

**AN ERROR ANALYSIS OF THE STUDENT'S WRITING IN PASSIVE VOICE
AT SMK PASUNDAN 1KOTA SERANG**

(A Case Study at Eleventh Grades of SMK Pasundan 1 Kota Serang)

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Abstract

In constructing correct passive voice, students need to master grammar. In this case, learning passive voice always creates errors. The objectives of this research were to know the types of Passive Voice that taught in SMK Pasundan 1 kotaSerang atelevnthgrade and to find out the causes of errors made by the student's Writing Passive Voice especially Simple Past Tense. The subjects of this research consisted of 15 students at eleventh grades of SMK Pasundan 1 Kota Serang. The method of this research was Qualitative by using Case Study Method. To collect the data the writer used test as an instrument, while the writer was analyzed errors of the students it is based on the Surface Strategy Taxonomy. The results of this research are Misformation errors consisted 41 errors or 58,57 %, followed by Omission errors consisted 23 errors or 32,58 %, Misordering error consisted 5 errors or 7,14 % and Addition error consisted 1 errors or 1,43 %. Based on the result of the research the dominant errors was Misformation consisted 58,57%. The conclusion of this research was this research related to a cause error made by the students and one of the cause was less understanding about grammar especially Simple Past Tense.

Key words: *Error Analysis, Surface Strategy Taxonomy, Passive Voice of Simple Past Tense.*

INTRODUCTION

There are four skills in English, namely: Speaking, Listening, Writing and Reading. From the four skills above, the most important skill in learning English is Writing. It is because Writing is basic skill to communicate the Language use. According to Brown (2003:218) he stated that, the ability to write has become an indispensable skill in our global literate community. To produce a good writing, we need grammar. One of the topics in the English grammar that students must learn is about passive voice. Passive voice is an important English grammar that must be mastered by students actively or passively. So they can speak and write correctly according to grammatical. In constructing correct passive voice, students need to master grammar but in this case, learning passive voice always creates errors.

Based on the writer experience when Teaching Practice Program (TPL in SMK Pasundan 1 Kota Serang at twelve grades on September 25th 2017- November 04th 2017) and already verified by the teacher is Mrs. Ita Mistahussaidah, S.Pd through the interview that has been done, the writer found some problems. For examples when students changed active into passive voice sometimes students do not fully understand about the rules that must be mastered so the students made errors. It is influenced because the students get confused to change the form of passive voice, less understanding grammar especially simple past tense and the usual

problem faced by students in changed the verb from active to passive voice. In other word, the students still confused to distinguish between regular or irregular verbs. After the teacher verify about the problems faced by the student's, she also had been explain about the maximums score of the student in the school. Especially for English lesson, the maximums score that must be achieved by the students consisting 70. Based on the maximums score and achievement of the student in English process learning, the teacher concluded that half of the students in SMK Pasundan 1 Kota Serang have fulfill the score that has been set.

The writer has been done observed in SMK Pasundan 1 Kota Serang especially at the eleventh grades AP5 (*Akademi Perkantoran*) to see learning English process especially when teaching passive voice as directly. The writer gave the test consist 12 numbers, to found the error made by the students. Before the writer discussed about error further, first of all the writer will make differences between error and mistakes. As we know, Error and mistakes are not same. But, some people still miss understanding or get confused to distinguish between them. The writer felt interest to make differences between error and mistake. According to Brown (2007: 257) he defined Mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. While according to Corder in Ellis (2005:60) he stated: The description of

errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Based on the definition of error above, the writer also found the type of errors based on expert there is according to Dullay (1982:146) he divided errors into two types, the first is Error types based on Linguistic category that classify error according to linguistics constituent that included phonology, syntax, morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). The second type of error is error based on the surface strategy taxonomy. In this research, the writer also just focuses to analyze error made by the student based on surface strategy taxonomy. Error based on surface strategy taxonomy as general divided into 4 types, there are: Omission, Addition, Misformation and Misordering error.

When the writer checked the test of the students, she found some error based on surface strategy taxonomy when they are changed active into passive voice. The error made by the students influenced because several factors. One of the factors which commonly in changed form of passive voice. On the other hand, the verb used in passive voice is always in past participle form. Sometimes students do not fully understand about the rules that must be mastered so the students made errors. For example, they get confused to set a subject, to be and object in passive voice. Another factor

faced by the students when they are changed verb from active into passive. In other words, they cannot distinguish between regular and irregular verb. It is made the writer wanted to analyze the error of the student in changed passive voice. Besides that, the writer also wanted to know the types of passive voice which taught in SMK Pasundan 1 Kota Serang especially at the eleventh grades, and to find out the cause of errors made by the student's in writing passive voice especially past tense.

METHOD

This research used qualitative approach with case study method. According to Auerbach & Silverstein (2003:03) qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of particular phenomenon. While Creswell defined about case study (2014:42) Case studies are a design of inquiry found in many fields, especially evaluation.

This research has been done taken the data in SMK Pasundan 1 Kota Serang at the eleventh grades in the academic year 2017/2018. The writer needs more or less 1 month to take data of each problem.

The writers choose the subject of this research in SMK Pasundan 1 Kota Serang at eleventh grades AP5 (*Administrasi Perkantoran 5*). The total number of the students at eleventh grades consist 23

students. But the writer just analyzed 15 from the result of the students test. Besides the test, firstly technique that used by the writer to get the data are Observation, Interview, test and Documentation. All of the techniques hopefully can make this research more credible or valid.

According to Gay (2012:381) observation is on understanding the natural environment as lived by participants, without altering or manipulating it. For certain research questions, observation is the most appropriate and effective data collection approach.

