

**STUDENTS' ERRORS ANALYSIS IN CHANGING ACTIVE VOICE INTO
PASSIVE VOICE OF SIMPLE PRESENT AND PAST TENSE
(A Case Study at 8th Grade of SMP Swasta Puteri Sion Medan)**

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Abstract

This research was purposed to analyze students' errors in changing active into the passive voice of simple present and past tense. This study used a descriptive qualitative research design. The data source was students' test printed papers which contained passive voice questions as the instrument. The subject was the eighth grade of SMP Swasta Puteri Sion Medan which consisted of 31 students. The data were identified, classified, and analyzed based on surface strategy taxonomy of Dulay's theory, namely error or omission with percentage 23,3%, the error of addition with percentage 12,19%, the error of misformation with percentage 55,82% which established as the dominant error, and error of misordering with percentage 8,67%. The total of errors' percentage reached 99,98%.

Keywords: *Error Analysis, Passive Voice.*

Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan siswa dalam mengubah kalimat aktif menjadi kalimat pasif dalam *simple present* dan *past tense*. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Sumber data adalah lembar kerja siswa yang dicetak yang berisi pertanyaan kalimat pasif sebagai instrumennya. Subjek penelitian ini adalah kelas VIII SMP Swasta Puteri Sion Medan dengan jumlah siswa sebanyak 31 orang. Data diidentifikasi, diklasifikasikan, dan dianalisis berdasarkan kesalahan taksonomi siasat permukaan dari teori Dulay, yaitu kesalahan penghilangan dengan persentase 23,3%, kesalahan penambahan dengan persentase 12,19%, kesalahan salah formasi dengan persentase 55,82% yang ditetapkan sebagai kesalahan dominan dan kesalahan salah susun dengan persentase 8,67%. Total persentase kesalahan mencapai 99,98%.

Kata kunci: *Analisis kesalahan, kalimat pasif.*

INTRODUCTION

English is an international language. It means all people around the world would be able to communicate with each other by mastering this language. This reason causes English is taught in almost every country on this earth. To have good skills in English, students as learners are expected to be able to master four skills, which are listening, speaking, reading and writing. But nowadays the students are difficult to master English because there is a grammar that has many rules.

Grammar is a study about to make and arrange the sentence. Grammar is an important part of languages, and grammar is very important for the learner (Sandy et al., 2016:2). Grammar makes a sentence becomes clear and good.

A passive voice is one of the grammars which is made from an active voice. According to Sakran and Nada (Ananda Nuraini, 2019:1), active and passive voices are grammatical structures that play a significant role in the way meaning is conveyed through written and

spoken communication. Passive voices are usually used when the subjects (doers) are not important, therefore they might be erased from sentences (the subjects disappear). In passive voices, the process is more important than the doers (Widiati et al., 2018). Based on experts' statements above, the researchers conclude that an active voice tells what the subject does in a sentence, while on the other hand, the subject in passive voice is received an action. Passive voice is often found as reading a passage of a text and used when it is not necessary to mention the responsibility of someone who does the action. Passive voices mastery is useful for the students in writing persuasive text which commonly formed in news reports and academic essays because in news reports and academic essays the verbs/actions/processes are important to be emphasized than the subjects (doers).

It is why students should master passive voice to have good skills in writing an academic essay and news reports. But in fact, many

students could not write passive voice well (do errors) because of lack of knowledge, do not master infinitive/past/past participle verbs, students' inappropriate translations and other problems else. According to Dulay (Hanna Sari Depari, 2018), there are four error categories are classified in surface strategy taxonomy, namely the error of omission, the error of addition, the error of misformation, and the error of misordering. The error of omission is signed with the absence of morpheme or an item that must appear in a well-formed sentence. E.g *Mary our new President*. In that sentence, be 'is' should appear afterword *Mary*. The error of addition is signed with the presence of morpheme or an item that must not appear in a well-formed sentence. The error of addition has three types, namely the addition of double marking, regularization, and simple addition. The addition of double marking is the failure to delete some items, which is needed in a linguistic construction, but do not need to be deleted in others. E.g. He *did not went* to Bali. Afterword

did not the verb 'went' should be in infinitive verb form. Regularization is a mark that is typically added is a linguistic item that is wrongly added to exceptional items. E.g. verb **eat** should be **eaten** not **eated**. The last type of addition's error is simple additions which occurred if an addition's error is not double marking nor a regularization. E.g. *the fishes does not live in the water*.

