

**STUDENTS' ERROR ANALYSIS OF USING PASSIVE VOICE AT THE  
NINTH GRADE OF SECONDARY SCHOOL 6 JAMBI CITY**

**A THESIS**

**Submitted As a Condition for Obtaining a Bachelor's (S. Pd) in  
English Education Courses in the department of English Faculty of Teacher  
Training and Education**



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## DECLARATION OF ORIGINALITY

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Hereby I state that this thesis is completely my own work. I am Fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the thesis.

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## APPROVAL SHEET FOR THESIS

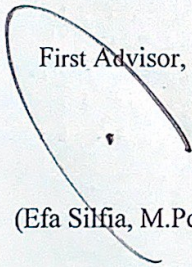
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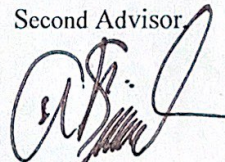
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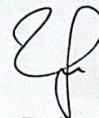
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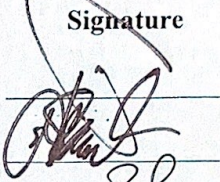
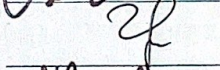




## LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2021/2022 on:

Day : Thursday  
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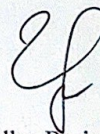
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## ABSTRACT

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This research was purposed to analyze students' errors in changing active into the passive voice of simple present 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 ninth grade Secondary School Jambi City which consisted of 32 students. The data were identified, classified, and analyzed based on surface strategy taxonomy of Dulay's theory, namely error or omission with percentage 47,84%, the error of addition with percentage 15,29%, the error of misformation with percentage 32,94% which established as the dominant error, and error of misordering with percentage 3,92%. The total of errors' percentage reached 99,99%.

Keywords: Error Analysis, Passive Voice

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11. And for my classmates in English Education.

Finally, as a Human being the writer realize that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement of this thesis.

Jambi, March 2022

The Researcher

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

English is the global language used in Indonesia as a foreign language because in Indonesia it does not use English for daily conversation. In Indonesia, English is defined as a foreign language and has been studied from elementary school, junior high school, high school to college and until now. In fact, some elementary schools also teach English as an additional subject. Around the world, there are even some countries that make it a second language. However, in Indonesia it is not a second language. According to Nga (2008) English is the main language that unites people and helps them understand each other in various aspects. Furthermore, as one of the reasons Crystal stated, "English as a global language, it is the official language used in courts, media and the education system". English is also one of the important subjects that must be studied in Indonesian schools. Passing the English subject exam is one of the criteria for passing junior high and high school. Language learning consists of four skills that students must master. These skills are listening, speaking, reading, and writing. In addition, they also have to be able to grammar. Cowan (2008) believes that grammar is "a set of rules that describe how words and groups of words can be arranged to form sentences in a particular language in English."

Grammar is necessary to form correct sentences. By mastering grammar, Indonesian students will know how to use the correct patterns and rules to convey

meaningful speech. If they know the correct tense, they can easily master the four basic skills of the English language. For example, in writing skills, students must be proficient in vocabulary and grammar. In this case the form of the verb has a very important role because it can inform the reader when the action occurs. Using careful and accurate tenses is important to write clearly and correctly.

The main purpose of this research is for analysis of students' errors in changing active sentences into passive sentences in simple past tense. In the junior high school curriculum, passive voice is taught in ninth grade. The passive voice can be used in all English tenses, but here I will take the tense as the focus of this research. Namely the Simple Past Tense. Passive voice is used to show interest in the person or object experiencing an action rather than the person or object performing the action. In other words, the most important thing or person becomes the subject of the sentence. Apart from the use of the active voice, the passive voice is also used relatively often. "Passive voice is a sentence with a passive verb predicate" According to Pardiyono (2015: 47). Passive voice always uses the form to be (am, is, are, were, were, been, be, being and the others) and is added with the past participle form.

Secondary School 6 Jambi City is one of the favorite junior high schools in Jambi City. In Secondary School 6 Jambi City, the teachers use the 2013 curriculum as a guide in the teaching and learning process. English is the subject taught in this school. In this school, English is taught twice a week with a duration of 45 minutes. Then, one of the grammars they have to learn is active and passive sentences. Active voice refers to the sentence in which the subject performs the action and passive

voice refers to the subject receiving the action. Cowan (2008) said that passive voice is important part of English language teaching grammar syllabus. It is important for the learners to understand in using active and passive voice. Astwood (1994) said that when the person or subjects do an action, we use active voice. When the subject is direct the action at, then we use passive voice.

