THE ANALYSIS OF STUDENTS’ LINGUISTICS ERROR IN MAKING PASSIVE VOICE

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ABSTRACT

The purpose of this study was to identify the types of linguistics errors and to analyze the causes of the students’ errors in making passive voice at XI Grade of SMK Swasta Pembina Bangsa. Several issues with students’ linguistics passive voice were discovered in the field. They were students’ difficulty to apply passive voice patterns into different tenses. The next problem was that some students have difficulty distinguishing between active and passive voice because they had less practice outside the classroom. This study used mix research. The participants in this study was the students of the hotel accommodation program and accounting SMK S Pembina Bangsa students in the eleventh grade. To collect the data, the researcher used a test and interviews with students. Based on calculated the data, the result showed that the total errors is 496 errors which were classified into 4 types: omission is 62 cases (12.5%), addition was 116 cases (23.38%), misformation was 155 cases (31.25%), and misordering was 163 cases (32.86%). As a result, many students made errors in making passive voice related to some items which were caused by some factors: interlingual transfer and intralingual transfer.

Keywords: Linguistics error, Passive voice

INTRODUCTION

Grammar is an essential part of the language and very important for students. Grammar is the central component of language and the set of rules that allow us to combine words in our language into larger units (Greenbaum, 2002). Grammar is the structure or pattern that is used to create a good sentence that includes a subject, verb, and object (Fani et al., 2022). According to (Yona & Safitri, 2021), grammar is the description of the linguistic structure where words and phrases can take on different forms and be combined to form sentences. Thus, grammar refers to the process of creating a sentence from a combination of words and phrases.
Passive voice is one of the topics covered in English grammar and passive voice one of the grammatical items that must be learned. A passive verb is periphrastic that is it does not have a one-word form but consists of an auxiliary verb plus the past participle of the transitive verb (Tiwari, 2017). The passive sentence construction is subject + be + past participle + by (can be omitted or not). Lester, (2009) defines that the passive form is "to be + a past participle verb". According to Funk & Kolln, (2012) a passive verb must have three elements: (1) The original direct object becomes the subject, (2) the auxiliary be (3) the past participle form of the main verb. According to Harmer, (2007) “Errors are a part of a student's interlanguage, which is the version of the language that a learner has at any given stage of development and is constantly re-shaped as he or she strives for full mastery”. Brown, (1980) said that error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. In analyzing the students’ errors, two theories are used here, to analyze types of linguistics errors; the researcher used Dulay’s theory, (1982) such as omission, addition, misformation, and misordering. Brown (1980) exposes two causes of errors: Interlingual transfer and intralingual transfer.

Passive is formed by changing the verb into a past participle from the active voice. Active voice is when the subject becomes the doer of the sentence. Meanwhile, passive voice is the term for what is done to the verb when it doesn't want to show the subject or prefers to mention the object first. The passive voice is usually used in everyday speech and academic writing, passive voice usage is common. When they want to emphasize the action rather than the agent, people occasionally use the passive voice in communication. The sentence can occasionally be made simpler by using the passive voice. Language communication development is significantly influenced by passive voice as well. Hewings, (1999) the passive voice is used in the following ways in English: When the agent is not known, is “people in general”, is unimportant, or is obvious, we prefer passives. In factual writing, particularly in describing procedures or processes, we often use passive.

However, most students continue to struggle with making passive voice. Based on preliminary research by interviewing the English teacher at SMKS Pembina Bangsa on January 23-24th, 2022, the students' ability to make passive sentences was still low because they only made the assignments given without practicing making passive sentences at home. The researcher interviewed some students and students often have difficulty in making passive voice sentences and students can’t able to apply passive in different tenses. It’s because they have difficulty using and changing verbs into 3 verbs and are confused in
making passive sentences. Second, some students cannot distinguish between active and passive patterns. So there is a possibility that they made errors in making passive voice.

The research related to student’s errors passive voice has been done by many previous researchers. First, Kurniasih (2013) states that the common error made by students in using Passive Voice in Simple Past Tense was Misformation, which consists of 217 errors or 86.8%. Based on Brown’s theory, it was interpreted that interlingual transfer, intralingual transfer, context of learning and communicative strategies are causes of those errors. Second, Ani Fitri (2015) states that the students made some errors in making passive voice. There are 4 types of errors were identified, they are omission is 229 cases (47.22%), addition is 23 cases (4.74%), misformation is 192 cases (39.59%), and misordering 41 cases (8.45%). These errors are caused by some factors, that are interlingual transfer (39.76%), intralingual transfer: overgeneralization (57.83%), ignorance of rule restrictions (54.21%), incomplete application of rules (53.01%), false concept hypothesized (61.44%), context of learning: misleading explanation from the teacher (31.32%) and faulty presentation of a structure or word in text book (34.94%), the last is communication strategies (51.81%). Hence, many students get errors in making passive voice related to some items which are caused by some factors. Third, Sartika Dewi (2017) states that the students’ difficulties in using passive voice of simple present tense consist of three variables that are difficulty in determining subject in passive voice, difficulty in choosing correct auxiliary verb, and difficulty in using past participle form. All previous research conducts about students’ error in making passive voice. The main purpose of previous research is also focus on the identifying student’s errors passive voice. Passive voice also is one of the materials taught in the SMK S Pembina Bangsa. Thus, it is reasonable to identify linguistic errors in passive voices made by vocational high school students. Since, they learn English for Specific Purposes (ESP).

