

An Analysis Of Students' Error In Using Passive Voice In The Narrative Text

Analisis Kesalahan Siswa dalam Menggunakan Kalimat Pasif pada Teks Naratif

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ABSTRACT

This research was aimed to analyze the students' error in using passive voice in the narrative text. Specifically, this research was aimed to identify and classify the error types, to find out the cause of error in using passive voice. This research used descriptive qualitative design. The researcher took 27 students of XI AKL 1. To analyze the data, the researcher used test which contained active sentences that must be found by the students then changed into passive voice. Based on the result data obtained, it was found that there were 937 errors made by students from Dulay et al theory, Omission 255 or 27,2 %, Addition 162 or 17,2 %, Misformation 397 or 42,3 % and Misordering 123 or 13,1 %. From Burt et al theory, it was found there were 267 error made by students. Global Error 233 or 87,2 % and Local Error 34 or 13 %. The researcher found the cause of errors based on Norrish theory were Carelessness, First Language Interference and Translation. It was found new cause of error made by students was the lack of understanding the tenses

Keywords : Errors, Causes, Pasive Voice, Narrative Text

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1. INTRODUCTION

English is one of the most language used in the world. Learning English is very important and give so much benefits for people who learnt that. English has become the important part in education and even our life. According to Sri Handayani (2015:102) English is very important and it is needed by the community in order to be able to communicate actively with English, both in writing and in formal communication or accordance with the needs in life. Learning English can not be separated of 4 skills such writing, reading, speaking and listening. In learning English must need to have a good grammar. A good grammar will make easier in written, spoken and even easier to deliver something like ideas, thoughts and feelings. According to Ostler (1987:236) grammar is a study of language rules that explains the relationship between words, and the relationship between these words is the correct arrangement so that it gives meaning or meaning to everyone who uses the language.

It can be said that grammar is the basic component in English. Language without grammar is nothing because language needs grammar the most. So that everything we conveyed can be understood its meaning and purpose. Sometimes the students just focused on how much vocabularies they memorized without not knowing how to manage the words and phrases into a good sentence. Mastery vocabulary is important and knowing a good grammar is also important. Based on the result of interview to one of English teacher in SMK Muhammadiyah 04. The teacher explained about the students' difficulties in learning English due to the lack of students' interest and inability to understand English well especially in grammar. This is why the students always get errors easily both in writing and speaking. Cunningsworth (1987:87) states that errors are systematic deviations from the norms of

the language being learned. It means that error can not be avoided and occurs continuously in learning process.

It also applies in learning passive voice. Many students still do not know how to use passive voice correctly. Passive voice is one of sentence which we often used in our daily life. So that communication process can be conveyed properly. Riyanto (2007: 171) stated that passive voice was used when we want to say that subject (I,We,They,You,He,She ,It) is not the doer, but receives an action. In writing, the students frequently get error when they do not know how to change verb (1-2) into past participle (verb 3) interchange between object to subject and also lack of knowledge about the rules of grammar in passive voice.

Crystal (1987: 112) defines that error analysis as the process to observe, analyze and classify the deviations of the rules of the second language and then to reveal the systems operated by the learner. The common error in writing made by students,"I make spaghetti"- "Spaghetti is maked by me" and "She is reading a comic"- "A comic is readed by him". Both the sentences are incorrect because verb 3 from "make" is 'made" and for the second example, the error comes from when the students incorrect in analyzing the tense. It should use "being" after to be "is" because the sentence is present continuous tense, so the students have to follow the rule based on tense, the use of verb 3 of "read" is still "read" due to it is irregular verb form and the last error is from the use " him" which actually the right object appropriate to the subject "she" is "her". It is written "Spaghetti is made by me" and "A comic is being read by her".

So in this research, the researcher chose the narrative text. Narrative text was a text that made for only entertain the readers which have many genres on it. This was the reason why the researcher chose narrative text and believed it could improve the students' interest especially in learning passive voice, not only found the active sentences to be changed into passive voice through analyzing that was be the main purpose in this research but also gave benefit on students' knowledge in understanding the value of story in the narrative text.

2. LITERATURE REVIEW

In language learning process, error can not be avoided by students and already become part of student learning process. Error that occurs is a process or step to improve the understanding better in language acquisition especially in second language. According to Norrish (1987) error is systematic deviation, when a learner has not learnt something and consistently gets it wrong. Hendrickson (1987:357) states that error is "signal" that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well structured in the target language. Hubbard (1983:134) defines that error cause by lack of knowledge about the target language or by incorrect hypothesis about it. Based on 3 experts' statements, we can conclude that error is caused because the students have not understood well during the learning process, the students ignorance is the cause of error and usually error occurs when the students try to learn in target language.

