CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is an international language that almost all the countries used. As an international language, English is widely used among many aspects in the world such as politics, economics, sciences, religions, educations, etc. In term of education, Indonesia has stated that English as the first foreign language either in formal institution or informal institution.

Teaching English has an impact in daily life. In formal educational institutions English is taught by students from elementary up to university; in Elementary level, English is taught as a local-content subject. In Junior and Senior high school, English is taught as a compulsory subject, and in University level, English is taught as a complementary subject. The English Cirriculum in Primary School until Senior High School are using Curriculum 2013 for changing Kurikulum Satuan Pendidikan (KTSP). There are four skills in teaching English, they are listening, speaking, writing and reading. Besides they must also be capable of grammar.

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.

Based on the writer experience in teaching practice on tenth grade students at SMA HKBP Sidorame Medan, the writer found some difficulties that faced by the students, especially in grammar. They couldn’t make a right sentence with the grammar rules. The statements persuade that grammar will help students to communicate properly because it is the basic knowledge of English.

When students learn English, they first make it to target language 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 languange. Murcia and Hilles (1998:8) 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." Mostly, students are using the Indonesian sentence patterns unconsiously when they write English sentence without payattention to the rules.

Based on the explanations above, the writer interest to analyze students error grammar especially in passsive voice and decides to undertake a study about **"Students Error Analysis Changing Active into Passive Forms in Two Tenses (Simple Present and Simple Past) of the Third Grade Students at SMA HKBP Sidorame Medan".**

1.2 The Problem of the Study

Based on the background of the study, this reasearch is aimed at giving answers on the following problem:

1. What are the students' common errors type inchanging active to passive voice based on surface strategy taxonomy?
2. What is the dominant error that students made in changing active to passie voice?

1.3 The Objective of the Study

Based on the problem, the objectives of the study are:

1. To obtain and identify the common error made by students in constructing Passive Voice based on Surface Strategy Taxonomy in Simple Present and Past Tense.

2. To know what the dominant errors that students made in constructing Passive Voice in Simple Present and Past Tense based on Surface Strategy Taxonomy.

1.4 The Scope of the Study

Analyzing students' error in learning English will need a very widecoverage of problem areas. In analyzing it, the writer limits his study in Passive Voice in Simple Present and Past Tense made by students of the third grade students at SMA HKBP Sidorame Medan.

1.5 The Significances of the Study

There are two kinds of significances in scientific study. The two significances of the study are stated as follow:

1.5.1Theoritically

The result of research is expected to enrich the horizon and becomes useful information in English teaching learning process.

1.5.2Practically

The finding of the study is expected to be useful for:

1) The Writer: This paper will be beneficial in improving students knowledge in using grammar.
2) The English Learners: this research may help them to use passive voice in right pattern.
3) The English Teachers: they are expected to know how far the students comprehend about Passive Voice and recognize not only the common error but also the causes of errors in constructing Passive Voice made by the students.
4) The Other Researchers: the finding of the references is conducting a research on English language teaching and for the future study related to Passive Voice in Simple Present and Past Tense.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing research, it is very important to clarify all terms that are related to the study in order to have clear perspective of the implementation in the field. The term may function to give limited concept which is specifically meant in particular context. In this chapter, the writer would like to present three parts. Those are the explanation of error, error analysis and passive voice. The first part is the explanation about definition of error; cause of error; categories of error and

the differences between error and mistake. The second part is the explanation about definition of error analysis; the goal of error analysis and the procedures of error analysis. The third part, the writer would like to explain about the meaning of passive voice, the use of passive voice and the forms of passive voice in simple present and past tense.

2.2 Error

It is impossible that learners never make any errors in language learning process. Error is natural part of language learning. learner of a foreign language making some error can not be avoidable for students. Error can be indicated process of formation a new system of language. Actually, the learner's errors do not always have feedback forthemselves, the result of the test that they have produced is an evidence for the teachers of researchers in order to know how far the language is acquired. In learners' errors, the teacher will also know in which part of the subject matterthat most students make errors and most students do not.

Carl James (1998:1) stated error is likewise unique to humans, who are not only *sapiens* and *loquens*, but also *homo errans*. It means that every people defenitely ever make some errors.