There are so many things that make it difficult for students to change the Active voice sentence into a Passive voice, sometimes students don't pay attention to the teacher when teaching, thus making students still have difficulty following the learning process. An analysis of student difficulties needs to be done so that the teacher really knows and understands what types and where students find it difficult to convert Active Voice to Passive Voice. Besides, the teacher will find out the causes of student errors in changing active sentences into passive sentences. Error analysis was carried out to find out information about student difficulties. In error analysis, it is hoped that the teacher can design corrective exercises and pay more attention to the student's problem areas.

Based on Andrayanti's journal titled "*An Analysis on the students' difficulties in applying passive voice*" thesis in the Thesis at Syarif Hidayatullah State Islamic University Jakarta, (2010). which shows that students make mistakes when constructing active sentences into passive sentences and the types of errors and types of errors that are mostly done by students are changing active nouns into passive voice subjects. Based on the researcher experience in teaching practice, it can be seen that junior high school students have difficulty converting Active Voice to Passive Voice, because of the students' low grammar mastery. In addition,



students are confused about changing the Past Participle (Verb 3) and the position of the subject and object in a sentence. a preliminary study that has been carried out by researchers' observations on students at Secondary School 6 Jambi City.

According to the problem above, the researcher interested to identify those problems and the researcher did the research entitled the *"Students' Error Analysis of Using Passive Voice at The Ninth Grade of Secondary School 6 Jambi City"*

### **1.2 Identification of The Problem**

In relation to background of the problem above, the research identified the problems as follow :

1. Students are confused about changing the word into past participle( verb 3).
2. Students cannot distiguish regular or irregular verbs.
3. Students still find it difficult to use the sentence "To Be" with the subject.

### **1.3 Limitation The Problem**

In this research, the writer limits the scope of this research in secondary school 6 school Jambi city and this problem is only limited an errors analysis which focus on grammatical structure students on Constrused Passive Voice, especially in composing passive sentences in the simple present tense.

#### **1.4 Formulation of the Problems**

Based on the background of the research above, the researcher found the problem of the research is as follow:

1. What types of errors are most students make of using passive voice in simple present tense at the ninth grade secondary school 6 Jambi City ?

#### **1.5 Objective of the Research**

The objective of this research is as follow :

1. To find out types of errors students make most in using passive voice in simple present tense at the ninth grade secondary school 6 Jambi City

#### **1.6 Significance of the Research**

This research can provide a better understanding of the difficulties of students in using passive voice so that it can help teachers from student difficulties in converting Active Voice to Passive Voice. In addition, institutions can reduce student errors in understanding Passive Voice so that teachers can explain clearly and easily the topic.

#### **1.7 Definition of Key Term**

The following are some definition in order to provide understanding of this research, namely:

## 1. Analysis

Analysis is the study of language to examine in depth the structure of language. Meanwhile, laboratory activities, the word analysis, can also mean activities carried out in the laboratory to examine substances in the sample. According to Spradley (Sugiyono, 2015: 335) says that analysis is an activity to look for a pattern other than that analysis is a way of thinking related to systematic testing of something to determine parts, relationships between parts and their relationship to the whole.

## 2. Error

Error is an English word, and is a confusing word because it has almost the same meaning as other words, error means mistake. and some according to experts, Hubbard (1983:134) states “errors cause by lack of knowledge about the target language (English) or by incorrect hypotheses about it. ”

## 2. Passive voice

passive voice is a passive construction that occurs when you make the object of an action the subject of a sentence. That is, whoever or anything else is doing the action is not the grammatical subject of the sentence. According Ardika (2011; 1) says that passive voice is the sentence which the subject of it has the main work given by the object. The object of active voice is more important information than the subject in passive voice. From the above definition it can be ignored that the passive voice subject does not take action but receives action.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theories of Error**

Error is an English word, and is a confusing word because it has almost the same meaning as other words, error means mistake. As learner of a foreign language, making some error cannot be avoidable for students. Error can be indicated process of formation a new system of language. and some according to experts, Hubbard (1983:134) states “errors cause by lack of knowledge about the target language (English) or by incorrect hypotheses about it.”

According to Douglas Brown (2000:217) also defined error as a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner. In addition, John Norrish (1983:07) states about the error that let us call a systematic deviation, when a learner has not learnt something and consistently 'gets it wrong', it is an error.

