collecting data, the researcher used observation and test, while in method of data analysis the researcher used some steps according to Gass and Selinker, (2008, p. 103), they are collected data, identify errors, classify errors, quantity of errors and analysis sources.

In this research, the researcher used observation and test as the instrument. The researcher went to the school especially at the grade tenth of the first class of hotel accommodation program. The researcher observed the classroom situation and asked the students about their understanding about using passive voice of simple present. After that, the researcher gave them a test. The test consisted of 10 questions and the researcher wrote active sentence of simple present that took from books and students must change it into passive sentence of simple present tense. The test was held on 2nd February 2019.

The researcher focuses to analyze the error analysis. According to Douglas Brown, (2008, p. 258) defines that error as a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Hubbard (1983, p. 134) in Rijasti adds defines about error that error caused by lack of knowledge about the target language or by incorrect hypotheses it. Furthermore, Dulay (1982, p. 138) defines those errors are flawed of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

According to Gass and Selinker, (2008, p. 102) defines that "Errors can be taken as red flags; they provide windows onto a system that is, evidence of the state of a learners' knowledge of the L2." Errors in second language learning not to be viewed solely as the result of imperfect learning, because they give indications that the learners are figures out some system that is, to impose regularly on the language the learner is exposed to. Meanwhile, Harmer (2002, p. 100) he adds" When second language learners make errors, they are demonstrating part of the natural process of language learning.

Based on definition from some experts above, error is a result of lacking knowledge about the target language. The leaners who make errors because they still influenced with the linguistic system of their first language. Error doesn't mean as a failure in learning a second language but error can be a valuable lesson for the learners where they can learn from their mistake and they can correct it in order to be better in learning the target language.

To analysis the data the researcher uses the theory from Dulay's theory (1982, p. 154-162) about errors analysis.

such as, omission, addition, misformation, and misordering,

2.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. This kind of error occurs if there is an omission of some required item, such as morpheme or word. Language learners may be omitted grammatical morphemes, such as –s for plural noun (the – s in books), propositions (on, in, at, by, etc.), article (a, an, the), and inflection – ed for past participle.

For example, omission of to *be*: Brown the owner of this company

It should be: Brown is the owner of this company

2.2 Addition

This kind of error is the opposite of omission. It is characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all too faithful use of certain rules. These are the three types of addition errors:

1. Double Markings

   This is the result from the failure to delete certain items required in some linguistic construction, but not others. For example: She does not go

2. Regularization

   Here, a marker that is typically added to linguistic items is erroneously added to exceptional items of the given class that do not take a marker. For example, *people* and *cutted* are both regularization in which the regular plural and past tense markers (-*s* and -*ed*) have been to items which do not take markers.

3. Simple Addition

   Simple Addition occurs when it caters for all additions not describable as double marking or regularization. If addition error is not a double marking or regularization, it is called simple addition, for example: *his table.*

2.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. This kind of error happened when learner supplies incorrect item in a well-formed utterance. There are three types of misformation errors, *regularization, Archi-form, alternating form*.

1. Regularization

   Regularization error that falls under the misformation category are those in which a regular marker is used in place of an irregular one, for example: *runned* for *run*

2. Archi-form

   The selection of one member of a class forms to represent others in the class is a common characteristic of all stages of

second language acquisition. For example, a learner may select just one of the English demonstrative adjectives, *this, that, these, those*, to do work for several of them, *those cat for this cat.*

3. Alternating forms

The use of archi-forms often gives a way to the free alternation of various members of a class with each other.

2.4 Missordering

Missordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

> For example: <u>Where you are going?</u>
>
> It should be: <u>Where are you going?</u>

3. RESULT

After collecting the students' answer sheets, the researcher identified that there were 352 errors found in their answer sheets. From the 352 errors, it's classified into omission with 21 errors, addition with 67, misformation with 253 errors and misordering with 11 errors. Based on the data above, misformation was the highest frequency of errors and misordering was the lowest frequency of errors. In omission error, the researcher found some errors where the students omitted to be *is* and *are* in the sentence, they wrote: *this room cleaned everyday by somebody, the door opened by tom, the customers served by waitresses, I invited by*

Billy to the party, in negative sentence, the student omitted *'not'* he wrote: *I am advised by her.* In addition, error, the students tried to add something that was not required in the sentence especially in forming passive sentence in negative and interrogative form. For example: *the flights are do not cancelled by them, I am do not advised by her, is a letter does write by her?* Furthermore, in misformation error, the researcher found 253 errors which was the highest frequency of errors. In fact, this error happened because of using wrong structure or morpheme in a sentence. In this case, the students created misformation errors of regular and irregular verb, errors of to be, and misformation error of pronoun. For example: *soccer is playing in many countries, I am invites by Billy to the party, the door is opens by tom, is English teached by you?, me is not invited by Billy to the party, I am not advised by she.* Meanwhile, in misordering error, the students made error because of incorrect placement of a morpheme. Here the students made only 11 errors which was lowest frequency of errors. For example: *in many countries is played soccer by people, English in many countries is spoken by people. Soccer in many countries is played by people.*