2.2.1 Cause of Error

Richard (1974:174) divided two causes of error, they are intralingual and developmental error:

1. *Intralingual error* are those that reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules, and failure to learn conditions under rules apply. about intralingual transfer that is the result of as the learner progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself Richard classifies intralingual error into overgeneralization,

ignorance of rule restriction, incomplete application of rules, and faulty generalization. The explaination are:

1). *Overgeneralization*

Overgeneralization covers instances where learners create a deviant structure on the basis of their experience of other structures in the target language. It may be the result of learners reducing their linguistic burden.

2). *Ignorance of Rule Restiction*

Ignorance of rule restriction is failure to observe the restriction of existing structure. It may be the result of the learner in using a previously acquired rule in a new situation; other instances may result from the rote learning of rules.

3). *Incomplete Application of Rules*

Incomplete application is occurence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.

4). *False Concept Hypothesized*

False concept hypothesized is faulty comprehension of distinction in the foreign language. It may be the result of poor gradation of teaching items.

2. *Developmental error*

Developmental erroris the result of the learner attempting to build hypotheses about the English language from his limited experience of it in the classroom or textbook.

Brown (2000:223) divides the sources of errors: *inter-lingual transfer, intra-lingualtransfer, context of learning and communication strategies.*

1. Interlingual Transfer

Interlingual transfer is the result of transfer from the native language,many such errors are detectable in learner speech.

2. Intralingual Transfer

Intralingual transfer-generalization is the result of as the learner progressin the second language, their previous experience and their existing subsumers begin to include structures within the target language itself.

3. Context of Learning

Context of learning is the result of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized.

4. Communicative Strategies

Communicative strategies is the resulf of learner obviously use production strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of error.

2.2.2 Categories of Error

There are many categories of error that are explained by the experts with different names. The writer tries to mention the categories of error based on some experts. Norish (1983:220) 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 consequntly 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.

2.2.3 The Types of Error

Heidi Dullay, *et.al.* (1982:146-172)reviews that the descriptive classsification of errorsare *(1) language category; (2) surface category; (3) comparative analysis; and(4) communicative effect.*

2.2.3.1Error types based on Linguistic Category

These *linguistic category taxonomies* classify errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronounciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

2.2.3.2 Error types based on Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: Learners may *ommit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. There are four subtypes errors based on surface strategy taxonomy:

1). *Omission*

Omission errors are characterized by *the absence of an item that must appear in a well-formed utterance.*

2). *Additions*

Addition errors are characterized by *the presence of an item which must not appear in a well-formed utterance.*

3). *Misformation*

Misformation errors are characterized by use of *the wrong form of the morpheme or structure.*

4). *Misordering*

Misordering errors are characterized by the *incorrect placement of amorpheme or group of morphemes in a utterance*.

2.2.3.3 Error types based on Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on*comparison between the structure of L2 errors and certain other types ofconstruction.*There are four subtypes errors based on comparative taxonomy:

1). *Developmental Error*

*Developmental erro*r are *errors similiar to those made by childern learningthe target language as their first language.*

2). *Interlingual Error*

Interlingual errors are similiar structure to a semantically equivalent phraseor sentence in the learner‘s native language.

3). *Ambigious Error*

It is because these errors reflect the learner‘s native languange structure, andat the same time, they are of the type found in the speech of children acqiuring a first languge.

4). *Other Error*

Other errors are that don‘t fit into any other category has been mentioned,

such as developmental, interlingual and ambiguous error.

2.2.3.4 Error types based on Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of their effect on the listener or reader.it focuses on distinguishing between errors that seem to cause miscommunication and those that don't.underlying this type of error analysis is the question : which types of errors render a phrase or sentence incomprehensible to the listener or reader?

Research has shown that certain types of errors make a critical difference as to whether or not the listener or reader comprehends the speaker's intended message. Errors that affect the overall organitation of the sentence hinder succesful communication, while errors that affect a single element of the sentence usually do not hinder communication.

The number of systemathic studies on the communicative effect of errors are relatively few. They represent an important beginning. However, and the result obtained thus far provide a sound basis for continued error analysis from the perspective of communicative effect. The results of such analysis have important implications for second language curriculum design as well as for psycholingualistic research on the processes of language comprehension.

The first communicative effect taxonomy was worked out by Burt and Kiparsky (1975) . Burt and Kiparsky collected several thousand english sentences containing errors made by adult EFL leaners from all over the world-Germany, Japan, france, Turkey, Ethopia, Korea, Thailand, and Latin America, as well as by foreign students in the united states.