A. Classification of Error Based on Dulay et al (1982: 150-163)

They are Omission, Addition, Misformation and Misordering. For the explanation of error types are explained as following :

1. Omission is the part of item word missing which is include phrase, clause in a sentence or others that must appear in a well formed utterance. The part of content morpheme such nouns, adjective, verbs and adverb those are content morphemes which can carry the meaning of sentence, while grammatical morpheme such as noun, verb inflection, verb auxiliaries, articles and preposition. Though, the learners frequently omit the grammatical morpheme in a sentence but the meaning of sentence can still understand.

2. Addition refers to the categorize of an item which must not appear in a well formed utterance. This addition error usually occurs in the later stages of L2 acquisition. There were 3 types of errors namely Double Markings, Regularization Error and Simple Addition.
3. Misformation : This error occurs because there is wrong form morpheme or structure usage in a sentence. This misformation error is classified into 3 types namely Regularization Error, Archi form and Alternating Form
4. Misordering : this error occurs because there is incorrect placement of morpheme in an utterance. It indicates error on student's both in L1 and L2.

B. Classification of Error Based on Burt et al (1975:190-191)

They are Global Error and Local Error. For the explanation of error types are explained as following :

1. Global Error : This error influences the whole meaning in a sentence and makes the sentence can not be understood
2. Local Error : This error does not influence to the whole meaning and it can still be understood

C. Causes of Error Based on Norrish Theory (1983: 21-27)

They are Carelessness, First Language and Translation. For the explanation cause of error are explained as following as :

1. Carelessness : This cause occurs because there is the influence on the students' motivation. Lack of motivation can influence the students in learning process
2. First Language : This cause occurs because there is the influence of the students' first language Bahasa Indonesia to the students' target language namely English. The students often take their first language Bahasa Indonesia to English during learning process such as Indonesian expression and grammatical rules.
3. Translation : This cause occurs because the students have minim knowledge about vocabulary so that it made the students difficult to translate a sentence in English. And even they students often translate word by word which sometimes the result of translation become wrong.

D. The Tenses which used

This research is also focused in 4 tenses such as Simple past tense, Simple Past Continuous Tense, Simple Present Perfect Tense, Simple Past Perfect Tense and also Modal. The four tenses would be found by the student. In Narrative Text have many active sentences which later the student chose only 5 active sentences to be changed into Passive Voice. For the formula of every tense are written as following as :

1. Simple Past Tense (Cowan 2008 : 359)
S + Verb 2 + O + C (Active Sentence)
S + tobe (was/were) + Verb 3 + By + O + C (Passive Voice)
2. Simple Past Continuous Tense (Badiatul Raziqin (2008 : 75)
S + tobe (was/ were) + Verb ing + O + C (Active Sentence)
S + tobe (was/were) + Being + Verb 3 + By + O + C (Passive Voice)
- 3 Simple Present Perfect Tense (Panca Prastowo (2010 : 132)
S + Has/Have + Verb 3 + O + C (Active Sentence)
S + Has/ Have + Been + Verb 3 + By + O + C (Passive Voice)
- 4 Simple Past Perfect Tense (Panca Prastowo 2010 : 139)
S + Had + Verb 3 + O + C (Active Sentence)
S + Had + Been + Verb 3 + By + O + C (Passive Sentence)
- 5 Modal (Badiatul Raziqin 2008 : 119)
S + Modal + Verb 1 + O + C (Active Sentence)
S + Modal + Be + Verb 3 + By + O + C (Passive Voice)

3. METHOD

This research was conducted by using a descriptive qualitative design to explain the error types in passive voice in the narrative text. According to Sugiono (2013: 205) states that qualitative research is a research which yield the descriptive data in the form of written or oral words from observing people and behavior. It meant that this research was focused on describing the phenomenon happened in words form rather numbers. The subject of the study was SMK Muhammdiyah 04 students grade XI AKI 1 with the population 27 students in class.