METHOD

This study used mixed method, as two kinds of data used; qualitative and quantitative data. Population is all 11th grade students for the 2021/2022 school year. In this study, the researcher used purposive sampling technique, which was used because the population of this study was so large that the researcher only took two classes from the hotel stay program and calculate SMKS Pembina Bangsa as sample.

In this study, the researcher used tests and interviews as instruments. The first was a test. Brown (2000) defined a test as a method of measuring a person’s ability, knowledge, or performance in a given domain. A test also defines as a series of questions that is used to
measure the skill, knowledge, or performance in a given area. The researcher used both content validity and expert validity in this research. The researcher gave them a test. The test consisted of 30 questions and the researcher wrote an active sentences of the simple present, simple past, perfect, future, and modals. After that, the students must change it into a passive sentence. The test was held on 28th October 2021.

The researcher focused on analyzing the linguistics error passive voice. Brown (2000) states that error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. To analyze, the data the researcher uses the theory from Dulay’s theory about linguistic errors: such as omission, addition, misformation, and misordering.

1. Omission

An omission is a type of error characterized by the absence of items that should appear in a well-formed utterances. As we know that morphemes or words can be divided into two classes: content words and grammatical words. Content words are words that carry most of the referential meanings of a sentence such as nouns, verbs, adjectives, adverbs, etc.

For example, the omission of to be: My novel read by her in the class

It should be: My novel is read by her in the class

2. Addition

The addition is the opposite of omission. Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. This means that Addition is part of the error that should not be used to make sentences.

For example, the addition of to be: My novel read by her in the class

It should be: My novel is read by her in the class

3. Misformation

Misformation error is characterized by the use of the wrong form of a morpheme or structure. While in omission errors the item is not supplied at all, in misinformation errors the learner supplies something, although it is incorrect.

For example, misinformation of irregular: The match could be win by U19

It should be: The match could be won by U19

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired.

For example, misordering of placement: The table is put on by them
It should be: Some books are *put by her on the table*

**Findings**

*Description of the Data*

a. Types of Linguistics error passive voice

In this research, the researcher collected data from tests that had been answered by students. The researcher identified that there were 496 errors found on their answer sheets. From 496 errors, it is classified as omission with 62 errors, addition with 116, misinformation errors with 155 errors, and misordering with 163 errors. Based on the data above, misordering was the highest frequency of errors and omission was the lowest frequency of errors. The researcher entered the data into a bar chart after obtaining it. The following pie chart displays the data.

**Figure 1: Type of Linguistics Error based on the Highest and Lowest Occurrence**

![Pie Chart](image)

According to the chart shows the percentage of each error based on the categories from Daulay's theory. The researcher found misordering error was the common error made by 11th-grade students at SMK S Pembina Bangsa with 163 total errors or 33%. The second is misinformation with 155 total errors or 31%. The next is addition with 116 total errors or 23%. Last is omission with 62 total errors or 13%.

b. Cause of students' errors passive voice

The researcher only uses two types of causes of student errors in Brown's theory. Namely: interlingual transfer and intralingual transfer.

1) The interlingual transfer is a negative influence on the first language. It means interlanguage transfer errors occur when an item or structure in a second language has
some similarity to an item or structure in a student's first language. Interlanguage transfer usually occurs at the sound level, grammatical level, and word level. The error that students made was caused by their first language and also their culture.

2) The intralingual transfer is an error caused by the second language itself. Intralingual transfer made by students was also caused by the influence of a second language which was English. Sometimes, they made errors caused by misanalyzing and they incompletely application of the second language rules

**Analysis of Data**

The data is based on the student’s test to know the type of linguistics error and to know the most common student error is in making passive sentences.

a. Types of linguistics error passive voice

The researcher found four types of errors in the passive voice test that the students answered. In presenting the result of the research findings, the researcher used the table that showed types of student errors in passive voice.

