An Error Analysis In Changing Active Voice Into Passive Voice Of Simple Past Tense At Twelfth Grade Students Of Sman 8 Mandau

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This research aimed to analyze an error analysis in changing active voice into passive voice of simple past tense at twelfth grade students of SMAN 8 Mandau. Specially, it aimed to obtaining and identifying the common error in using passive voice in simple past tense. The data sources of this research were 30 students of twelfth grade of SMAN 8 Mandau which were taken by cluster random sampling. The writer used the descriptive quantitative in this research to describe students' errors and analyzed the data. The data were taken from the test. the findings showed that there were 214 errors made by students. it can be classified from the highest to the lowest: misformation (85 errors or 38%), omission (63 errors or 29%), misordering (50 errors or 24%) and addition (16 errors or 8%). the dominantly error made by students in changing active voice into passive voice of simple past tense was misformation that consist 85 errors or 38%.

Introduction

Studying a foreign language means studying its sound, grammar, lexical and cultural systems. The meaning of each utterance of a language is a combination of the systems reflected in it. Rivers (1981) said that among these systems, grammar is the most important because it is the core of the language. Therefore, in language learning which includes listening, reading, speaking, and writing skills, grammar lessons should receive the greatest attention. Good grammar is needed to make the correct sentence form. By mastering grammar, students will know how to make meaningful utterances using the correct patterns and rules.

One pattern that students must know is passive voice. Passive voice is the verb form, where the subject receives the action. Alexander (2006) state that active voice and

passive voice refer to a form of a verb. In the active, the subject of the verb is the person or thing doing action, while in passive the action is done to the subject. Passive voice is formed with the pattern: be + past participle (Verb3).

Based on the preliminary research in learning active and passive voice there are some problems faced by Twelfth grade students at SMAN 8 Mandau in changing active voice into passive voice because the students' grammar mastery is low. In addition, the students were confused of changing Past Participle (Verb 3) and the position of subject and object in a sentence. They cannot differentiate some words belonging to regular verb or irregular verb.

Based on the phenomenon above, the writer wants to research entitled "**An Error analysis in Changing Active voice into Passive voice of Simple Past Tense at Twelfth Grade Students of SMAN 8 Mandau**".

A. Grammar

Grammar is important part in learning English. The word of grammar has several meaning and many people attempt to explain about grammar. Douglas (2001) explains that grammar is a rule for bringing together meaningful parts of language to convey an intelligible message. It is also defined by Harmer (2001) explains grammar as the description of the way in which words can change their forms and can be combined into sentences in the language. Learning grammar means the study, how words are constructing in sentence well, when the pattern of grammar is used appropriately, and how the sentence will be interpreted correctly. It is assumed which it is not only how language is put together and how it works but also it tells about the system and pattern in selecting and combining word. It is also tells about the constructing of sentences.

Based on the definition above, grammar is useful and important to learn. Grammar is very important to learn because grammar guides us how to organize and use language. According to Celce, M. (1991) states that grammar instruction is part of language teaching because grammar is connected with meaning, social function, discourse, or a combination of all of them rather than standing alone as an autonomous system that is learned for its own sake. Furthermore, grammar is an important lesson that must be conveyed because it greatly affects student performance in basic skills, namely listening, speaking, reading, and writing skills (Murcia and Freeman, 1999).

B. Active and Passive Voice

Active and passive voice formula refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action, when a sentence is written in the active voice form, the subject makes the action, and in the passive voice form the subject accepts the action (Murray and Rockowitz, 1974).

Passive voice is a sentence where the subject is done work by the object of the sentence. In passive voice, the subject does not do an action but gets an action or subject to be passive. Active voice to passive voice is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active voice and the subject of the active voice becomes the "agent" of the passive voice.