These were several steps for collecting data in research :

- Gave 2 Narrative Texts: Bawang Merah and Bawang Putih and The Princess of Roro Jonggrang
- Asked the students to analyze and underline the active sentences in the narrative text then change them into passive sentence
- Collected the students' tests to be analyzed
- Did the interview to find out the reason of students' error

After collecting data, the researcher then analyzed the data by doing several steps:

- Identified the errors based on Surface Strategy Taxonomy from Dulay et al (1982: 150-163) and Burt et al (1975: 191-192) on the narrative text of Bawang Merah and Bawang Putih and The princess of Roro Jonggrang
- Classified the errors into 6 types: Omission, Addition, Misformation, Misordering, Local Error and Global Error
- Showed the data obtained in table
- Converted the result of students' error into percentage
- Concluded the result of interview

4. RESULT AND DISCUSSION

The data of the research was collected from the students' test namely sentence. The test was narrative text by asking the students to find and underline the active sentences then changed them into passive voice. In using passive voice, the students still made a lot of errors. The researcher found some errors made by students in using passive voice in the narrative text. The researcher found 6 classification of errors. They were Omission, Addition, Misformation, Misordering, Local Error and Global Error. The total of errors in using passive voice made by students in AKI 1 would be displayed as following:

Table 1.

No	Initial Name	TEST 1				Total		TEST 2				Total
		O	A	M	M			O	A	M	M	
1	AP	8	3	8	2	21		9	3	8	1	21
2	NK	7	4	3	3	17		3	3	8	3	17
3	AS	7	4	2	3	16		3	3	7	3	16
4	AS	7	4	4	3	18		3	3	10	3	19
5	DA	7	4	4	3	18		3	3	9	3	18
6	MD	7	4	5	3	19		1	3	11	2	17

7	MD	7	4	8	3	22		3	3	10	2	18
8	AV	7	4	13	3	27		5	4	7	1	17
9	PS	7	4	9	3	23		4	3	7	1	15
10	KS	7	4	7	3	21		4	3	11	2	20
11	TS	7	4	12	3	26		4	3	9	1	17
12	RS	7	4	8	3	22		3	3	10	2	18
13	RD	2	0	3	2	7		0	1	5	1	7
14	RS	2	0	3	2	7		1	1	7	1	10
15	BT	2	0	3	2	7		0	1	6	1	8
16	TA	4	0	4	1	9		0	1	6	1	8
17	D	7	4	5	3	19		3	4	12	3	22
18	MR	7	3	6	3	19		7	4	8	3	22
19	AA	10	5	6	3	24		4	4	9	3	20
20	MR	4	1	5	2	12		1	1	7	1	10
21	MP	7	5	5	3	20		4	4	9	2	19
22	SZ	7	4	5	3	19		3	3	9	2	17
23	ES	10	3	5	1	19		2	1	6	0	9
24	WA	8	4	8	3	23		5	3	11	2	21
25	LP	7	5	8	3	23		3	3	11	3	20
26	SDA	7	3	7	3	20		1	1	6	1	9
27	MGN	7	4	11	3	25		0	5	11	3	19
Total		176	88	167	72	503		79	74	230	51	434

Table 2

No	Initial Name	Classification Of Error				Total 1	Total 2
		Test 1		Test 2			
		Local	Global	Local	Global		
1	AP	0	5	0	5	5	5
2	NK	0	5	0	5	5	5
3	AS	1	4	0	5	5	5
4	AS	0	5	0	5	5	5
5	DA	0	5	0	5	5	5
6	MD	0	5	0	5	5	5
7	MD	0	5	1	5	5	6
8	AV	0	5	0	5	5	5
9	PS	0	5	0	5	5	5
10	KS	0	5	0	5	5	5
11	TS	0	5	0	5	5	5

12	RS	0	5	0	5	5	5
13	RD	4	1	2	2	5	4
14	RS	4	1	0	4	5	4
15	BT	4	1	2	2	5	4
16	TA	3	2	3	2	5	5
17	D	0	5	0	5	5	5
18	MR	0	5	0	5	5	5
19	AA	0	5	0	5	5	5
20	MR	4	1	0	4	5	4
21	MP	0	5	0	5	5	5
22	SZ	0	5	0	5	5	5
23	ES	1	4	3	2	5	5
24	WA	0	5	0	5	5	5
25	LP	0	5	0	5	5	5
26	SDA	0	5	2	3	5	5
27	MGN	0	5	0	5	5	5
Total		21	114	13	119	135	132