A communicative effect taxonomy highlights the errors could be effect thereader or listener's prespective. There are two subtypes errors based on *communicative effect taxonomy*:

1). *"Global errors* effect entire sentence structure with the result that distrub the communication.

2). *"Local errors* effect sentence structure that distrub the comunication significantly.

2.3 Error Analysis

According to Carl James (1998:1), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Ellis (2003:170) defines that error analysis is an error analysis of language is a procedure which is usually used by language researchers and teachers consist of sample collection, explanation of error and its classification based on evaluation or the level of scoring of the errors.

The writer points out that error analysis is a way to get information from inacceptable performance by second language students which can be valuable source to help teachers whether the learning process is sucess or not. In the other words, error is believed as an indicator of the learner stages in their target language development.

2.3.1 Goal of Error Analysis

Ellis (2003:262) discusses the good reasons for focusing on error, which are:

1. They are a conspicuous feature of learner language, raising important question of "Why do learners make errors?".
2. It is useful for teachers to know what errors learners make
3. It is possible that making errors may actually help learners to learn when thay self-correct the errors they make.

Based on the definitions above, the writer would like to identify the goal of error analysis. From the information of error analyisis, the teacher or researcher can identify that teaching or learning process is succesful or not. However, the teacher should know how to correct the error of the studetns in order that they do not make the same error again. In other word, the teacher or researcher should improve or use suitable technique of teaching in oder to decrease the student‘s error.

2.3.2 Procedures of Error Analysis

James (1998:91-97) explains the procedures of error analysis that they are *detection, locating, describing and classifying error.*

1. *Error detection* is a stage of identification in which the analyst realizes the error happen
2. *Error location* means to locate the error detected before
3. *Error descripstion* is explaining the error happen
4. *Error classification* is the step to clasify the errors; whether the errors belong to subject and verb agreement, tense, etc.

However, Ellis (2003:16) investigates that identifying errors have to compare thesentence learners produced with what seem to be the normal or correct‘ sentence in the target language which corrrespond with them. For example:

*“A man and a little boy **was** watching him.”*

The correct sentence:

*“A man and a little boy **were** watching him.”*

Ellis also accepts that the procedure for analyzing learner errors

includes the following steps:

1. *Collecting of a sample of learner language.* Most samples of learner language which have been used in error analysis include data collected from many speakers who are responding to the same kind of task or test (as in Morpheme Order Studies, which are discussed below). Some studies use samples from a few learners that are collected over a period of weeks, months, or even years in order to determine patterns of change in error occurrence with increasing L2 exposure and proficiency.

2. *Identification of errors.* This first step in the analysis requires determination of elements in the sample of learner language which deviatemfrom the target in some way.

3. *Description of errors.* For purpose of analysis, errors are usually classified according to languge level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g auxiliary system, passive sentence, negative constructions), or more specific linguistic elements (e.g. articles, prepositions, verb forms).

d. *Explanation of errors.* According for why an error was made is the most important step in trying to understand the processed of second language asquisitiom. Two of the most likely causes of errors are **interlingual** (between language) factors, resulting from negative transfer or **interference** from L1 and **intralingual** (—within language‖) factors, not attributable to cross-linguistic influence. Intralingual errors are also considered **developmental** errors and often represent incomplete learning of rules or overgeneralization of them.

Based on some explanation of procedures of error above, the writer will use the procedures based on Ellis. The procedures are suitable for analyzing learners error. They are collecting the result of test, indentifying the errors from the test, descriptioning the error in category and explanationing the reason why the learner make some error.

2.4 Passive Voice

According to Marianne Celce-Murcia (1999:347), the passive is “a focus construction that exist to put the patient, i.e., the receiver or undergoer of an action is a subject position. The subject is acted upon is thus passive”.1 From the statement above, it is very clear that passive voice is a subject that receives an action of a verb.

Meanwhile, Marcella Frank (1972:55) states that passive voice is the same action is referred to indirectly; that is, the original "receiver" of the action is the grammatical subject, and the original "doer" of the action is the grammatical object of the preposition by. Here, Marcella illustrates the subject by naming "original doer" and the object refers to "original receiver". Furthermore according to her, passive voice is the same action as the active voice indirectly because the grammatical subject of verb is the original object of an active verb.