According to Amara (2015) said that error is a sign of mis-learning and regarded as undesirable by the learners because it reflects to learners lack of knowledge in learning the language. Sompong (2014) error is indispensable for learners themselves because errors can be a device in order to learn In line with Ellis (1991) errors are unnoticeable points of learners“ knowledge because they cannot identify the errors correct or not. It means that, errors are caused by the learners because they have lack of knowledge of language system. The learners did not know if the words are correct or not because they do it unconsciously

Futhermore, error is an unacceptable permorfance of the student's work which find regularly and they cannot self corrected their own mistake. Discussion errors can be an indicator of the level of mastery of students' in achieving their goals. From the errors that the students commit, one can determine their level of mastery of language system.

## **2.2 Types of errors**

Analyzing errors from the point of view of surface tactics certainly provides a lot of hope for researchers, especially with regard to the introduction of the cognitive processes that underlie students' reconstructions of the new language they are learning. It also made us realize that student errors are based on some logic. These mistakes are not laziness or thinking, but rather the result of using temporary principles to produce new language by students. Based on surface strategy taxonomy, Dulay classifies types of error, such as omission, addition, misformation, and disordering .

### **1. Omission**

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. These omissions error are characterized by the absence of something that should be in good and right speech. Content morphemes such as nouns, verbs, adjectives, and adverbs are indeed the biggest supporters of referential meaning in sentences. Language learners may be omit grammatical morphemes, such as –s for plural noun (the – s

in books), propositions (on, in, at, by, etc.), article (a, an, the), and inflection –ed for past participle.

For example : “My Sister smart cooking.” It should be, “My Sister is smart in cooking”

## **2. Addition**

Addition error is the opposite of omission errors. They are characterized by the presence of an item that must not appear in a well-form utterance. There are three types of addition error.

### a) Double markings

Many addition errors are more accurately describes as the failure to bdelete certain items which are required in some linguistic construction, but not in the others. For example, in most English sentence some semantic features such as tense may be marked syntactically only once.

### b) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs of the class of nouns. In most language, however, some members of a class are exception to the rule. For example, the verb eat does not become eated, but ate; the noun sheep is also sheep in the plural, not sheeps.

### c) Simple addition

Errors are the “grab bag” subcategory of additions. If an addition error is not a double marking or regularization, it is called a simple addition.

## 3. Misformation

Misinformation error is characterized by the use of the wrong form of morpheme or the structure. While in omission errors the item is not supply at all, in misinformation errors the learner supply something, although it is incorrect. There are three types of misformation errors:

### a) Regularization errors

Learners commonly make regularization errors in the verbal production and comprehension of grammar. Regularization errors abound in the verbal output of both first and second language learners, child and adult, in host and foreign language learning situation. The overextension of linguistic rules to exceptional items occurs even after some facility with the language has been acquired, since the pervasive principles governing the form and interpretation of more advanced and complex structures.

### b) Archi-forms

The selection of one member of the class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the learner an Archi-form. For example, a learner may temporarily selected just one of the English demonstrative adjectives this, that,

these and those. The particular form selected for such Archi-use varies for different learners, but the use of Archi-forms is a typical phenomenon in the acquisition of new language.

c) Alternating forms

Alternating form is defined as fairly free alternative or various members of grammar and vocabulary. It seems that older language learners were greater than younger learners to produce a wider variety of misformation errors.

#### **4. Misordering**

Misordering is any incorrect placement of certain morphemes in sentences. Misordering errors are indicated by incorrect placement of a morpheme or morpheme group in a speech or utterance.

##### **2.2.1 Course of Error**

According to Norrish in Cholipah (2014: 12) exposes three causes of errors:

1) Carelessness

It is related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest; perhaps the materials and or the design of presentation do not suit him.

## 2) First Language Interference

Language learning (mother tongue or a foreign language) was a matter of habit information. When someone tries to learn new habits, the old ones will interfere the new ones.

## 3) Translation

Probably the most students make errors is translation. This happens because the students translate their first language sentence or idiomatic expression into the target language word by word. It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First language Interference and Translation which those are from the learners themselves or teacher and his method.

### **2.3 Theories of Error Analysis**

Error analysis is one part of linguistic studies because error analysis is used to study the quality of the learner in using a second language. Saville-Troike (2008) states that the mistakes made by the learner are "windows to the learner's mind" because the mistakes made by the learner indicate that the teacher / researcher knows the learner's potential to use a second language.