1) The omission occurred when students missed or forget a letter of a word. The researcher found 62 omission errors of this kind on the test that the students answered. From the data, it was found that the students did the omission in making passive voice as seen in the table below:

<table>
<thead>
<tr>
<th>Kind of a student’s error</th>
<th>Students’ omission error</th>
<th>Corrected of omission error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission errors to be Active voice:</td>
<td>Passive voice:</td>
<td>Passive voice:</td>
</tr>
<tr>
<td>- She read my novel in the class</td>
<td>- My novel ..... read by her in the class.</td>
<td>- My novel is read by her in class.</td>
</tr>
<tr>
<td>Omission errors: regular past (ed) Active voice :</td>
<td>Passive voice:</td>
<td>Passive voice:</td>
</tr>
<tr>
<td>- Cristiano Ronaldo kicks the ball.</td>
<td>- The ball is kicked by Cristiano Ronaldo.</td>
<td>- The ball is kicked by Cristiano Ronaldo.</td>
</tr>
</tbody>
</table>

Most of the students made errors in omitting "to be" such as “my novel .....” became “My novel is" and “regular past (ed)” like “kick” became “kicked”. This happened because students forgot to put (am, is, are) after the subject in forming the correct passive sentence.

2) Addition occurs when students add something like letters and others. The researcher found 116 additional errors on the test that the students answered. From these data it is
known that students make additions in making passive sentences as shown in the table below:

### Table 2: Addition of Passive Voice

<table>
<thead>
<tr>
<th>Kind of students error</th>
<th>Students’ addition error</th>
<th>Corrected of addition error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition errors of <em>to be</em></td>
<td><em>Passive voice:</em>  The ball is are kicked by Cristiano Ronaldo.</td>
<td>- The ball is kicked by Cristiano Ronaldo.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kind of students error</th>
<th>Students’ addition error</th>
<th>Corrected of addition error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition errors : irregular past –<em>ed</em></td>
<td><em>Passive voice:</em>  My novel is readed by her in the class.</td>
<td>My novel is read by her in class.</td>
</tr>
</tbody>
</table>

From the table above, most of the students made errors in adding “to be” such as “The ball is” became “The ball is are” and “irregular past –*ed*” like “given” became “gived”. It happened because the students don’t distinguish between the regular and irregular verbs and students were also confused about which to be because there are too many tenses in English.

3) Misformation is when students make an error by combining words that do not match their structure. It found there are 155 errors in this type, as shown in the table below:

### Table 3: Misinformation of Passive Voice

<table>
<thead>
<tr>
<th>Kind of students error</th>
<th>Students’ misinformation error</th>
<th>Corrected of misinformation error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misformation errors to be</td>
<td><em>Passive voice:</em>  Some books is put by her on the table.</td>
<td>- Some books are put by her on the table.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kind of students error</th>
<th>Students’ misinformation error</th>
<th>Corrected of misinformation error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misformation errors of the pronoun</td>
<td><em>Passive voice:</em>  My father will be visited by I tomorrow morning.</td>
<td>My father will be visited by me tomorrow morning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kind of students error</th>
<th>Students’ misinformation error</th>
<th>Corrected of misinformation error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misformation errors of the pronoun</td>
<td><em>Passive voice:</em>  My father will be visited by I tomorrow morning.</td>
<td>My father will be visited by me tomorrow morning.</td>
</tr>
<tr>
<td>Misinformation: negative no/ not</td>
<td>Passive voice: A new notebook will no be bought by them</td>
<td>A new notebook will not be bought by them</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Active voice: They will not buy a new notebook.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, most of the students made the error of misinformation about “to be” such as “My work has” to “My work have” and “negative no/not” such as “will not” to “will no”. It happened because students forget and do not know the structure of words and sentences.

4) Misordering occurs when students put something like letters and others in an inappropriate place. The researcher found 163 misordering errors on the test that the students answered, as shown in the table below:

**Table 4: Misordering of Passive Voice**

<table>
<thead>
<tr>
<th>Kind of students’ error</th>
<th>Students’ misordering error</th>
<th>Corrected of misordering error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misordering incorrect placement</td>
<td>The picture was drawn by Deva yesterday.</td>
<td>The picture was drawn by Deva yesterday.</td>
</tr>
</tbody>
</table>

From the table above, most students make error in word placement and others, such as “The picture drawn was”, Devi month next. This happens because the students forgot the construction for both L₂ and L₁.