The error of misformation is signed with using the wrong form of morpheme or structure. There are three types of error of misformation, namely regularization, archi forms, and alternating forms. The regularization marker is used in a place of an irregular one. E.g. I see two women became I see two womans. Archi forms exist through selection of one of class' forms for representing or drawing others in same class forms. E.g *me hungry* instead of *I am hungry*. The last is alternating forms which a fairly free alternation of various members of a class with each other. E.g. She *no* have house instead of She *does not* have house. The last error's category is error of misordering which is

signed with incorrect placement of morpheme. For example, *apple is eated by me every day* instead of *apple is eaten by me every day*. Passive voice uses past participle as its verb, therefore verb of the example above *should be eaten not eated*. It is an example of addition's error because the presence of suffix –ed must not be added to word eat, verb eat has its form in the past participle. Students always think that all past participle verbs are added suffix –ed which is definitely wrong because there are irregular and regular verbs that have its forms.

This research is aimed to conduct errors' analysis in changing active into passive voice in simple present and past tense. Active voice in simple present uses infinitive verbs, while in simple past tense the active voice uses past tense verbs. In writing passive voice, the verb will be changed into past participle form, then 'be' from simple present (am, are, is) and past tense (was/were) are added before past participle. Here is formula of passive voice in simple present and past tense shown on the table clearly below:

Table 1 Formula of Passive Voice in Simple Present Tense

Simple Present Tense		
Form	Active Voice	Passive Voice
+	S + V1 (es/s) + O/C	S + be (am,are,is) + V3 + by + O/C
	He writes a letter	A letter is written by him
-	S + do not/ does not + V1 + O/C	S + be (am,are,is) + not + V3 + by O/C
	He does not write a letter	A letter is not written by him
?	Do/Does + S + V1 + O/C	Be(am,are,is) + S + V3 + by + O/C
	Does he write a letter?	Is a letter written by him?

Table 2 Formula of Passive Voice in Simple Past Tense

Simple Past Tense		
Form	Active Voice	Passive Voice
+	S + V2 + O/C	S + be (was/were) + V3 + by + O/C
	He wrote a letter	A letter was written by him
-	S + did not + V1 + O/C	S + be (was/were) + not + V3 + by + O/C
	He did not write a letter	A letter was not written by him
?	Did + S + V1 + O/C	Be(was/were) + S + V3 + by + O/C
	Did he write a letter?	Was a letter written by him?

Verbs in the past tense and past participle forms have the similarity in regular verbs which only add suffix -ed at the end of verbs, but in irregular verbs, this clue does not work. Irregular verbs are more difficult to be mastered because of their different forms. It is one of the students' difficulties in learning and using passive voice based on Alexander (1980:171). Because of this difficulty, the students often do errors in writing passive voice. Since students do errors in changing active into passive voice, therefore the researchers want to know which part of the dominant error that students have in writing passive voice.

Based on the reasons above, the researchers are interested to conduct research entitled Students' Errors Analysis in Changing Active Voice into Passive Voice of Simple Present and Past Tense (A Case Study at Eighth Grade of SMP Swasta Puteri Sion Medan). The significance of this research is to make the students realize their errors so they can do better than, improve English teachers' skills and methods in teaching passive voice, and give

information to future researchers who interested to research passive voice to do better research.