In general, passive voice is a voice that indicates the subjects as the patient or recipient of the action denoted by the verb. To create this, the passive voice is used if the thing receiving the action is put as the subject of the sentence.

2.4.1 The Form of Passive Voice

The passive voice occurs in both English spoken and written English. It is used very frequently in technical writing. Most verbs that take an object can be used in passive voice, the primary focus is on the subject (the agent or doer of the action).Passive verb-forms are made with the different tenses of *to be*, followed by a past participle. The tenses, the rules for their use are the same as for active verb-forms.

Meanwhile, Milada Broukal and Ingrid Wisniewska (2005:212-214) make rules in forming passive voice in their book "*Grammar form and function*". They are:

1. To form the passive voice, we change the object of an active voice sentence into the subject of a passive voice one. The subject of the active sentence can become the agent in a passive sentence. The agent tells who or what did the action in a passive sentence. It is introduced by the prepotition "by".
2. We form the passive voice with a form of the verb *be* + a past participle. Question use an auxiliary verb before the subject

3. We use the passive voice in the following tenses. Note that the form of be is in the same tense as the tense of the active verb.
4. Object pronoun (me, him, her, etc.) in the active voice become subject pronouns (*i, he, she*, etc.) in the passive voice.

2.4.2 The Usage of Passive Voice

Milada Broukal and Inggrid Wisniseswka (2005:214) mention some of the usage of passive voice as follows:

1. The passive voice is used when the agent is not known or unimportant.
2. The passive voice uses by + an agent, it usually because subject of the sentence is more important than the agent, but we want to express them both.
3. The passive voice is used to make a sentence more impersonal, in situation involving rules, instructions, announcements, advertisement, or processes.
4. The passive voice is used when the agent is obvious from the meaning of the sentence.

In another source, Celce-Murcia and Larsen-Freeman (1998:25-26) classified the circumtances under passive as following:

1. When the agent is obvious and, therefore, not expressed (e.g., Grapes are grown in the Nappa valley).
2. When the writer wants to sound objective (e.g., It is assumed/belived that this was among the most significant policy decisions of decade).
3. When the writer wishes to retain the same grammatical subject in successive clauses (e.g., Rene Arrendo beat lonny smith, but he was beaten by gato garcia)
4. When the theme is shared information, but the agent is new (e.g., What a beautiful picture! Isn‟t it? It was painted by one of my students).

2.5 Simple Present Tense

In general, related to Betty Azar (1989:2) simple present is the events or situationsthat exist always, usually, habitually: they exist now, have existed in the past and probably exist in the future.The present tense shows clearly that in English; tense is not the same time. The present tense is not usually used to describe present time. Instead, it describes act ivit ies and states which are generally and universally true. The present tense is the tense for descript ion, definit ion, and statement of general truth.

From the definition above it can be concluded that simple present tense ispresent verb form used to describe an act ivity they exist now, habitual act ion and for general statement of fact. The form of Simple Present Tense are:

1. Subject + VI (Subject : I, you, we, and they)
2. Subject + VI + S/ ES (Subject : She, he and it)

2.6 Simple Past Tense

The simple past is concerned with specific events which happened at acertain time in the past , and its principle use is therefore in stories and reports.Specific indicat ions for use of this tense are reference t ime (adverbial, likeyesterday, last week, some t ime ago, and years, e.g. in 1888.According to Wishon (1980:195), simple past tense is (tense)that is used to report a state or act ivity which can be ascribed to a definite past time.

From the definitions above the writer conclude that the simplepast tense is a form that indicates an activity or situations before now or in the past or at one particular time in the past . This happened, it began and ended in the past and time signal are yesterday, this morning, two

days ago, last week, etc. The form of the Simple Past Tense, Subject + Verb+ed / Irregular verb + Object.

2.7 Previous Research

There are previous researchs related to this study. First, Iwan Kurniawan *"An Analysis of Students' Grammatical Errors in Transforming Active to Passive Voice at the 12th Class of SMK Bina Latih Karya Bandar Lampung in 2011 on Jurnal English Education. Volume 5 Nomor 1 tahun 2013, 26-38"*. The objectives of his research were to describe the types of error made by the students in making Active to Passive sentence and to know the proportion of the errors made by the students. In his research, the types of students' errors were classified by Surface Strategy Taxonomy. He used descriptive method. The resarcher took the students of 12th class at SMK Bina Karya Bandar Lampung. He did not limit the problem about tenses in his research. The writer has similarity with the previous researcher in changing Active to Passive, but the writer limit the problem just in Simple Present and Simple Past. The writer also use descriptive method in this research and the students take from tenth class at SMA Parulian 1 Medan.