The use of passive voice according to Thomson and Martinet (1996), it is usually better to write sentences with active verbs because active verbs are more direct, but there are two circumstances in which the passive voice is preferred. Moaddab (2014) stated that define the uses of passive voice as follow:

1) When we want to give your writing an objective and impersonal tone, use the passive. Because the "doer" of an action may be omitted in passive voice sentences, the tone is more objective. For this reason, passive is often used in scientific and business writing, as well in newspaper reports.
2) When we focus attention on the "receiver" of an action, use the passive.
3) When it is not necessary to mention the doer of the action as it obvious who he is/was/will be.

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)
2) When we want to focus on a happening, or 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, or etc: the form has be signed. (Not someone/one has to sign the form).
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 of 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, invert, make and write to identify who or what is/was responsible.

Who designed St Paul's?- It was designed by Christopher Wren.

C. Simple Past Tense

The simple past tense is used for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year, etc.), or understood from the context. The simple past tense is formed by using the simple past tense form of the verb. Firstly, for the regular verb, the past form is made by adding "ed" to the verb according to Azar (1992).

Table 1: The Pattern of Simple Past Tense

Verb ending in	How to make the simple past tense	Example
E	Add- ED	Live-lived Dance-danced
Consonan + Y	Change Y to I, then add- ED	Try-tried Cry-Cried
One vowel + one consonant (not W or Y)	Double the consonant, then add- ED	Tap-tapped Commit-committed
Anything else	Add- ED	Boil-boiled Fill-filled

(Source from Azar, Understanding and Using English Grammar)

The passive voice of simple past tense can be presented in affirmative, negative and interrogative forms. To make a passive voice of simple past using the affirmative form of sentences, the following formula is used:

Table 2: The Passive Voice formula form Past Tense Affirmative Sentences

Subject + to be (was/were) + Past participle (V3) + by + Object

Example:
1) The thief stole his parent's car last night (**Active)**

His parent's car was stolen by the thief last night (**Passive)**

Table 3: The Passive Voice formula form Past Tense Negative Sentences

Subject + to be (was/were) + not +Past participle (V3) + by + Object

Example:
1) She didn't invite me to the party (**Active)**

I was not invited to the party by her (**Passive)**

Table 4:The Passive Voice formula form Past Tense Interrogative Sentences

To be (was/were) + subject + past participle (V3) + by + object

Example:
1) When did father painted my room? (**Active)**

When was my room painted by father? (**Passive)**

D. Error analysis

Error can be shown in the process of forming a new language system. Hubard, added a definition of error that error caused by lack of knowledge of language target (English) or by hypothesis wrong about it. Meanwhile, errors according to Corder (1967) are things made by beginners of second or other language learners who do not yet have a full command of the language system.

Error analysis is used to analyze and classify the learners' errors from which the learners learning problem can be inferred. According to Brown (2000) error analysis can be observed, analyzed classified to reveal something of the system operating within the learners mind, and led to a surge of study of learners errors. The errors can help the teacher in teaching and learning process because the teacher can observe the reason why learners make the errors.

In addition, Hourani (2008) stated that error analysis is an essential source of information to the teachers. It provides information on students' errors which turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. On the other hand, Richard in Emmaryana (2010) stated that error analysis is an activity to reveal errors found in writing and speaking.

James (1998) furthermore argues that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. It seems that error analysis is such a tool that investigates students' learning process by identifying, describing, analyzing and explaining the learners' error.

There are many studies on error analysis because error analysis helps to improve the teaching and learning process. Moreover, it can be inferred that error analysis is the method to identify, analyze, describe and clarify students' error in learning. Then the

purpose of error analysis is to find out feedback that used a reference in language learning in order to prevent or minimize the error committed by the students, James (1998). In this research, the writer only focuses on surface strategy taxonomy. Surface strategy taxonomy concerns the way of surface structures differing from the well form utterances. Dulay in Ellis & Barkhuizen (2005) claim that there are four categories were purposed to explain how sentence derivate from the correct form because the learners change surface structure. Those categories are:

1) Omissions

Omission errors are characterized by the absence of an items that must appear in a well formed utterance. Content morphemes carry the bulk of the referential meaning a sentence: noun, verbs, adjective, and adverbs. Language learners omit grammatical morphemes much more frequently than content words.