Error Analysis in Second Language Acquisition was developed in the 1960s by Stephen Pit Corder and friends. Error analysis is an alternative to contrastive analysis, an approach influenced by behaviorism that uses applied linguistics to predict mistakes made by a language learner seen from the differences in the

learner's native language with the language being studied. Corder (1960) states that error analysis can be divided into systematic errors (errors) and unsystematic errors (mistakes). Corder (1960) states that error analysis can be divided into systematic errors (errors) and unsystematic errors (mistakes).

James (1998: 12) states that an error tells the teacher what needs to be taught, tell the researcher how learning proceeds, and a means whereby learner test their hypotheses about the second language. Corder (1967: 166) errors show that L1 and L2 learners both develop an independent system of language in using, although it is not the adult system nor that of the second language, but it is evidence of a transitional competence. In linguistics, according to J. Richards (2002) error is the use of words, wrong speech, or grammatical errors caused by the incomplete learning. According to Norris (1983) error (error) is a systematic deviation that occurs when a learner has not learned certain things and it happens repeatedly.

According to Richards in Emmeryana (2010; 5), error analysis is an activity to reveal errors found in writing and speaking. Error analysis is also the study of the mistakes made by second language and foreign language learners.

Furthermore, Erdogan (2012) comments an error analysis, that is "a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies." Also, a quote by Muriel (2008:37) states that "error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners' creative ability to construct language.



Error analysis may be carried out in order to (1) find out how well someone knows a language, (2) find out how a person learns a language, and (3) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Based on some definitions from the experts above, the writer points out that error analysis is a way to get information from unacceptable performance by second language students which can be valuable source to help teachers whether the learning process is success or not. In the other words, error is believed as an indicator of the learner stages in their target language development.

#### **2.4 Theories of passive voice**

Active and passive voices are important to learn by the students, especially in writing. Active and passive voice often used as sentence formation in writing text. Hinkel (2004) said that the use of passive voice is use in academic writing, although the important features are not discussed deeply. According to Alexander (1990) passive voice is the action that was done by the subject. Murphy (1989) said that in passive sentence use “by” for something caused by the action. Azar (2002:208) said that in passive, the object of an active verb will be the subject of the passive verb. In other words, passive voice is a sentence that created by an active voice in which the subject gets or receives the action and it changes without changing the meaning of the sentence itself.

According Ardika (2011; 1) says that passive voice is the sentence which the subject of it has the main work given by the object. The object of active voice

is more important information than the subject in passive voice. Meanwhile, Silitonga (2012; 1), passive voice is a grammatical construction which the subject of the sentence or clause indicates the recipient of the action. In English, passive sentences formed with an auxiliary verb and past participle form of verb. From the two definitions, passive voice can be concluded as a sentence which the subject of it changes as the object and given the work by the object.

Moreover, Slamet Riyanto (2007:171) persuades that "Passive voice is used when we want to say that the subject (I, We, They, You, He, She, It) is not the doer, but receives an action." J.C Nesfield (1957:83) also argues that "Active voice is used when the verb is in the Active voice, the person or thing denoted by the Subject is said to do something as I love. Passive voice is used when the verb is in the Passive Voice, the person or thing denoted by the Subject is said to suffer something; as I am loved."

According to Thomson and Martinet (1985) passive is formed by change the verb into past participle from the active voice. According to Funk and Kolln (2012) said that the formula of passive voice has three requirements: (1) tense, (2) auxiliary be and (3) past participle form of the main verb. Azar (2002, p.208) in the book "Understanding and using English grammar" gives the simple present tense formula in changing active to passive voice:

Table 1. Form of Active voice to Passive voice in simple present tense

Subject + Is/am/are + V3/past participle

Table 2. Example of changing Active sentences to Passive sentences in simple present tense

TENSE	ACTIVE	PASSIVE
Simple present tense	<ul style="list-style-type: none"> <li>• Somebody cleans the class everyday</li> <li>• Bayu watches TV today</li> </ul>	<ul style="list-style-type: none"> <li>• The class is cleaned everyday</li> <li>• TV is watched by Bayu today</li> </ul>

According to Krohn (1971:206) describes four things about the passive voice :

- The object of the active sentence is the subject of the appropriate passive sentences.
- In a passive sentence, a form of be appears before the main verb.
- In the active verb, the tense is shown by the main verb (present write, past wrote) in the passive form, the tense is shown by the form of be: present (is, am, are); past (was. were); infinitive (be); Ving (being) ; past participle (been).
- The main verb of a passive sentence is in the past participle form.