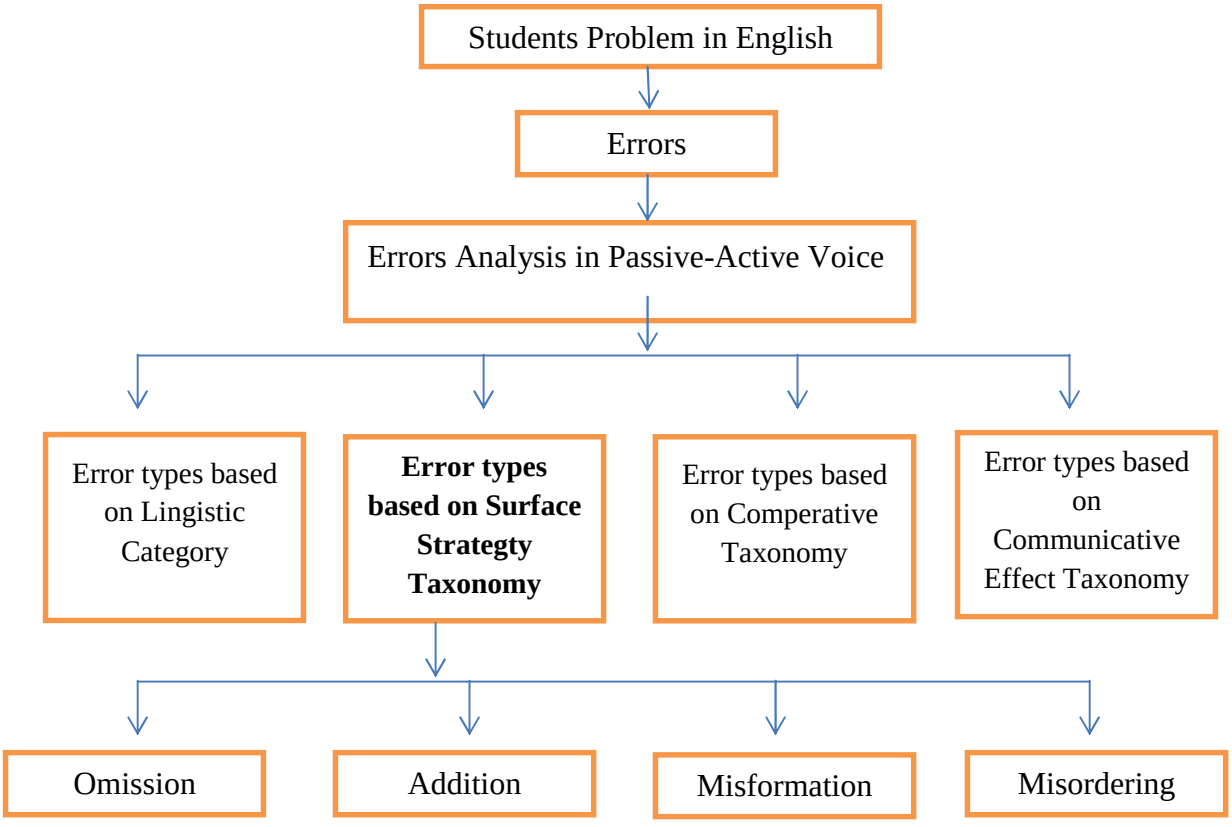
Furthermore, H. AbdulQodir in the research *"An Error Analysis in Changing Active Voice into Passive Voice" on jHIMMAH Volume 7 Nomor 18 Tahun 2006*. He stated that the aims of his writing are (1) to know the kinds of errors on changing active voice into passive voice, (2) to know which tense has the highest frequency of errors. He used simple present, simple past, present continous and future tense. While the writer just use simple present and simple past. The aim of this research is to identify the common error and the causes of error made by the students.