2) Additions

Error addition is characterized by the presence of items that do not have to appear in a well-formed utterance. This error conflicts with omission. For example: I need to see my mother. There is a suffix "s" after the word need. Hence, this indicates addition error.

3) Misformation

Misformation errors are characterized by the use of the wrong morpheme or structure. This error is indicated by the emergency of a new language structure that the target language does not agree with. In misformation errors, the learners supply something, although it is incorrect.

4) Misordering

Misordering errors are characterized by the wrong placement of morphemes in speech. Misordering appears when there is an incorrect placement of a morpheme, phrase, clause, or sentence in an utterance.

Method

This research use quantitative approach with descriptive research design. Descriptive research is used to describe and interpret real situations or conditions that exist today. According to Aliaga and Gunderson (2002), a quantitative research is explaining phenomena and collecting numerical data that are analyzed using mathematically based method (in particular statistic). Based on the explanation above it is clear that this research was conducted by collecting numerical data and analyzed using mathematical based method to find out the last part of definition and conclusion. Data on the type of quantitative research is presented in the form of numbers. This research was conduct at twelfth grade students of SMAN 8 Mandau on March 2023.

Population is general term for the larger group from which a sample is selected or the group to which the writer would like to generalize the results of the study (Gay, 2012).

The populations of this research are the twelfth grade students of SMAN 8 Mandau that consisting of 12 classes. There are 412 students of the twelfth grade

students of SMAN 8 Mandau. The population of the research can be seen from the following table:

Table 5: The Population of the Twelfth Grade Students at SMAN 8 Mandau

No	Major	Class	Population
1	Science	XII MIPA 1	30
2		XII MIPA 2	35
3		XII MIPA 3	34
4		XII MIPA 4	29
5		XII MIPA 5	36
6	Social	XII IPS 1	34
7		XII IPS 2	34
8		XII IPS 3	34
9		XII IPS 4	35
10		XII IPS 5	35
11		XII IPS 6	32
12		XII IPS 7	35
Total			412

(Source: Documentation office of SMAN 8 Mandau)

Creswell (2008), "The sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population". So the sample can generally be interpreted as a part of representative of the population studied so that sampling must use a certain method based on existing considerations. The sampling technique in this research is cluster random sampling. Cluster random sampling is a sampling technique in which a writer divides the population into several separate groups known as cluster.

From the twelfth classes, the writer takes one class as the sample. To get the sample of the research, the writer used the lottery to get a class for the sample. In this case, the sample of the research is class XII MIPA 1. The following table is the details:

Table 6: The Sample of the Research

No	Class	Total
1	XII MIPA 1	30
	Total	30

In collecting the data, the writer used a written test. The test used was grammar test. This technique was used to support information from the students about the students' error passive voice of simple past tense. According to Cohen (2007), the test is employed to know or measure all kinds of abilities, interests, and works. In this case, the students were asked to convert 15 active voice sentences into passive voice of simple past tense in 40 minutes.

1. Validity test

Validity is the most important characteristic a test or measuring instrument can posses. It is concerned with the appropriateness of the interpretations made from test score (Gay & Airasian, 2000). A valid instrument means that the measuring instrument used to obtain the data is valid. From the results of the

validity test of the 15 question conducted on 30 students, it was known that the 15 question of the instrument item were valid because the r value > 0.361.

2. Reliability test

Reliability means dependability or trustworthiness. Reliability is the degree to which a test consistently measures whatever it is measuring. The more reliable a test is the more confidence that the scores obtained from the test are essentially the same scores that would be obtained if the test were read ministered to the same test takers (Gay & Airasian, 2000). To find out the reliability of the instrument test, the writer used SPSS 22. With the results:

Table 7: The Results of Reliability of Test

Cronbach's Alpha	N of Items
.731	15

(Source: SPSS 22)

From the table above, it can be seen the value of Cronbach's alpha is 0.731. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be conclude the test is reliable, and the level of reliability is high.