Analysis

The researcher had identified and classified the students' error in using passive voice. The data of the research was obtained from the students' test result in the narrative text. The researcher classified the types of error based on Dulay et al 1982 and Burt et al 1975 as following :

1. Omission

Data 1 : Some clothes were being washed by bawang putih

Data 2 : The clothes was returned the old woman

Data 3 : Some clothes was washed by bawang putih in a river

Correction

Data 1 : Some clothes were being washed by bawang putih **in a river**

Data 2 : The clothes were returned **by** the old woman

Data 3 : Some clothes were **being** washed by bawang putih in a river

The researcher found the students did not write the sentence completely. The students made 255 errors by omitting a word or even 3 words in a sentence especially in passive voice. In data 1, most of students omitted 3 words in a sentence (**In, A, River**). In data 2, the students omitted the word "**By**" in a sentence while in data 3, the students omitted the word "**Being**" in a sentence.

2. Addition

Data 1 : The pumpkin was **being** directly smashed by her to the floor

Data 2 : The temple Prambanan has **been** called by people

Data 3 : The clothes was **being** threm by her

Correction

Data 1 : The pumpkin was directly smashed by her to the floor

Data 2 : The temple Prambanan was called by people

Data 3 : The clothes were thrown by her

The researcher found most of students wrote the adding word which actually not needed in using passive voice. The students made 162 errors. This was occurred due to the wrong tenses which made students become wrong. In data 1, most of students added the word

“**Being**” in a sentence. In data 2, the students added the word “**Been**” on past tense sentence which actually this was used on perfect form while in data 3, the students also added the word “**Being**” on past tense sentence.

3. Misformation

Data 1 : The clothes **was keep** by her

Data 2 : I **had** been cheated by you

Data 3 : The clothes **was** returned the old woman

Correction

Data 1 : The clothes were kept by her

Data 2 : I have been cheated by you

Data 3 : The clothes were returned by the old woman

The researcher found most of students wrote wrong words in using passive voice. The students made 397 errors such as wrong verb formation and wrong using “to be”. In data 1, the students wrote wrong to be “**Were**” be “**Was**” on plural subject and wrong using verb 3 “**Kept**” be “**Keep**” in a sentence. In data 2, the students wrote wrong to be “**Have**” be “**Had**” on present perfect tense while the using to be “**Had**” for past perfect tense. In data 3, the students also wrong wrote in using to be “**Was**” for the plural subject “**The Clothes**”. Because the word “**Clothes**” refered to the plural subject which used “**es**”

4. Misordering

Data 1 : **He** had been killed by **her father**

Data 2 : The old woman was helped **do the household chores** by her

Data 3 : I will be married by **you**

Correction

Data 1 : Her father had been killed by him

Data 2 : The old woman was helped by her do the household chores

Data 3 : You will be married by me

The researcher found most of students wrote the sentence to the wrong position. The students made 123 errors in using passive voice. In data 1, the sentence was wrong, it should the word “**Her father**” had to put in the first of sentence as subject and the word “**He**” should put in the last of sentence after “**By**”. In data 2, the word “do the household chores” should be put in the last of sentence because it was compliment in a sentence. while in data 3, the word “**You**” should be put in the first of sentence and the word “**I**” should be put in the last of sentence because this sentence was passive voice which object become subject while subject become object.

5. Local Error

Data 1 : You will be merried by me

Data 2 : The clothes was keep by her

Data 3 : Her father had been killed by he

Correction

Data 1 : You will be married by me

Data 2 : The clothes were kept by her

Data 3 : Her father had been killed by him

The researcher found the written of students’ passive voice was wrong but it could be still understood although there was wrong written such as wrong verb formation, wrong nouns and wrong in using “**to be**” which the sentence could be understood and could be still tolerant from its meaning. In this error, the students made 34 errors.

6. Global Error

Data 1 : Some chotes were biung washed by bawang putih

Data 2 : The clothes was being threm by her

Data 3 : I have been deceiving being by him

Correction

Data 1 : Some clothes were being washed by bawang putih in a river

Data 2 : The clothes were thrown by her

Data 3 : I have been deceived by him

The researcher found the written of students' passive voice was still wrong. Among 3 data above, the sentences did not clear and effect the whole meaning of the sentence was difficult to be understood. In data 1, the word "**Chotes**" and "**Biung**" did not have meaning and difficult to translated. In data 2, the sentence could not be understood from its meaning. In data 3, the sentence was also difficult to understand the meaning. In this error, the students made 233 errors.