## **2.5 Previous Studie**

Several studies related to this research were conducted by (Andaryanti 2010), (Mohammed, Mohammed, and Fahim AbdalHussein 2015) and (Alamin and Ahmed 2012). A brief description of the study is described in the following section.

Andaryanti conducted a case study on analyzing “An Analysis on the Students‘ Difficulties in Applying Passive Voice”, Skripsi in Universitas Islam Negeri Syarif Hidayatullah Jakarta,(2010). The purpose of this study was to find out what mistakes students made in learning passive sentences and what factors caused the second grade students of SMKN 2 Cikarang Barat to experience difficulties in learning passive sentences. The author uses the test as a tool to obtain data and the method used is descriptive analysis. The author formulates difficulties in learning passive sentences based on changing the correct form of the word, using the right tenses, and changing active pronouns into subjects in passive sentences. The test instrument completes the word be, completes the sentence with the correct be form and verb; and constructing active sentences into passive sentences. As a result, students in class XI of SMAN 1 Kabandungan still made mistakes when constructing active into passive sentences and the most types of errors and types of errors that were mostly made by students were changing active nouns into passive voice subjects.

This research was also conducted by (Mohammed, Mohammed, and Fahim AbdalHussein 2015) in the International Journal of Education, and Research entitled "Analysis of Grammatical Errors in Academic Writing of Iraqi

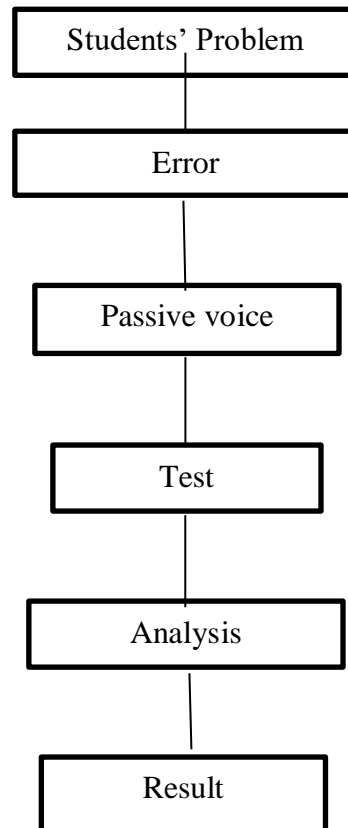
Postgraduate Students: The Case of Iraqi Students in UKM". The study revealed the results that the major grammar mistakes were mainly in the following categories; tenses, prepositions, articles, active and passive sentences, verbs, and morphological errors. A total of 633 grammar errors were found in the written corpus of Iraqi students at UKM. This study shows that the disturbance of L1 and inadequate L2 components is the main source of error. These results are considered very important in learning the target language because the sources of error in the context of this study are identified so that remedial teaching designs can be easily prepared depending on the results produced.

This research was also studied by Muhammad syukur hidayat (2016), the research title was Error Analysis of Active and Passive Voice Used in Recount Text by Tenth Grade Students of SMAN2 Tuban. The researcher used qualitative in the research. The researcher used of errors in order to describe the errors; omission, addition, misinformation and misordering. Among those four errors only three of them were founded in the student"s errors, they are omission, addition and misinformation. The researcher did not find any misordering errors which show that the students are no having problem with the word order. In this research, the most frequently errors are addition errors. Another research study

## 2.6 Conceptual Framework

The following is the schema of the conceptual framework of this study :

Figure 1. Conceptual Framework



Based on the explanation above, technique of analysis data the researcher will do some steps which are :

- First, the researcher found students' problems in changing active sentences into passive sentences, especially in the form of the simple present tense.
- The researcher conducted a test on the predetermined sample giving 20 questions to change active into passive sentences.
- Then, the researcher analyzes the data that has been obtained and makes the results.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The researcher chose quantitative as a research design and descriptive as research methodology of this study. According to Creswell (1994: 117), quantitative research is a research design that provides a numerical description through the data collection process by asking the people of the population and sample. Meanwhile, Matthews & Ross (2010: 98) state that quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically.

According to Atmowardoyo (2018: 198) states that descriptive research is defined as a research method that used for describing the existing phenomena as accurately as possible. Briefly, descriptive research is all about describing people, phenomena, process that take part in the study. Gay (1981: 217), descriptive is focused on the current status of the subject of the study for involving collecting data to test hypothesis and answer the questions. By using the descriptive methodology, Researchers can focus on analyzing the subject of this study according to the phenomenon to obtain strong evidence accurately.

