

# An Analysis Of Students' Error In Changing Active Voice To Passive Voice: A Case Of The Eleventh Grade Students Of Ma Miftahul Huda Pati In Academic Year 2021/2022

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## Abstract

The study identified the types of error that are made by the students in changing active voice to passive voice in simple present tense and simple past tense, and difficulties that are faced by the students in changing active voice to passive voice in simple present tense and simple past tense. The method in this study was used qualitative method. The subject in the study was XI MIPA of MA Miftahul Huda Pati in academic year 2021/2022. This sampling consisted of 27 students. The collection of data from this study was observation, test, and questionnaire. The result of the error analysis The result of the error analysis process showed that students did error into four type: omission (76 error or 15.3%), addition (43 errors or 8.7%), misformation (361 error or 72.6%), misordering (17 errors or 3.4%). Based on all data of collection the students' difficulties in changing active voice to passive voice, those were the students' difficulties in using pronoun, the students' difficulties in using auxiliary "be", the students' difficulties in using past participle (including of omission, and addition), the students' difficulties in misordering, the students' difficulties in form passive voice.

**Keywords:** error analysis, active voice, passive voice, type of error, students' difficulties

## Introduction

English is an international language that has an important position in Indonesia, it can be seen from its position as one of the compulsory subjects that must be learnt in Indonesian schools as the pass exam of English subject is one of criteria to graduate from junior high school and senior high school. When students continue in university, they also have to pass the exam an English exam. In learning English, the students must master the four of basic language skills, those are Listening, Speaking, Reading and Writing. It isn't only those but they must also be able to master Grammar. Cowan (2008:3) defines Grammar as the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.

When students learn English, there will be problems. One of them is structure or grammar. Some students are feeling bored and uncomfortable in learning grammar, because they think

it is difficult to comprehend. In addition, the rules of grammar make them confused. According to Celce-Murcia and Sharon-Hilles (1987:7), "Grammar is often taught in isolated sentences that give a fragmental, unrealistic picture of English and make it difficult for students to apply what they have learned in actual situation." One of aspects in English grammar is passive voice. According to Dixon in Rauhun et.al. (2022) "the passive voice is formed from the verb to be, used an auxiliary and the past participle of main verb." Dyczok (2007) in his book "Building Grammar Skill for the TOEFL iBT" states that "passive voice is difficult to make a sentence, because the subject is not clear."

The passive voice in senior high school is taught in XI grade. Based on data of questionnaire that give to teacher English of MA Miftahul Huda Pati, it showed that her students have difficulties in changing active voice to passive voice because of the students were confused about using verb "be". They cannot distinguish between verb be singular or plural in simple present tense and simple past tense. Meanwhile, the students were also confused in changing Past Participle (V3). They tend to cannot distinguish between irregular verb and regular verb. the error in passive voice were error in misformation of passive verb, active order but passive form, absent or wrong position before agent, passive order but active form by Dullay, et.al. (1982).

These was able to happen, so the mastering grammar is able to be said complicated by Indonesia learner. They found many differences in grammar. In English grammar, we know many tenses. In tense, to need adjusted with the past verb, such as in simple past tense. The differences are able to cause problems of learning such as an error. Errors are happened when the learner less knowledge and and they do not know their mistakes, so it is able to be self-corrected.

## **Literature Review**

### **A. Tenses**

In learning English, it is important to learn tenses, because of all events or actions in a sentence must be according to the time of occurrence. Komala in Basir (2021) states that tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment at the speaking. Some people that learn English will feel trouble in understanding and obtaining correct about tenses. Tenses is a grammatical category. It usually is marked on the verb that refers to the time of the event or action that denoted by the verb with some other temporal reference points. Tenses in actual usage refer consistently only to grammatical form. There are many kinds of tenses, but there will take two tenses them of both are used Simple Present Tense and Simple Past Tense.

### **B. Active Voice to Passive Voice**

In English, there are two kinds of voices, there are active voice and passive voice. The active voice of the verb means the form of the verb that used if the subject is the „doer“ of the action and the object is the „receiver“ of the action. Afterwards, the active voice is used in making a statement about an action. According to Azar (1989:120), in the passive the object of an active voice becomes the subject of the passive voice. While in active voice the subject is the agent, and in passive voice the subject receives the action. In addition, only transitive verbs that are used in the Passive. Passive voice has formed the using pattern is: be + past

participle (Verb 3). Azar (1989:120) explains the pattern of Passive Voice in Simple Present Tense and Simple Past Tense as follows:

*The pattern of Active Voice/Passive Voice*

Tenses	Active	Passive
Simple Present	S + V1(s/es) + O	S + Be (is, am, are) + V3 + by
Simple Past	S + V2 + O	S + Be (was, were) + V3 + by

*The Example of changing Active Voice to Passive Voice*

Tenses	Active	Passive
Simple Present	Mary helps John	John is helped by Mary.
Simple Past	Mary helped John	John was helped by Mary.

