

AN ANALYSIS OF ERRORS MADE BY STUDENTS OF SMAN 1 BUNGKU TENGAH IN TRANSFORMING ENGLISH ACTIVE SENTENCES TO PASSIVE VOICE

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ABSTRACT

This study aims to describe the most dominant types of errors made by students in transforming active English sentences into passive sentences and to find out the causes of students making errors. The subjects of this study were class XII students of SMAN 1 Bungku Tengah. The samples are 24 students were taken using convenience sampling. This study used qualitative research and data collection using tests items and interviews. The data were identified, classified, and analyzed based on surface strategy taxonomy of Dulay's theory, namely error of omission with percentage 25,13%, the error of addition with percentage 6,81%, the error of misformation with percentage 65,45% which was established as the dominant error, and error of misordering with percentage 2,62%. Based on the results of interviews, the causes of errorness were, 1) Students did not understand the formula according to tenses, 2) Students were still confused about the use of "to be", 3) Students still lacked vocabulary.

Keywords: Error Analysis; Types of Error; Active and Passive voice.

INTRODUCTION

Learning English is not easy; therefore, Indonesian learners are often confused about comprehending English because of the differences between the English and Indonesian language systems. Besides, Indonesian learners of English are influenced by Indonesian structure. Therefore, the learners have to be aware of that. Constructing an English sentence needs some important rules called grammar. Students who want to master English well should understand better the English grammar. Learning a language is supported by learning the components of the language, such as vocabulary, structure, pronunciation, and spelling.

English has a different syntactical form of passive voice than the same term in Indonesian. Thus, foreign language learners in Indonesia had difficulties changing the active to passive sentences. In Bahasa Indonesia, the speakers have to change the object of the sentence to be the subject of the sentence and then change the verb by adding prefix *di-* or *ter-*. Meanwhile, in English, the speakers should change the object of the active sentence to be the subject of the passive sentence. After that, language users must change regular verbs suffix *-d* or *-ed* and irregular verbs into past participles. Changing the verb form and using the past participle are the most difficult aspects that the students find in learning English passive voice.

In changing active sentences into passive sentences, students tend to make errors. In general, students' errors that often encountered the use of "to be", locating the subject and the object, and the use of the third form of verbs. These errors occur because the students do not understand active and passive sentences.

The importance of error analysis is very useful in a smooth teaching program that is being implemented. That is with error analysis, teachers can overcome the difficulties faced by students because error analysis can provide information to teachers or instructors about deficiencies in the existing learning process, so they can plan remedial teaching programs and can change the learning method to make it easier for students to understand. So, students can find language errors and know good and correct language according to language rules.

Therefore, this study tries to identify and classify the errors made by the participants in transforming active to the passive sentence. The researchers assume that the research of error analysis is still needed to come closer to the problem faced by the students, and then the teacher can choose the best method and technique of teaching to which they should focus. In line with this statement, Hasyim (2002, p.42) argued that error analysis is needed for both teachers and learners as the reflection and evaluation during the learning process.

Based on the statement above, it can be concluded that analyzing student errors in changing active to passive sentences is very important. Because by analyzing student errors, researchers can find out the types of student errors and what problems students face in learning active to passive sentences. So with that, the researchers conducted a study entitled Error

Analysis in Transforming English Active Sentence to Passive Voice Produced by Students at SMAN 1 Bungku Tengah.

METHOD

This research used a qualitative approach with error analysis method. According to Auerbach & Silverstein (2003, p.03), qualitative research involves analyzing and interpreting texts and interviews to discover meaningful patterns descriptive of a particular phenomenon. Error analysis is a method used to document errors that appear in learner language, determine whether they are systematic, and (if possible) explain what caused them. On the other hand, Johanson (1975), error analysis is the best tool for describing and explaining errors made by second or foreign-language learners.

So, in conducting this research, the researchers analysed and described the students' errors made by eleventh-grade students in transforming active English sentences to passive voice.

FINDINGS AND DISCUSSION FINDINGS

In this data presentation, the researchers present data. That was taken from the test items and interviews of the XII grade students at SMAN 1 Bungku Tengah. The researchers asked the English teacher to share test items that students had to do according to their abilities. To conduct interviews, the researchers also asked the English teacher for help to ask whether the students wanted to be interviewed. The following explains the presentation data and interview results obtained from students.