Based on the expert opinions, the researcher concluded that the descriptive quantitative research is the research design and methodology that apply the collection of data as accurately as possible numerically. In this research, the

researcher use descriptive research because the researcher described the students' errors in converting active sentences into passive sentences in the simple past made by students.

### **3.2 Population and sample**

The subjects of this study students of SMP N 6 Kota Jambi who were ninth grade students at Secondary School 6 Jambi City, According to Gay (1981: 86), population is a group of the researcher interest, the group to which he or she want to know and like to see the result of the study generally.and according to Creswell (2012: 142) which states that the population is a group of individuals who have the same characteristics.

Based on the opinion of the experts, the researcher took this research population in class IX i Secondary School 6 Jambi City because each class has the same characteristics as using the same book. in addition, there are other classes that have almost the same number of students. Therefore, researchers took class IXi Secondary School 6 Jambi City as the population of this research.

Table 1. The Total Number of IX SMPN 6 Kota Jambi

NO	CLASS	TOTAL
1	IX A	35
2	IX B	36
3	IX C	36
4	IX D	35
5	IX E	36
6	IX F	36
7	IX G	36
8	IX H	36
9	IX I	36
10	IX J	35
11	IX K	32
TOTAL		389

Cresswell (2012) says that the sample is a group of participants in a study selected from the target population from which the researcher generalizes to the target population. In this study, researchers used cluster random selection technique. Lodico et al., (2010) said that cluster random selection is a sampling plan that uses clusters or subgroups at random to be taken. Researchers use lottery to take samples. Then, the researcher wrote down all the class names on paper and rolled them up. After that, the researcher chose one paper. The selected paper will be used as a sample, Then, the researcher wrote all the class names on the paper and rolled them up. After that, the researcher chose a paper like a lottery. selected paper to be used as a sample. So the researchers chose IX K secondary school 6 Jambi city.

### **3.3 Research Instrument**

Educational research results in evidence based practices, put into action by the educational community.

Instruments allow programs to collect relevant data related to a research problem, designed for measuring their intended outcomes. Various types of instruments may include surveys, tests, questionnaires, achievement / aptitude tests, observation forms, tally sheets, etc.

The instrument used to collect the data is Test changing active sentences into passive sentences in simple present tense. It consists of twenty questions. The type of questions are essay.

### **3.4 Techniques of Data Collection**

In this research, , the researcher used an online writing test thinking Google Form as an instrument and the google form link has been sent via whatsapp group. Cohen (2000) says that the test is the ability to distinguish between students and their achievements. The researcher gave 60 minutes for students to work on 20 questions from active sentences to passive voice in Google Form. The topic is about everyday life . The students can be creative with their own writing freely and they can use the dictionary. Their writing will be analyzed for errors based on the Surface Strategy Taxonomy,( omission, addition, misformation, and disordering )

### 3.5 Techniques of Data analysis

In analysis the data, the researcher followed the procedure by Corder (in Ellis, 1994:48-57). The steps of evaluating the errors are the bellow:

1. The researcher look the students' task and correct it carefully.
2. The researcher counts students' score.

$$\text{Score} = \frac{B}{N} \times 100$$

B = Number of correct answers

N = number of question

3. To classify the level of student scores, the researcher divided it into four level, namely :

Table 2. classify the level of student scores

Score	categories
80 – 100	Very high
60 – 79	High
50 – 59	Low
0 – 49	Very low

4. The researcher identified the data from the students' error with specific sample type.
5. Identifying the errors, in which the researcher separate errors from mistakes.

Finding the more and few errors students made, in which the researcher uses the following formula. The researcher use formula from sugiyono (2008:118) :

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

P = Percentage type of errors.

C = Number of student errors on each category.

N = Number of students' errors

Describing of errors, in which the researcher classifies of errors. It would be classified by using the surface strategy taxonomy of errors by Dulay (1982).

Table 3. Errors on Surface Strategy Taxonomy

No.	Surface Strategy Taxonomy	Number of Errors	Percentage (%)
1	Omission		
2	Addition		
3	Misformation		
4	Misordaring		
Total			

6. Explaining the result of data analysis.
7. Interpretation/discuss the findings.

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Findings

In this chapter the researcher presents the data that the researcher have gotten in the analysis test result from the ninth grade students of Secondary School 6 Jambi city in Academic year 2020/2021. This research conducted on August 14, 2021. The research data is based on the findings in the online test by taking samples obtained by cluster sampling and then obtained IX K with a total of 32 students, there are some students who are not filled in the online test. So the total number of students who participated in answering the test was 22 students.