Finding and Discussion

After collecting the data from the test which has been done by the Twelfth grade students of SMAN 8 Mandau, the writer found some errors that made by students in changing active voice into passive voice of simple past tense. The error made by students in changing active into passive voice of simple past tense can be seen in the table below:

Table 8: The Students' Error in Changing Active Voice into Passive Voice of Simple Past Tense

Respondent	Omission	Addition	Misformation	Misordering
Student 1	2	1	5	1
Student 2	2	0	3	2
Student 3	2	0	3	2
Student 4	0	0	3	3
Student 5	1	1	2	3
Student 6	2	0	3	3
Student 7	3	0	5	2
Student 8	1	1	4	3
Student 9	1	0	3	1
Student 10	3	0	1	0
Student 11	2	0	2	1
Student 12	2	0	1	0
Student 13	2	1	4	1
Student 14	3	2	2	1
Student 15	2	2	2	3
Student 16	5	0	3	2
Student 17	3	0	2	2
Student 18	3	1	4	0
Student 19	3	0	2	2

Student 20	2	1	3	2
Student 21	3	1	2	3
Student 22	2	0	1	2
Student 23	0	0	3	2
Student 24	3	0	4	1
Student 25	3	1	0	3
Student 26	1	0	3	2
Student 27	0	1	3	1
Student 28	3	0	4	1
Student 29	3	2	3	0
Student 30	1	1	5	1
Total	**63**	**16**	**85**	**50**
	214			

Based on the table above was found that students totally 214 errors in changing active into passive voice of simple past tense, consist of 63 from omission, 16 from addition, 85 from misformation and 50 from misordering.

To analyze the error commonly made by the students, the writer took all the students answer sheets and used the formula according to Bluman (2004).
In which:

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

P : The percentage of errors
F : Number of errors for each type
N : Number of all errors

Table 9: Table Sequence of Types of Errors

No	Types of Error	Number of Students	Frequency of Errors
1	Misformation	29	85 (38%)
2	Omission	27	63 (29%)
3	Misordering	26	50 (24%)
4	Addition	13	16 (8%)

The percentage above can be classified from the highest to lowest: misformation 85 errors (**38**%), omission 63 errors (**29**%), misordering 50 errors (**24**%), and addition 16 errors (8%). It can be seen in the pie chart below:

Students' Grammatical Error
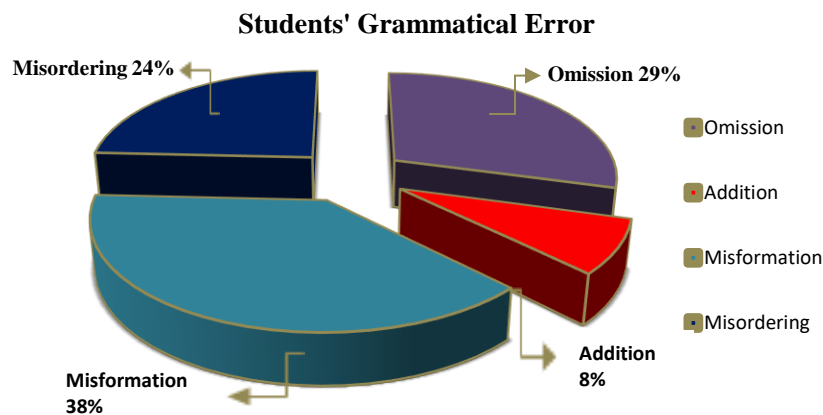
Conclusion

Based on the surface strategy Taxonomy by Dulay, the data had been identified and classified into four types of errors. Each type had several aspect of error. There are omission, addition, misformation, and misordering. From the identification, the students made error were 214 errors. There are misformation 85 errors (38%), omission 63 errors (29%), misordering 50 errors (24%), and addition 16 errors (8%). The dominant error made by students in changing active into passive of simple past tense is misformation that consist 85 errors (38%).

According to the data presentation above, it can be seen there are 30 students as the objects of the research had made the four types of errors, with the total number grammatical errors are 214 and the dominant errors made by students are misformation that consist 85 errors (38%). In this study the students made misformation due to an error in the use of the auxiliary verb "be" (was/were).

Acknowledgements

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