Table 1 - Category of Errors

Correct answer	Omission of be, word"by", object pronoun	Addition of auxiliary verb	Misformation of be, act verbs, auxiliary verb, subject and object	Misordering of ungrammatical
Passive: An invitation will be made by my friends.	P6, P10		P1, P6 ,P21	
Passive: The garden will be cleaned by my uncle next week.	P6, P12		P1, P6, P12, P16	
Passive: A motorcycle was bought by my brother last month.	P10,		P1, P5, P7, P12, P16, P20, P21	
Passive: The banana cake has been eaten me.	P2, P3, P4, P6, P20	P3	P1, P2, P3, P6, P9, P10, P12, P16, P20	

Passive: The flowers are being planted by me in the schoolyard.	P2, P3		P1, P10, P11, P12, P13, P15, P17, P21	
Passive: The class floor is being cleaned by them now.	P2, P3, P4, P24		P1, P2, P3, P4, P8, P10, P11, P13, P15, P17, P19, P20, P21, P24	P2, P3, P7, P10, P24
Passive: You have been helped by him so many times.	P2, P3, P7, P14, P23, P24		P1, P2, P3, P4, P5, P7, P9, P10, P11, P13, P14, P15, P16, P18, P19, P21, P23, P24	
Passive: We were invited by them to their party last night.	P11		P2, P5, P7, P8, P9, P13, P18, P20	
Passive: The boat is being fixed by my uncle.	P2, P3, P4, P6, P10, P16, P22, P23		P2, P4, P6, P8, P9, P12, P16, P23	
Passive: Many tasks have been completed by Diana from her teacher.	P2, P6, P7, P14	P2, P6, P7, P14, P15, P16, P24	P2, P4, P6, P7, P8, P11, P14, P15, P17, P18, P20	
Passive: English assignment has been done by them several minutes ago.	P2, P24	P16	P2, P9, P19, P24	
Passive: A new laptop will not be bought by me.	P2, P3, P5, P9, P14, P19		P12	
Passive: An excavator was brought by Rian for the mining company yesterday.	P9		P3, P4, P5, P7	
Passive: A machete was brought by Jono for using in the garden last week.			P3, P4, P7, P14	
Passive: Fish is being cooked by			P3, P12, P20, P21	

my mother in the kitchen.	
Passive: Salt fish will be sold by Baco in the market.	P12, P22
Passive: English is studied by SMAN 1 Bungku Tengah students every Monday.	P22

Based on the table above, it can be seen that the sample of this study did not understand tenses correctly. Therefore, the participants still make errors in transforming active and passive sentences.

Table 2 - The number of errors of all students.

Participant	Omission of be, word "by", object pronoun	Addition of auxiliary verb	Misformation of be, act verbs, auxiliary verb, subject and object	Misordering of word	Total
P1			7		7
P2	8	1	7	1	17
P3	7	1	6	1	15
P4	3		7		10
P5	1		5		6
P6	5	3	7		15
P7	2	1	8	1	12
P8			6		6
P9	2		7		9
P10	3		5	1	9
P11	2		5		7
P12	2		8		10
P13			5		5
P14	3	1	4		8
P15			5		5
P16		4	7		11
P17			3		3
P18			3		3
P19	1		5		6
P20	1		6		7
P21			6		6
P22	3				3
P23	2				2
P24	3	2	3	1	9
Total	48	13	125	5	191

After the researchers found the data presentation of the test items and made a table of the number of errors for each type of error made by students, the researchers found that the total

errors made by students were 191 errors consisting of omission 48 errors, addition 13 errors, misformation 125 errors, and misordering five errors. After the researchers found some errors, the next step is to use the formula by Sudijono to find the percentage of student errors that students most dominantly made.

$$P = F/N \times 100 \%$$

Where :

P = the percentage of error

F = the number of a particular type of error

N = the total number of all types of error

a) Misformation

$$P = \frac{125}{191} \times 100 = 65,45 \%$$

b) Omission

$$P = \frac{48}{191} \times 100 = 25,13 \%$$

c) Addition

$$P = \frac{13}{191} \times 100 = 6,81 \%$$

d) Misordering

$$P = \frac{5}{191} \times 100 = 2,62 \%$$

Based on the percentage above, it can be seen from the findings that the highest error frequency related to sentence transformation from active to passive is misformation. As for the results of interviews, researchers found several causes of students' errors. First, students lack knowledge about formulas according to tenses. They do not know the basic formula for tenses in passive sentences. Therefore, they do not know how to correctly change active sentences into passive sentences. Second, students are still confused about which "to be" should be used in transformation. The last, students have a common vocabulary, so students cannot change verbs from present participle or participle to past participle correctly. In short, students' knowledge about passive voice is still lacking.