##### 4.1.1 The Analysis of Error

Researchers analyzed the test results. There are 4 types of errors that are classified based on the Errors on Surface Strategy Taxonomy. Namely: omission, addition, misformation and misordering. Which is in the table below.

Table 4. The analysis result of students' errors

NO.	SIN	OM	MF	MO	AD	Total
1.	A	3	13	0	1	17
2.	B	6	2	3	3	13
3.	C	7	6	1	1	15
4.	D	5	0	0	1	6
5.	E	6	3	0	2	11
6.	F	7	3	0	0	10
7.	G	8	3	7	0	18
8.	H	5	0	0	0	5
9.	I	11	1	1	0	13
10.	J	7	2	1	0	10



<b>NO.</b>	<b>SIN</b>	<b>OM</b>	<b>MF</b>	<b>MO</b>	<b>AD</b>	<b>Total</b>
11.	K	1	10	1	0	12
12.	L	7	1	3	0	11
13.	M	6	5	0	0	11
14.	N	8	5	2	0	15
15.	O	5	0	0	0	5
16.	P	4	0	0	0	4
17.	Q	5	15	0	0	20
18.	R	9	4	7	0	20
19.	S	4	4	3	0	11
20.	T	5	1	1	2	9
21.	U	3	6	9	0	18
22.	V	0	0	0	0	0
<b>Total</b>		122	84	39	10	255
<b>EP</b>		47,84%	32,94%	15,29%	3,92%	99,99%

**OM** = Omission

**MF** = Misformation

**MO** = Misordaring

#### 4.1.2 Identifying Errors

After collecting the data, it is necessary to identify all the errors made by students in their English test, after got of the data, the writer read students English test one by one to find the students errors and made list of students errors in make passive voice in their english test. From the data, it was found that all of students of class IX k made incorrect from of passive voice in their making sentence test with different types of errors.

Identifying error above we found that student errors in omission are (47,84%), from all 22 students ther is did omission errors. And students errpr in

misformation (32,92%), students did misformation errors from 22 students. Error in misordaring (15,29%), from all totally 22 students did misordaring error. And also students errors in addition are (3,92%), from all 22 students did addition ther students did addition error.

Table 5. Errors on Surface Strategy Taxonomy

No.	Surface Strategy Taxonomy	Number of Errors	Percentage (%)
1	Omission	122	47,84 %
2	Misformation	84	32,94 %
3	Addition	39	15,29 %
4	Misordaring	10	3,92 %
Total		255	99,99 %

## 4.2 DISCUSSION

After analyzing the data from the result of the test, the researcher found that many students made errors when consructed passive voice. In the case, the researcher will explain why the students meke the error in passive voice. Error in omission, students also omitted, in this senteces the students omitted grammatical morphemes, such as-s plural noun, propositions (on, in, at, by, etc), article (a, an, the) and to be ( am, is, are ) in the sentences in general sentence this sentece is correct but in structure from this sentence incorrect. From the axample above, the students did errors cause the students less attention with sentences. And the most of students did not know formula of each sentece, especially in changging the active to passive voice. It can be seen like the omission of be.

Error in misordering, these two sentence contained errors because student made the wrong from sentences formation. From the example above, the student'

errors were influenced by language structure. They haven't understood the changing of the active voice to passive voice well. Maybe it is caused by explanation their teacher wasn't clear and another factors from the student them selves and they didn't know more about the pollowing formula in changing the active voice to passive voice from simple present tense.

Error in misformation, these two sentences contained error because there were miss-application of tenses. From the example above, the student are still confused above the from of passive voice. These errors caused the student faulty in comprehending the constructed of each to be in simple past tense. And the last error in addition, the sentences contained errors because the students added an item that must not appear. Student use verb I should the student use verb III, namely bought become buy and bitten become biting. From the example above, the student' error were caused by ignorance of rule restriction cause addition, in case the student fail to apply of passive sentence in simple present tense these errors were the keys, which said that some basic rule had gotten by the students, but the correction hadn't been done.

Then, the reacher continued explanation of the types of errors.