METHOD

This study used a qualitative research approach. Parkinson & Drislane (2011) state that qualitative research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. This study was purposed to analyze students' errors in changing active into a passive voice of simple present and past tense, so it is classified as a descriptive qualitative research design. Based on Drs. S. Margono (2014:39) Descriptive is the characteristic of data in qualitative research because the data is obtained in forms from words, pictures, behavior) not in numbers or statistical figures. The expert's opinion above was the researchers' guidance for testing the students by making 20 questions in the printed paper (word or document forms) as the data.

The subject of this research consisted of 31 students in eighth

grade in SMP Swasta Puteri Sion Medan. The instrument of this research was printed paper test which contained questions of changing active into the passive voice that was taken from Simon Clarke's book (2010:83) and developed by researchers. The test was given to the students and must do by them.

In collecting the data, the researchers did some steps as follows:

1. There were 20 questions in the printed paper test about the active voice that must students change into passive voice
2. The test was distributed to the students
3. The researchers gave some instructions to the students to do the test
4. The students were given 40 minutes to do the test. After the students finished the test, then the printed paper test was collected to the researchers.

While analyzing the data, the researchers did some steps as follows:

1. Collected the data from students' printed paper tests

2. Identified the errors, then specified the errors by underlined and circled it with some initials like 1. A for Error of Addition, 2. MF for Error of Misformation, 3. O for Error of Omission, and 4. MO for Error of Misordering
3. Classified the errors into several categories (Error of Addition, Error of Misformation, Error of Omission, and Error of Misordering) to find out its total
4. Calculated percentages of the errors data by using the formula as Sugiono (2013) stated down below:

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

P = the percentage of errors

F = total error from one type

N = total error from all types occurred

5. Found out the dominant types of errors

FINDING AND DISCUSSION

Based on the analysis result, the percentage of errors will be presented on table 3.1 as follows:

Table 3 The analysis result of students' errors

SIN	OE	AE	MfE	MrE	Total
AMB	2	2	9	0	13
AS	4	2	8	0	14
AVHP	2	2	1	2	7
CJ	5	0	4	1	10
DI	6	1	5	3	15
Ds	5	3	7	0	15
DBS	1	2	9	0	12
EC	3	3	7	0	13
ED	6	1	6	0	13
EH	2	2	6	0	10
GDS	4	1	9	0	14
IM	4	2	7	0	13
KY	5	0	4	4	13
LM	0	1	6	3	10
LS	1	0	13	1	15
MB	3	0	1	4	8
MK	3	1	2	6	12
N	4	2	6	0	12
NAP	1	2	5	0	8
RBS	0	3	8	0	11
RGS	4	1	4	5	14
RY	4	2	3	0	9
SAG	1	1	13	0	15
SNMS	0	0	10	0	10
TF	4	1	10	0	15
TK	3	3	8	0	14
VD	3	2	4	0	9
VJSG	3	2	10	0	15
Y	0	0	6	1	7
YNS	1	2	7	2	12
YR	2	1	8	0	11
Total	86	45	206	32	369
EP	23,3%	12,19%	55,82%	8,67%	99,98%

SIN = Student's Initial Name
OE = Omission's Errors
AE = Addition's Errors
MfE = Misformation's Errors
MrE = Misordering's Errors
EP = Errors' Percentage

Based on the students' errors percentage table 3.1 above, the researchers will identify and classify some examples of students' errors in changing active into passive voice and the correction as well on the tables below:

Table 4 Examples of omission's errors

No	Errors	Corrections
1	English ...spoken by people in Australia	English is spoken by people in Australia
2	The washing up ... done by him	The washing up is done by him
3	... the letters delivered by the postman at 08.00?	Are the letters delivered by the postman at 08.00?
4	The match ... postponed by them	The match was postponed by them
5	The light bulb ... invented by Thomas Edison	The light bulb was invented by Thomas Edison

Omission's error percentage gained 23,3%. It happened because students forgot to omit an item/morpheme toward sentences therefore the sentences became unwell-formed. In this case, the students forgot to omit 'be' (am, is, are, was, were) that is needed in making well sentences.