### The use Passive Voice

Alexander (1998) in his book, “*Longman English Grammar Practice, for Intermediate Students*”. He mentioned some uses of the passive voice as follows:

When we don't want to take responsibility for something:

- 1). **The matter will be dealt** with soon. (We don't know or want to say who'll deal with it.)
- 2). When we want to focus on a happening, not who or what did it:  
**Our roof was damaged** in last night's storm. (we're concerned about the roof.)
- 3). When we want to avoid 'vague subject' like one, someone, they, etc:  
**The form has to be signed.** (Not someone/one has to sign the form.)  
**English spoken.** (Not one speaks English) **Shoes repaired.** (Not one repairs shoes)
- 4). We use by only when we need to say who or what is responsible for an event:  
The window **was broken** last night. (we don't know or want to say who or what did it.)  
The window **was broken by a slate** that fell off the roof. (we wish to give information.)
- 5). We often use by + agent with the passive of verbs like build, compose, damage, design, destroy, discover, invent, make and write to identify who or what is/was responsible:  
**Who designed** St Paul's? – It **was designed by Christopher Wren.**

### C. Error

Learning English as second language is different from learning Indonesian as first language. Learning first language is not difficult as learning second language because learning first language isn't influenced by other languages. When we are learning second language usually influenced first language even it is possible to do mistakes and errors. Endorgan (2005:261) states error were considered as being the result of the persistence of existing mother tongue habits in the new language.

According to Dulay (1982) classifies of the types of error such as: omission, addition, misformation, and misordering. After that the cause of error According to Richard (1985), there are two causes of error such as developmental error and intralingual error.

#### **D. Error Analysis**

Some experts suggest the error analysis, one of them Corder. Corder (1967:14) says that what has come to be known as ‘error analysis’ has to do with the investigation of the language of second language learners. So, it means that investigation is needed in error analysis. At the moment, we study second language sure we have ever done error. We require error analysis to investigate the error. It is beneficial to measure students’ comprehension in learning second language. Nzama in Fawzah (2017) also argues that error analysis is useful in second language learning because it reveals to the teachers, syllabus designers or textbook writers of what the problem areas are. There are two opinions about procedure of error analysis. The first is Sridhar and the second is Ellis.

The procedure of error based on Sridhar (1981:222) is: collecting data, identifying Error, classifying error, explaining error frequency, identifying error area, Correcting error. Meanwhile, Ellis (1999) states that the procedures of error analysis are: collecting the sample of error, identifying error, explaining error, classifying error, evaluating error.

#### **Method**

The study used qualitative method a case study was done in MA Miftahul Huda. In this qualitative method, I just reveal what I found out from the object related to the main aim of this study. The sample of the researchers is XI MIPA of MA Miftahul Huda. They are 27 students.

In the research, the researchers have three instruments. Firstly, the researchers do observation, in the observation the researchers are prepare a list of observation. This observation was made by the researchers to know the process of teaching and learning passive voice of simple present tense and simple past tense. Secondly, the researchers do test. She gave a test to 27 students which consists of 30 questions. The item of questions divided into three parts. Part 1 (10 questions of multiple choice) is used by her to know the correct forms of passive voice of simple present tense and simple past tense. Part II is 15 questions to changing the following sentence from active voice to passive voice. Part III is 5 questions about find the errors in the sentences by crossing and rewrite the correct sentences. Thirdly, the researchers gave a list questionnaire that is given by the teacher and the students. The questionnaire of teacher and the students, each all them consisted 15 questions.

Method of data analysis the writers do the identifying students’ errors the using opinion Dulay in changing active voice to passive voice by underlining the errors and giving mark omission (OM), addition (AD), misformation (MF), and misordeing (MO). Furthermore, to analyse students’ errors in changing active voice to passive voice, Ellis (1999) states there are some steps in error analysis research: collecting the data of the sample, identification of error, the description of error, explaining of error, The last step was concluded the data based on the analysis. For the analysing the common error made by students, the writers took the formula according to sudjiono (2009) it is descriptive analysis technique (percentage) by the percentage from the frequency of information and divide by number case as follow:

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

## Finding and Discussion

These researchers did research for 2 days. It was on July 19 and July 20, 2022.

on July 19, 2022, this observation was made by the researchers to know the process of teaching and learning passive voice of simple present tense and simple past tense in one meeting. Then the researchers did observation and on July 20, 2022, the researchers did test and questionnaire.