Based on the finding of error above, it can be known that there were two main sources why the errors happened, they were interlingual and intralingual errors. In interlingual error, these sources of error were result of language

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transfer which was caused by the learner's first language. For example: *in many countries is played soccer by people, English in many countries is spoken by people, soccer in many countries is played by people.* Meanwhile, in intralingual errors, it is occurred when the learners tried to build up concept and hypotheses about the target language from their limited experience. Their progress in the second language, their previous experience and their existing sub summers begin to include structures within the target language itself. Here, the researcher assumed that omission error, addition error and misformation errors were caused by intralingual errors which was lack of knowledge about the target language and this is the major factor in learning second language.

Table 3.1. The recapitulation of the types of error

Students' Code	Types of Error				
	Omission	Addition	Misformation	Misordering	Total
S 1	•	•	7	1	8
S 2	•	4	7	1	12
S 3	•	4	5	2	11
S 4	•	4	7	2	13
S 5	1	4	7	•	12
S 6	6	•	5	•	11
S 7	•	•	8	•	8
S 8	-	4	9	-	13
S 9	-	1	9	-	10
S 10	6	2	9	-	17
S 11	•	4	10		14
S 12	•	4	10		14
S 13	•	5	10	•	15
S 14	•	4	9	•	13
S 15	•	4	10	•	14
S 16	2	•	4	2	8
S 17	•	4	1	•	5
S 18	1	•	9	•	10
S 19	•	2	1	•	3
S 20			2		2
S 21	•	4	4	1	9
S 22	•	•	10	•	10
S 23	•	4	10	•	14
S 24	•	•	10	•	10
S 25	1	•	8	•	9
S 26	•	•	5	•	5

S 27	•	3	4	1	8
S 28	1	•	7	•	8
S 29	•	•	8	•	8
S 30			10	•	10
S 31	•	•	2	•	2
S 32	•	•	4	•	4
S 33	•	2	5	•	7
S 34	•	•	5	•	5
S 35	•	4	3	•	7
S 36	•	•	5	•	5
S 37	1	•	5	1	7
S 38	•	•	4	•	4
S 39	2	•	5	•	7
Total	21	67	253	11	352

Based on the table 3.1 above, it can be concluded that there were 352 errors made by the students which is error of omission with 21 errors, error of addition with 67 errors, error of miisformation with 253 errors and error f miisordering with 11 errors. Form the total of errors, misformation was the highest frequency of error with 253 errros and misorrdering was the lowest frequency of error with 11 errors.

3.1 Omission

Omission occurred when students omitted the structure or word in forming a correct sentence. In this case, students created 21 errors. They mostly omitted to be *am, is are* and *not* in forming negative sentence. For example:

1. Omission errors of *to be*:

   The door__opened by Tom

   The customers__served by waitresses

   This room__cleaned everyday

   I__invited by Billy to the party.

   The sentences above are incorrect, the students omitted *be* (*am, is, are*). Students should put *to be (am, is, are)* after the subject in forming a correct passive sentence. So, the sentence should be:

   The door is opened by Tom. (Used *is* because the subject "the door" is a singular noun).

   The customers are served by the waitresses. (Used *are* because the subject "customers" is a plural noun).

   This room is cleaned every day. (Used *is* because the subject "this room" is a singular noun).

   I am invited by Billy to the party. (Used *am* because the subject "I" is first singular noun).

2. Omission errors of *Not*:

I am   advised by her

The sentence above is actually correct sentence but students are required to change it into negative sentence. In the question, the researcher wrote the sentence, *she does not advise me*. To change it into negative sentence students should add the word *"not"* after to be. So, the sentence should be: *I am not advised by her*.

3.2 Addition

This kind of error is the opposite of omission. It is characterized by the presence of an item which must not appear in a well-formed utterance. Here, students added something that's not required in a sentence or students added something unnecessary. Based on the finding, it's found that students made 67 additional errors. Students created additional errors of auxiliary verb *"do and does"* in forming negative and interrogative sentence. For example:

1. Addition errors of *"do and does"* in negative sentence.

    The flights are *do* not cancelled by them

    I am *do* not advised by her

    I am *does* not advised by her

    Based on the sentences above, students put *"do and does"* after *be* (am, are) which is not required in a sentence. In English passive voice, especially in forming negative and interrogative sentence, auxiliary verb *"do and does"* in active sentence must be eliminated in passive sentence. So, in negative form of passive voice, the pattern is (subject + be *(am, is, are)* + not + v3). So, the correct sentence should be: *The flights are not cancelled by them, I am not advised by her.*

2. Addition errors of *"do and does"* in interrogative sentence.

    Does a letter is written by her?