#### **A. Omission**

Omission is living out an item that requires for an utterance to be considered grammatical. Omission of this research was described by giving the student errors at the question test, as below :

Table 6. examples of omission's errors

No.	Errors	Corrections
1	A car bought by my parents this morning	A new car <b>is</b> bought by my parents this morning (To Be)
2	The book is read by her in library	<b>A</b> book is read by her in library(Article)
3	That fruits is washed by bambang in the river	That fruits <b>are</b> washed by bambang in the river (To Be)
4	Bill is scared of spiders	Bill is scared <b>by</b> spiders(Propositions)
5	A cake decorated by a chef	<b>The</b> cake <b>is</b> decorated by <b>the</b> chef (propositions, to be)

It happened because students forgot to omit an item/morpheme toward sentences therefore the sentences become unwell-formed, in this case, the students forgot omit grammatical morphemes, such as-s plural noun, propositions (on, in, at, by, etc), article (a, an, the) and to be ( am, is, are ) this needed in making well sentences.

## B. Addition

Addition is the presence of items that do not necessarily appear in well-formed speech. Like this definition, the error in this case is the wrong form of the passive voice. Students appear when students construct simple present tense in positive passive sentences that require the addition of being before the verb. As an example:

Table 7. Examples of addition's errors

No.	Errors	Corrections
1	The waiter is ask by my little sister to bring an water	The waiter is asked by my little sisater to bring <b>a</b> water ( Article)
2	That fruit is washed by bambang in the river	That <b>fruits</b> are washed by bambang in the river ( suffix)
3	She is bullied by her school friend everyday	She is bullied by her school <b>friends</b> everyday (suffix)

This happens because students add items / morphemes that should not appear in the sentence so that the sentence is not formed properly. In this case, most of the the students added suffix -s 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. Otherstudents' error is added suffix -ed at the end of exceptional items/verbs as well.

### C. Misformation

Misformation is the use of grammatical from in place of another grammatical form. Misformation the and re-test occur in every item of the test. It is related to constructed passive voice for example:

Table 8. Examples of misformation's Errors

No	Errors	Corrections
1	A book was read by her in library	A book <b>is</b> read by her in library (be)
2	That fruits is washes by bambang in the river	That fruits <b>are washed</b> by bambang in the river (be)
3	At the first sight, she was loved by me	<b>She is loved by me at the first sight</b>
4	Mathematics is teached by my favorite teacher	Mathematics is <b>tought</b> by my favorite teacher ( add the ending )

This happens because students use the wrong word 'be' (am, is, are, was, were) and add the ending –ed at the end of the extraordinary item/verb as well. In this case, students are still confused and lack knowledge about when to use 'be' in present (am, are, is) and what to add with singular/plural nouns.

#### D. Misordering

Misordering is putting the word in an utterance in the wrong order. This type of error cause the Misordering of passive voice. Misordering of passive voice appears when the student constructed positive sentence of passive voice in form of simple present tense.

Table 9. Examples of misordering's errors

No	Errors	Corrections
1	This morning my parents buy a new car	<b>A new car is bought by my parents this morning</b>

2	When she run next to me, a bike was ride by me	<b>A bike is rode by me when she run next to me</b>
3	When Mr.Roys was in class I punched Dora	<b>Dora is punched by me when Mr.roys class</b>

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.

## **BAB V**

### **CONCLUTIONS AND SUGGESTION**

This chapter present some conclusin based on the findings and the analyses in the previous chapter, and offer some suggestions to the teachers and students to develop student achievement in writing.

#### **5.1 Conclusion**

Based on the result of research and discussion will get a conclusion as follows: the most type error Passive voice constructed by the students is Omission the students omitted grammatical morphemes, such as-s plural noun, propositions (on, in, at, by, etc), article (a, an, the) and to be ( am, is, are ) in the sentences.It can be showed by the total of students errors were about 122 and the percentage was about 47,84%. False concept hypothesis becomes the most source of error on passive voice constructed and another errors like are misformation (misformation of passive voice about 84 and Percentage 32,94 %), misordering (Miserranging of the active voice to passive voice) about 10 and the percentage 3,94% And finally addition (double making in the positive sentence of passive voice about 39 and the percentage 15,29%



## 5.2 Suggestion

Based on the result of writer and discussion, the writer would to give a to suggestion for the teachers & the student.

1. The teacher should give more explanation about use of passive voice with the sentences pattern in the tenses and about how to charge active voice into passive voice in sentences. The teacher should give the student more exercise. So that the errors can be minimized in order to achieve student's mastery on passive voice constructing.
2. The students should practice more on passive voice constructing. So the student can master the construction of passive voice.
3. For other researcher, there are many other. Problem not analyzed yet in this thesis. The minimization of explanation of errors sources in this thesis can be as motivation for other research so that the aim of research can be reached effectively.

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