Table 3

No	Classification of Error	Frequency	Percentage
1.	Omission	255	$255 : 937 \times 100 \% = 27,2 \%$
2.	Addition	162	$162 : 937 \times 100\% = 17,2 \%$
3.	Misformation	397	$397 : 937 \times 100\% = 42,3\%$
4.	Misordering	123	$123 : 937 \times 100\% = 13,1 \%$
5.	Local	34	$34 : 267 \times 100 \% = 13 \%$
6.	Global	233	$233 : 267 \times 100\% = 87,2\%$

Based on the data obtained, The researcher concluded the highest error made by students in AKI 1 was Misformation with 397 or 42,3 %, the 2nd position was Omission with 255 or 27,2 %, the 3rd position was Addition with 162 or 17,2 % and for the lowest position was Misordering with 123 or 13,1 %. And the other error was Global error with 233 or 87.2 % and Local with 33 or 13 %.

The researcher found the highest cause was translation. This was supported by the students' interview answer and observation to all the students in AKL1. From the result of students' interview could be concluded that the students had difficulty in translating a word and sentences in Narrative Text. This was why translation was one of the highest cause why students made error in using passive voice.

The researcher also found another causes why students made error in using passive voice in the narrative text was the lack of understanding tenses. The researcher found the students had not been still understood about tenses. So that, it made the students difficult to find active sentences in the narrative text. The students were often wrong in choosing active sentence and the students also felt the difficulty about arrangement in passive voice include finding the active sentence, pattern of passive voice and even verb formation of verb 2 and verb 3.

In changing active to passive, the students often wrote wrongly. This was also stenghtened when the active sentence and the tense they found were changed into another tense which was different from the sentence found. So that, the passive voice form become wrong. The finding was also supported by students' interview's answer which said that the difficulties the students often experienced when learning passive voice was not knowing which active sentences were in the narrative text and confusing in understanding the tense and also the last was passive voice pattern which was difficult to be understood which made them often forget the pattern and upside down in changing active sentence into passive voice or this could be said difficulty in arranging into passive voice

These examples were taken from the students' test result "**The clothes was being threw by her**". That sentence was wrong. It could be analyzed from the actual sentence they found was past

tense “**The clothes were thrown by her**”. But in fact, the students changed it into past continuous tense. Although there were some things that the sentence wrong such as tobe “**was**” and verb 2 “**threw**”. It should be changed into “**were**” and “**thrown**”. The other example was “**I have been cheated by you**”. This sentence actually from simple present perfect form but the students changed it into past perfect tense form “**I had been cheated by you** “. And “ **The temple prambanan had been called by people**” the example was from past tense form” **The temple prambanan was called by people**” but the students changed it into past perfect tense and the last example was “**she will be got by an idea** “ from the sentences above, the researcher also found the error in adjusting to the correct tense. That sentence actually from the past tense form” **An idea was gotten by her**”. This was said wrong due to arrangement did not match with the active sentence they found before in the narrative text.

So the researcher assumed that the lack of understanding the tenses was one of the causes why students often made error in using passive voice in the narrative because the students have less understanding tense which sometimes made them difficulty in adjusting the sentence to the correct tense.

The researcher accumulated percentage of students’ error as following:

Table 3

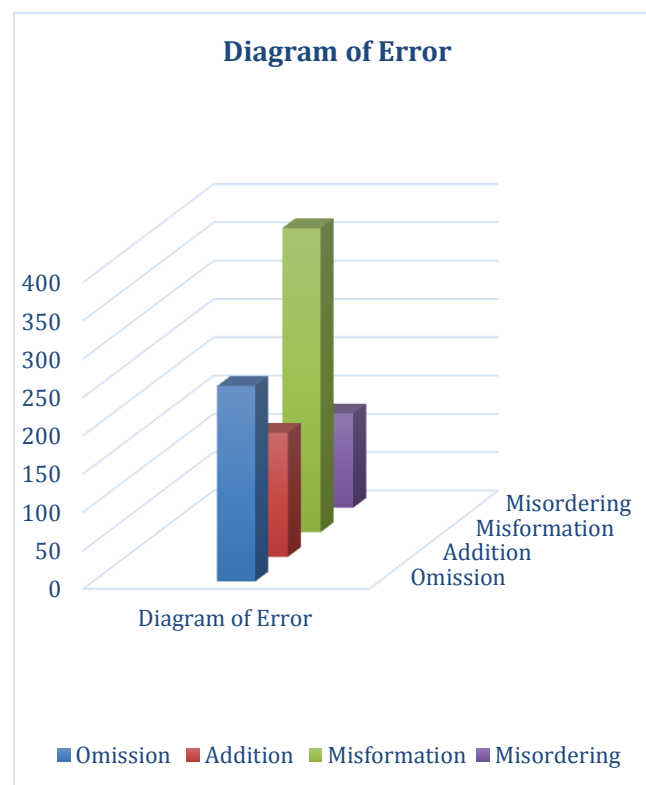
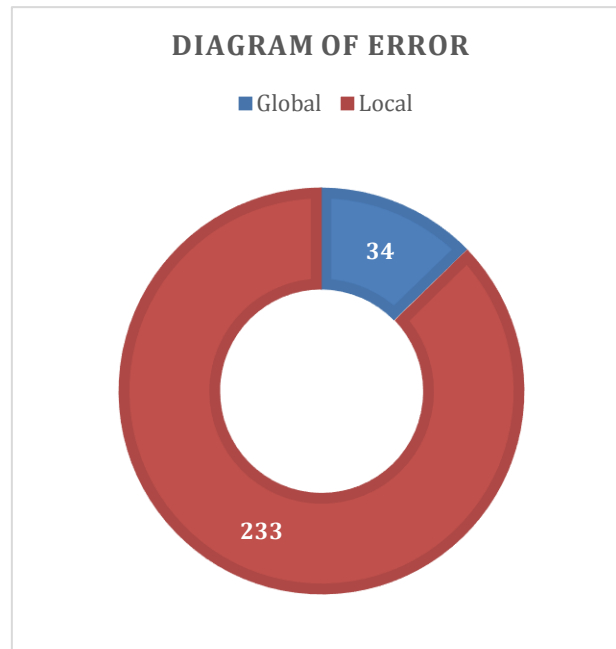


Table 4



The finding is also in line with the previous research conducted Saputro (2017) with the title of research “An Error Analysis on The Use of Passive Voice in Writing Report Text by Eleventh Grade Students of SMAN 1 Nganjuk”. The researcher found the causes of students’ error were carelessness and first language interference. It happened because lack of motivation in doing the task and also the students which still influenced by Indonesian expression and grammatical rules in writing passive voice. This also supported by Basir (2021) with the title of research “An Analysis of Students’ Problems in Writing Passive Voice Made by The second Grade of SMAN 9 Takalar”. The researcher found the cause of students’ error because they had problem in distinguishing between subject and object and had problem in using auxiliary verb be. In contrast with the finding of other research, based on what the research found, it was resulted by the lack of understanding of tenses which made the students difficult to adjust the sentences into the correct using of passive voice

5. CONCLUSION

After analyzing the data, the conclusions are drawn as the following :

- Based on the result of students’ error in using passive voice in the narrative text. There are 6 types of error were found in this research, they are Omission, Addition, Misformation, Misordering, Global and Local error. The 6 types of error made by students of XI AKL 1 which was counted based on the students’ Narrative Texts. The Occurances of error was Omision with 255, Addition with 162, Misformation with 397, Misordering with 123, Global with 233 and Local with 33 error. For the most dominant error that made were Misformation 397 or 42,3 % and Global with 233 or 87, 2 %

- The causes of students' error in using passive voice in the narrative text was carelessness, First Language Interference and Translation. The three causes of error were found based on the student's narrative text, interview's answer and also observation. For the most dominant cause made by students was Translation because the students' ignorance of the meaning of a word or even sentence in the narrative text. The researcher also found in this research that the lack of understanding tenses was one of the causes of error made by students in using passive voice in the narrative due to difficulty to adjust the sentence into the correct using of passive voice.

Based on the conclusion above, the researcher would like to give some suggestions as following :

- The teacher should give more attention to students who have lack of interest in learning English with giving motivations to encourage their interest
- The teacher should give more tests which can practice the students in translating a word or sentence in English
- The teacher should emphasize more English during learning process so that the students are trained in using English than Indonesian
- The teacher should give more understanding to the students about tenses
- The teacher should make a creative method learning which can make the students interest in learning passive voice by serving videos, pictures, and even games.
- The students should learn more and do more practice in using passive voice especially in learning regular and irregular verb and also the students should learn and know more about tenses in English.

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