    Is a letter *does* written by her?

    Is English *do* taught by you?

    From the sentences above, students should not put *"do and does"* in making interrogative passive sentence. In forming interrogative active sentence to passive sentence, auxiliary verb *"do and does"* in active sentence must be eliminated and changed with *to be* in passive sentence. To be *(am, is, are)* must put at the beginning or before subject and auxiliary verb *"do and does"* should be eliminated in interrogative passive sentence. So, the correct sentence should be: *is a letter written by her? Is English taught by you?*

    Based on the explanation above, can be concluded that students created addition errors especially in forming negative and interrogative passive sentence because they did not master the pattern and the rules and consequently, they made mistake.

3.3 Misformation

Misformation errors is the highest frequency of errors that made by the students with 253 errors. This error happened when students created incorrect structure in a sentence. Based on the findings, students created

misformation errors of *to be,* misformation errors of regular and irregular verb (regularization), misformation errors of pronoun.

For example:

1. Misformation of *to be*:
   - Customers *is* served by the waitress
     (It should be: *Customers are served by the waitress).*
   - The flights *is* not cancelled by them
     (It should be: *The flights are not cancelled by them*)
   - English *are* spoken by people in many countries
     (It should be: *English is spoken in many countries*)
   - I *was* invited to the party by Billy
     (It should be in simple present: *I am invited to the party by Billy*)
   - The flights *were* not cancelled by them
     (It should be: *The flights are not cancelled by them*)
   - The flights *do* not cancelled by them
     (It should be: *The flights are not cancelled by them*)
   - I *do* not advised by her
     (It should be: *I am not advised by her)*

   Based on the sentences above, the students used wrong *to be* in the sentence. If the subject is plural, students must use *to be (are),* if the subject is singular, it must be used *to be (am, is)* for passive voice of present tense. In other case, they created correct passive sentence of past tense by using *(was and were)* for simple past. But in fact, students are required to change the active into passive voice of simple present. And furthermore, students created another mistake by using auxiliary verb *(do)* in forming negative passive sentence. The auxiliary verb *(do and does)* must be eliminated and used to be *(am, is, are)* after subject.

2. Misformation errors of regular and irregular verb (regularization)
   - Soccer is *playing* in many countries
     (It should be: *Soccer is played in many countries*)
   - I am *invites* by Billy to the party
     (It should be: *I am invited by Billy to the party*)
   - The door is *opens* by tom
     (It should be: *The door is opened by tom*)
   - Is a letter *wrote* by her?
     (It should be: *is a letter written by her?*)
   - Is English *teached* by you?
     (It should be: *Is English taught by you?*)

   From the sentences above, some students still haven't mastered some past participle form both regular and irregular verb. Students knew that in forming passive sentence the verb that used is verb 3 or past participle but they did not master the past participle form of *play, invite and open*. On the other hand, they cannot differentiate the regular and irregular

verb, such as the irregular verb **teach**, it should be **taught**.

3. Misformation errors of pronoun
   - **Me is** invited to the party by Billy

   (It should be: *I am invited to the party by Billy*)

- I am not advised by **she**

   (It should be: *I am not advised by her*)

3.4 Misordering

Based on the finding above, misordering is the lowest frequency of errors with 11 errors. Missordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. For example:

- In many countries is played soccer by people.

   (It should be: *soccer is played in many countries*)

- English in many countries is spoken by people.

   (It should be: *English is spoken in many countries*)

- Soccer in many countries is played by people

   (It should be: *soccer is played in many countries*)

From the sentences above, students created a passive sentence not in the right order. In forming passive sentence, to be *(am, is, are)* must be put after subject and adverb must be put at the end of the sentence.

4. CONCLUSION

From the findings and the discussion of the research above, the researcher found 352 errors created by the tenth-grade students of SMK Nusa Dua, especially the first-class students of hotel accommodation program in academic year 2019/2020 in forming passive voice in simple present tense. Their errors derived from omission with 21 errors, addition with 67 errors, misformation with 253 errors and misordering with 11 errors. And the researcher also found two main sources why the errors happened, they were caused by interlingual and intralingual errors.

From the explanation above, could be concluded that misformation was the highest frequency of errors and misordering was the lowest frequency of errors made by the students. From the sources of errors, the students created errors because they still haven't mastered about the structure in forming English passive voice. And they still influenced by their first language.

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