**Table 5: Total of Linguistics Error**

<table>
<thead>
<tr>
<th>Types of Linguistics Error</th>
<th>Occurrence of error</th>
<th>Percentage of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omissions</td>
<td>63</td>
<td>$\frac{62}{496} \times 100 % = 12,5%$</td>
</tr>
<tr>
<td>Addition</td>
<td>116</td>
<td>$\frac{116}{496} \times 100 % = 23,38%$</td>
</tr>
<tr>
<td>Misformation</td>
<td>155</td>
<td>$\frac{155}{496} \times 100 % = 31,25%$</td>
</tr>
<tr>
<td>Misordering</td>
<td>163</td>
<td>$\frac{163}{496} \times 100 % = 32,86%$</td>
</tr>
<tr>
<td>Total</td>
<td>496</td>
<td>100 %</td>
</tr>
</tbody>
</table>

b. Cause of errors passive voice

2 (two) indicators involved in the research question such as students’ intralingual and interlingual transfer.
1) Intralingua transfer

Most of the students said that their mother tongue affects their errors in making passive sentences. This can be seen in the students' errors in making words or sentences. Students make an error by deleting and adding letters to words consisting of double letters such as "week" to "wekk", "tomorrow" to "tomorrow", etc. They are confused about the differences between written and spoken form. Such as, "broke" becomes "brought", and "phone" becomes "pone" and so on. This may happen because it is influenced by the student's first language (Indonesian). In Indonesian, people rarely use words that consist of two letters. It makes most of them make error because of their mother tongue. Students also translate Indonesian to English directly. So, students just write the translated word for word from their mother tongue to the target language.

2) Interlingual transfer

Most students often make an error in making passive sentences because they have less or limited knowledge of English grammar, idioms, syntax, vocabulary, and more. They do not fully understand the grammatical structure and tenses correctly which makes it difficult for them to write sentences and make active and passive sentences. This error occurs because the students lack grammar rules in passive sentences, such as when answering questions given during interviews. Students make mistakes because they still lack knowledge and understanding of the target language. Passive voice in English should use "to be" before the verb Thus, intralingual has a big influence on students' errors in passive voice.

Discussion

There are many aspects discussed in English grammar. One of the topics in English grammar that must be learnt by the students is about passive voice. The use of passive voice can be found in daily conversation or in academic field. Moreover, in academic field, the use of passive voice can be found in the writing such as writing a procedure text, writing a composition, and it is also used in writing a thesis. In this case, learning passive voice cannot be separated from the errors. The researcher found that there were 4 types linguistics error made by the students, they were: omission, addition, misformation, and misordering. Besides that, there were 2 causes of error that researcher found. There were interlingual transfer and intralingual transfer. The common error are made by students was misordering with 163 errors or 32%. From the results of interviews conducted by researchers after analyzing student answer sheets. The researcher assumes that this happens because students forget the patterns
in constructing passive sentences. Many students put the adverb at the beginning of the sentence that should be placed at the end of the sentence after the subject. The lowest percentage of type of linguistics error is omission with 62 errors or 13%. Researcher assumes that it happened because students omit some components from their sentences. Students omitted components which to be (is, am, are) and others.

This research has proven that students have several types of linguistics error in making passive voice, namely omission, addition, misformation and misordering. These results were in accordance with the results of research from previous researchers. First, Fitri Ani (2015) stated that omission is the highest error made by the students and the lowest percentage of type of error is addition. Most of the students still confuse how to make passive voice because they do not really understand about passive voice and they still have some problems in grammar so it makes them difficult to apply the pattern and the form that they have learned in the class. Second, Rahma Hayuni (2019) states that the students have the highest errors are omission and the lowest error is addition error and misordering error. Third, Irma Handayani (2018) stated that the dominant errors was Misformation consisted 58.57%. The conclusion of this research was this research related to a cause error made by the students and one of the cause was less understanding about grammar especially Simple Past Tense. From the results of previous research above there is no similarity in the results with this study. In this study, the highest score for linguistic error was misordering errors and the lowest was omission errors.

CONCLUSION AND SUGGESTION

This research was aimed to find out what the types of linguistics error made by the students are, how many percentage of error made by the students, and what the cause of error made by the students at the eleventh grade students of SMK S Pembina Bangsa in the academic year 2022/2023 in making passive voice are. Based on the findings of the analysis data that was collected by test, the researcher found there were four types of linguistics error, they were: omission, addition, misformation, and misordering. The result of data analysis showed that the students still made error in making passive voice. This occurs as a result of students' confusion over how to construct appropriate passive sentences. The researchers also identified intralingual and interlingual errors as the two main causes of errors. Students make errors because they haven't yet mastered the grammar rules for creating English passive voice, according to the source of the error. And their first language continues to have an impact. The researcher discovered that there was a drawback. This research has many shortcomings, in
terms of grammar, limited sources that the researcher gets, and so on. Hopefully, this research will have meaningful valuable especially for the English teachers who teach in vocational high school.

REFERENCES