DISCUSSION

Based on the overall results of the test items above, we can see that all subjects made errors in changing active sentences into passive sentences. Most subjects made misformation, addition, omission, and misordering errors. The explanation is as follows:

1. Misformation Error

There are four phenomena of misformation errors made by students, such as:

a) Misformation of "to be"

Misformation of "to be" is done by students because they are wrong to do copula, which is not grammatical, not in accordance with the rules of English syntax. Students use the wrong "to be" form for plural and singular subjects. *For example: The flowers is being planted by me in the schoolyard.* In addition, students also still have problems in choosing the right "to be" for certain tenses.

b) Misformation of verb

Students make misformation of the verb because they are still confused in using the correct verb form and they still lack vocabulary in their knowledge.

c) Misformation of subject and object pronoun

In the use of subject and object pronouns, many students are still confused in transforming the object of the active sentence into the subject of the passive sentence and the subject of the active sentence into the object of the passive sentence. So many students still made errors in changing active sentences into passive sentences.

d) Misformation of "auxiliary verb"

In this case, the students failed to use the correct auxiliary verb appropriate with the tense. They do not understand the tense form (especially in perfect tense). Therefore, they had difficulties transforming active to passive sentences with the correct formula.

2. Omission Error

There are some phenomena of omission errors made by the sample, such as:

a) Omission the word "by"

The students failed to add the word "by" in a passive sentence before object pronoun. Some of them forgot to add the word "by", so they directly wrote or add the object pronoun after past participle. Some of them did not know how to determine which passive should use a by-phrase. Therefore, some of them omit the word "by" and the object pronoun.

b) Omission the form of "to be"

In this case, most of the students omit "to be" in a passive sentence. It is because they do not clearly understand the passive sentences' formula. They thought that in transforming active to passive sentences, they only had to change the verb into past participle.

3. Addition Error

In this type of error, the students used an auxiliary verb after the subject although there is another auxiliary verb in the sentence. Thus, there is double auxiliary verb in one sentence. The students still do not understand using auxiliary verb for appropriate tenses.

4. Misordering Error

Misordering errors are the least common error. Generally, students made errors because they fail to arrange the correct order of sentences. Students do not place the correct word order

after the subject, verb, object pronoun, and so on when they change active sentences into passive sentences.

The sources of errors were interlingual errors. In this type, errors are caused by mother tongue interference as stated by Richards (1971, p.205) where interlingual errors are the errors caused by the interference of native language. These errors are the results of the learners' application of native language elements in their spoken or written performances of the target language. Indonesian learners of English tend to think that certain words in English are the same as those in Indonesian. In most cases, it is inevitable to learn a foreign language solely without depending on some linguistic features of the language which has already been acquired. Ellis (2008, p.350) also states that at any rate, interference can occur in various areas of linguistics components, including phonology, morphology, grammar, syntax, lexis, and semantics. Because the passive voice in English differs from Indonesian, students tend to adopt Indonesian structure when using English because it is the only system they can use before getting used to English structure. The weakness of this research is time; the researchers were limited by the time of data collection.

Conclusion

The type of error dominantly made by the students is misformation. Total misformation errors are 125 errors or 65,45%, followed by omission errors are 48 errors or 25.13%, addition is 13 errors or 6,81%, and the last misordering is five errors or 2,62%. The most dominant error is misformation. It is influenced by the students using the wrong form of morphemes or structures. In misformation errors, the students supply something, although it is incorrect.

The causes of errors made by students are 1) Students do not understand the English formula correctly according to tenses, 2) Students do not know the use of linking verbs correctly according to tenses, and 3) Inappropriate use of past participles is caused by students who still lack vocabulary.

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