2.8 Conceptual Framework

As we know, English is an international language. By using English the people can comunicate and interact with others from other countries. However, learning English as a foreign language is not the some as learning a mother tongue where the students have much time to use it in daily life. The students should understand about grammar because by understanding it, the students can make sentences well and they can talk in English correctly. In fact, many students found difficulties in learning grammar, they often make grammatical errors.

Error is unacceptable and inappropriate forms caused bythe learner's lack of knowledge and because of their weakness in understanding the pattern the important things is we cannot avoid it . So if the students can not correct him when he was challenged, it means he made an error.

The Conceptual Framework can be shown in this following:



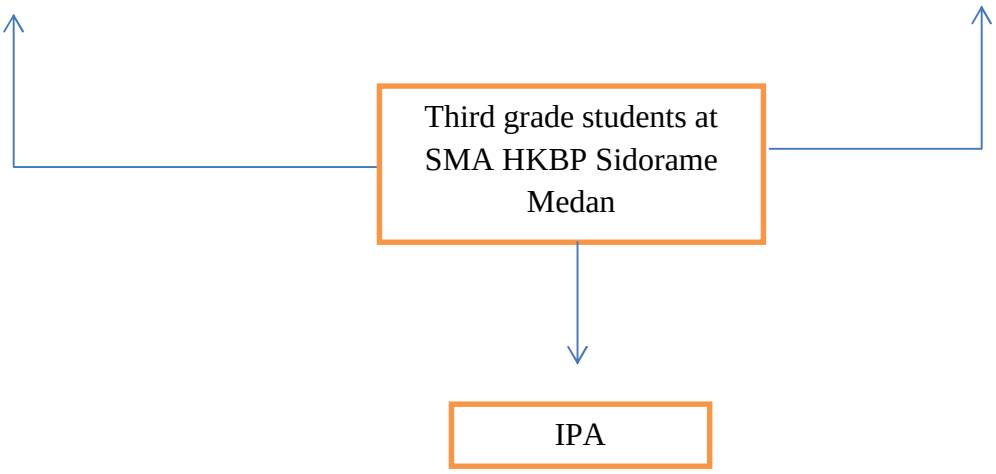


Figure 2.1 The conceptual framework of *Analysis Students Error in Changing Active to Passive Forms in Two Tenses (Simple Present and Past Tense) (Sihombing, Alfonso 2018:2).*

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

There are several types of research design. They are descriptive qualitative, experimental qualitative, and classroom action research. The method of this study is descriptive qualitative method. According to Scott Thornbury(1999) descriptive qualitative method is a label used in qualitative research for studies that are descriptive in nature.

The writer chose descriptive qualitative research in this study where the writer used to analyze students error in passive voice. The writer observed the passive voice material in students' book. Then, the writer explained about passive voice in classroom. The writer focused on the error types based on surface strategy taxonomy.

3.2 The Subject of the Study

The subject of this research was the students of the third grade at SMA HKBP swasta Sidorame Medan. The class was XII (IPA) that consist of 20 students. The writer took all the students in the class to take the data.

3.3 The Instrument of Collecting Data

The instrument of this research were observation and written test (essay or statement). The test consisted of 20 questions. The first ten question was about simple present tense. Then the second ten questions was simple past tense. The students changed it from active into passive voice form.

3.4 Technique of Collecting Data

In collecting data, the writer used a technique to solve the problems. The technique in collecting data was a test. The test is used to know how many errors made by the students.

3.4.1 Observation

The observation included technique of teaching Passive Voice in the class, teaching material and kind of media used in the classroom.

3.4.2 Test

The types of the test were completion items. It focused on passive voice. The completion items which consistof 20 items test to change the active into passive sentence.

3.5 Procedure of Collecting Data

The procedure of collecting the data such as:

1. The students tested by giving an evaluation that took from their English book to know how many errors that students made in changing active to passive voice.
2. The writer explained a little about passive voice.
3. The writer gave the test which is prepared that consist of 20 questions. The first ten was simple present and the second ten was past tense.
4. Then, the answer sheet is collected by the writer to know how many errors that made by the students that becomes a data of the writer in this research.

3.6 Technique of Analyzing Data

After collecting the data, the writer would analyze to achieve the intended objectivie. The techniques that were used to analized the data was error analysis. The technique of data anlysis is used by the writer in this research is descriptive analysis technique (percentage) from the frequency of information and it is divided with the number of cases.

The formula is:

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

P= Percentage

F=Frequency

N=Number of sample which is observed