Table 5 Examples of addition's errors

No	Errors	Corrections
1	This classrooms is not cleaned by him every day	This classroom is not cleaned by him every day
2	Is this rooms used by people very often?	Is this room used by people very often?
3	A tests was not given by him to me	A test was not given by him to me
4	A letters is not written by Ahmad	A letter is not written by Ahmad
5	These houses were builtd by them a hundred years ago	These houses were built by them a hundred years ago

Addition's error percentage gained 12,19%. It happened because students added an item/morpheme that must not appear in the sentences therefore the sentences became unwell-formed. In this case, most of the students added suffix -s at the end of a noun that is preceded with article 'an' and demonstrative adjective of 'this'. Article 'a/an' is used with a singular countable noun (Marcella Frank, 1972:125). Other

students' error is added suffix –ed at the end of exceptional items/verbs as well.

Table 6 Examples of misformation's errors

No	Errors	Corrections
1	Mineral water is selled by them in plastic bottles	Mineral water is sold by them in plastic bottles
2	A test is not given by him to me	A test was not given by him to me
3	Is this textbook written by you last year?	Was this textbook written by you last year?
4	The computers was used by them	The computers were used by them
5	Are Don Quixote written by Cervantes?	Was Don Quixote written by Cervantes?

Misformation's error percentage gained 55,82%. This error type is dominant than others. It happened because students used the wrong 'be' (am, is, are, was, were) in sentences and added suffix –ed at the end of exceptional items/verbs as

well. In this case, students are still confused and lack of knowledge about when to use 'be' in present (am, are, is) and 'be' in past (was/were) and what 'be' should be added toward singular/plural noun.

Table 7 Examples of misordering's errors

No	Errors	Corrections
1	The light was invented by Thomas Edison bulb	The light bulb was invented by Thomas Edison
2	Me a test was not given by him	A test was not given by him to me
3	Mineral water is sold by in plastic bottles them	Mineral water is sold by them in plastic bottles
4	These houses were built by a hundred years ago them	These houses were built by them a hundred years ago
5	The road is repaired by every year them	The road is repaired by them every year

Misordering's error percentage gained 8,67%. It happened because students put an item/morpheme in the wrong place (incorrect placement). In this case, students placed item/morpheme at the end of a sentence that should exist at the beginning/middle of the sentence.

CONCLUSION

Based on the analysis result, the researchers gained 99,98% as the total of errors' percentage which consisted of 23,3% of omission's errors, 12,19% of addition's errors, 55,82% of misformations' errors, and 8,67% of misordering's errors. The dominant errors that were made by the students are misformation's errors with a percentage of 55,82%. It caused of students are still confused and lack of knowledge about when to use 'be' in present (am, are, is) and 'be' in past (was/were) and what 'be' should be added toward singular/plural noun.

Based on discussion and conclusion results, the researchers would like to present some suggestions for those who relate to

this study as follows. Firstly, students must be more careful in writing a passive voice. Students should learn more about the differences of infinitive/past tense/past participle verb forms, singular and plural nouns to fit 'be' with the subject and adverb of time in a sentence. Secondly, English teachers should teach students in changing active into passive voice by using the appropriate method/technique. If the students already done errors in writing passive voice, English teachers should order students to correct mistakes/errors of grammar. It will make students concentrate on that particular aspect and it cuts down on the correction (Jeremy Harmer, 1998:84). English teachers should teach students about the differences of infinitive/past tense/past participle verb forms, singular and plural nouns as well. Give exercises and discuss it with students together to improve students' skills. Finally, hopefully, by this research, future researchers will know how to analyze students' errors in changing active into the passive voice of simple present and past

tense better through the previous study as reference.

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