The types of error based on Dulay (1982) divided 4 types error, there are omission, addition, misformation, and misordering. Those are the types of error that are made by the students in changing active voice to passive voice:

*The Frequency and The Percentage of students' errors*

No	Types of error	Frequency of incorrect answer	Percentage of students' errors
1	Omission	76	$\frac{76}{497} \times 100\% = 15.3\%$
2	Addition	43	$\frac{43}{497} \times 100\% = 8.7\%$
3	Misformation	361	$\frac{361}{497} \times 100\% = 72.6\%$
4	Misordering	17	$\frac{17}{497} \times 100\% = 3.4\%$
<b>Total</b>		<b>497</b>	<b>100%</b>

Based on the calculation the frequency and the percentage of students' errors above, the types of error that are made by students divide into 4 as follow:

### 1. Omission

Omission is the missing of an item which must occur in the sentence to form correct sentence (Dulay, Burt, and Krashen, 1982:156). Based the table above, the total error of omission is 76 or 15.3%. After analysis, the researchers found some kinds of omission in this research. The types were omission of article "a" and "the", omission of apostrophe 's, omission of "be", omission of "ed". In conclusion, the researchers found 76 errors in omission term from 27 the students' answer sheet. It is percentage 15.3%.

### 2. Addition

According to Dulay, Burt, and Krashen (1982:156) state that addition is the presence of an item which must not occur in a sentence to make it an appropriate sentence. After analyzing students' answer sheet, the researchers found 27 students' answer sheet of addition error. From table above, the total error of addition is 43 or 8.7%. when changing the active voice to passive, the students made error such adding too much words and unnecessary word in the sentence.

### 3. Misformation

Dulay, Burt, and Krashen (1982:158) define that misformation is the implementation of wrong form of item in right place of the sentence. Based on table above, the total error of misformation is the highest. It is 361 errors or 72.6%. Based on analyzing the students' answer sheet, the researchers found kinds of misformation error. Those were misformation of subject-object, misformation of pronoun, misformation of using "be", misformation of using verb (V1, V2, V3), misformation of "by agent".

4. Misordering

Dulay, Burt, and Krashen, (1982:162) explain that misordering is the incorrect placement of a morpheme or group of morphemes in a sentence. Based on the table above, the total of misordering is the lowest. It is 17 errors or 3.4%. After analysing the students' answer sheet, the students made error such as error of putting *adverb* in the sentence. Because they could not distinguish of adverb and object in the sentence.

After collecting and the analyzing all data, the researchers could summarize the students' difficulties in active voice to passive voice, those are as follow:

a. *Students' difficulties in using pronoun*

Fawzah (2018) states that the object of the active sentence become subject in the passive sentences and if the object of the active sentence is the object pronoun, so the subject in the passive sentence should become personal pronoun. For example:

- I read the magazine. (Active Voice)
- The magazine is read by I. (Students' answer)

b. *Students' difficulties using auxiliary "be"*

In changing active voice to passive, the students should know existence of "be" that is used to consider that is put as a new subject. A part of them is used incorrect "be". For example:

- The students studied passive voice. (Active Voice)
- Passive voice was studied by the students. (Students' answer)

From example above, the students' answer is incorrect because the students use "were" as auxiliary "be". They should "was" because the subject is singular not plural.

c. *Students' difficulties in using past participle (including of omission and addition)*

When the students do not know about irregular form and regular form so they will made error in changing active voice to passive. Regular form is the verb adding "ed" meanwhile, irregular verb the students should memorize the change of word. In the research, the researchers got the students made an omission and addition error. Omission means the students leave past tense "inflectional ed". While addition means the students adding element that is over. For example:

- They watch the Korean drama. (Active voice)
- The Korean drama is watch by them. (Students' answer)

d. *Students' difficulties in form passive voice*

This error is made by the students when they have put object in active sentence into subject in passive voice, but they were omitting an important element that must be available in passive voice such as "be". For example:

- My young sister rode a horse. (Active Voice)
- A horse ridden by my young sister. (students' answer)

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

## Conclusion

Based on the findings and discussion previously, the researchers concluded the types of errors that were made by the students of the eleventh grade of MIPA at MA Miftahul Huda Pati in changing active voice to passive voice in simple present tense and simple past tense from the highest until lowest frequency and the percentage. Firstly, misformation error got 361 errors, it was 72.6%. Secondly omission error got 76 errors, it was 15.3%. Thirdly, addition error got 43 errors, it was 8.7%. Fourthly, misordering error got 17 errors, it was 3.4%. And the highest until lowest frequency and the percentage from misformation error, the highest error was “be” (152 errors or 42.1%), using verb (142 errors or 39.4%), pronoun (38 error or 10.5%), and the lowest was by agent (5 errors or 1.4%).

Furthermore, the students’ difficulties in changing active voice to passive voice, those were the students’ difficulties in using pronoun, the students’ difficulties in using auxiliary “be”, the students’ difficulties in using past participle (including of omission, and addition), the students’ difficulties in misordering, the students’ difficulties in form passive voice. The causes of errors were happening, there was interlingual and intralingual. Interlingual was happening because interference of a native language into a target language, meanwhile intralingual error was happening because the complexity of the target language which is contrast with their native language such as in tenses verb, be, pronoun etc.

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# **The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature**

**Vol. 2(1), August, 2022**

**Online ISSN: 2807-8926**

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