In this research the writer has been done record through video to see learning English process especially about passive voice as directly. The purposes of use observation are to know how many types of passive voice that taught in SMK Pasundan 1 Kota Serang at eleventh grades and to analyze the response of the students in process learning especially when learn about passive voice and to find out the problem faced by the students in changed active into passive voice.

After doing observation, the next technique is interview. To know more deeply about the causes of the errors that faced by the students when change from active voice to passive voice. According to Gay (2012:386) an interview is a purposeful interaction in which one person obtains information from another. The writer has been done interview the teacher and 5 students of eleventh grades AP5. The purposes doing interview is to

obtain important data they cannot acquire from observation alone.

The writer used test as an instrument of this research. According to Brown (2003:03) test is a method of measuring a person's ability, knowledge, or performance in a given domain. The writer has been done gave the tests to change active into passive voice in accordance with tenses they learn in eleventh grade. But the writer more focuses to analyze passive voice of simple past tense. The writer used test to measure and evaluate their skill, and to find out achievement ability of the students.

The last technique is documentation. Documentation is a collecting data technique by investigating document to get data that was related to the topic that was being search. According to O'Leary (2004:177): "Document analysis is Collection, review, interrogation, and analysis of various forms of text as a primary source of research data".

The writer has been done take some picture, take recording and everything's that can support and make this research more credible.

After all the data has been collected, and then the writer was analyzed and accounting and was calculated the error used the formula according Sudijono (2009:42) as follows:

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

P : Percentage of the student's error
f : Number of the student's error
N : Total number of the student's error.

14 Students	3	-	3	1
15 Total	23	1	41	5
		70		

RESULT AND DISSCUSSION

After the writer analyzed and calculated the error made by the students when they are changing active into passive voice so the writer make the table to identify the error by the students and make the table of recapitulation of students error as follow.

Table1. The Recapitulation of Students Errors

Students	Type of Error			
	Omission	Addition	Misforma tion	Misorderi ng
Students 1	-	-	2	1
Students 2	2	-	3	-
Students 3	1	-	3	2
Students 4	-	1	-	-
Students 5	3	-	3	1
Students 6	-	-	4	-
Students 7	1	-	3	-
Students 8	2	-	4	-
Students 9	2	-	2	-
Students 10	1	-	4	-
Students 11	2	-	3	-
Students 12	2	-	3	-
Students 13	2	-	2	-
Students	2	-	2	-

Finally the writers found the result of the test and make it by the recapitulation of the student's error. The writer found the total error made by the students are 70 error consist by Omission is 23 error, followed by Addition is 1 error, then Misformation is 41 error and the last Misordering is 5 error. After the writer found the some error, so the writer was account the error used the formula by Sudijono and found the percentage of students error are:

a) Misformation

$$P = \frac{41}{70} \times 100 = 58,57\%$$

b) Omission

$$P = \frac{23}{70} \times 100 = 32,85\%$$

c) Misordering

$$P = \frac{5}{70} \times 100 = 7,14\%$$

d) Addition

$$P = \frac{1}{70} \times 100 = 1,42\%$$

From the percentage errors of the test above, the writer found the dominant error are *misformation* errors (41 or 58,57), *omission*

errors (23 or 32, 85 %), *misordering* errors (5 or 7, 14 %), and *addition* errors (1 or 1, 43%). Misformation occurs characterized by the use of the wrong form of the morphemes or structure. For example the students write *a new shoesis bought by John yesterday* but students should write *a new shoes was bought by John yesterday*. In passive voice should use to be of past tense.

From the result of the test, the writer concludes that causes of errors made by the students when they change active voice into passive voice especially in form of past tense. It is influenced because the students get confused to change the form of passive voice, less understanding about English grammar especially simple past tense and do not fully understand about the rules that must be mastered when change active into passive voice so the students made errors.

Besides, when the students change active voice into passive voice especially simple past tense, the big causes are they still get confused to change from past verb into past participle, and do not remember or less understanding about regular and irregular verb. The problem occurs because the students lazy to do exercise and do not bring the dictionary to go to school. So they felt difficult when change active into passive voice.

Based on the explanation above, the writer can conclude that students of SMK Pasundan 1 Kota Serang at Eleventh Grade are less understanding about grammar especially in

simple past tense. As a foreign learners, we should realize that English grammar and Indonesian grammar are different. So, it needs more pay attention from the English teachers.

CONCLUSION

Based on the result of the research in SMK Pasundan 1 Kota Serang at Eleventh grades (*XI Akademiperkantoran 5*) the writer focus on analyzes the errors of the students in Passive voice especially Simple Past Tense. The writer analyzes type of errors based on Surface Strategy Taxonomy according to Dulay (1982:146). Surface Strategy Taxonomy consists of four errors. There are Omission, Addition, Misformation and Misordering errors. To analyze the students' errors, the writer use test as an instrument.

Based on the test, the dominant error is Misformation. Total misformation errors are 41 errors or 58,57 %, followed by Omission errors are 23 errors or 32,58 %, Misordering are 5 errors or 7,14 % and the last Addition are 1 errors or 1,43 %. The dominant errors is Misformation, it is influenced because the students use of the wrong form of the morphemes or structure. In misformation errors the students supplies something, although it is incorrect.

The errors are made by the students when they change active voice into passive voice in several factors. Such as, the students get confused to change the form of passive voice, less understanding about English grammar

especially simple past tense and do not fully understand about the rules that must be mastered when change active into passive voice so the students made errors.

The explanation above already verified by the teacher is Mrs. Yeni Handayani, S.Pd through interview that has been done.

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