A. Background of the Study

Structure or grammar is one of language aspects which plays a very important role in learning language. It is the main component particularly in building sentences. The rules of English grammar have become an integral part of students’ knowledge. It enables them to produce English sentences that are grammatically acceptable and therefore comprehensible. As a matter of fact, students get some difficulties in mastering structure. There are many errors they make during their learning structure. The system of English grammar will be different from the system of the learner’s native language. So, the main problem on learning a foreign language is the learner’s grammatical errors. The difficulties which the students often appear are shown by the errors they make. Error is reserved for the systematic items of the second language rule system (Dulay, Burt and Krashen 1981: 139). The learner’s errors generally happen on the complex grammatical rules of foreign language.

Some rules are extremely complex, such as passive voice. It is one of the materials learned in school. It is frequently used in daily activities
especially in writing. It is one of the structural problems and has some rules to be remembered by the students and must be applied in the form of sentences.

Thomson and Martinet (1986: 263) states that passive voice tense is formed by putting the verb “to be” into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the “agent” of the passive verb. The agent is very often of mentioned, when it is mentioned it is preceded by “by” and placed at the end of the clause.

Learning passive voice is quite complex. The learners should give great attention in some important elements, such as the tense and verb. In English, adverb of time influences the verb. It is quite different from Indonesian language that adverb of time doesn’t change the verb. English also has two kinds of verb, namely regular and irregular verb. So, it requires great attention and carefulness from the students. Based on this fact, the students often find difficulty in learning passive voice. For example, in Indonesia language, adverb of time does not change the verb.

1. *Tes itu dikoreksi oleh guruku kemarin*
2. *Tes itu dikoreksi oleh guruku sekarang*
3. *Tes itu dikoreksi oleh guruku besok*

In English, the form of passive voice is S + be + past participle. According to Mas’ud (1998: 167), the form of “to be” here must be adjusted
with the subject of tense in passive sentence. So, the subject and adverb of time here will change the verb.

1. *The test was corrected by the teacher yesterday*
2. *The test is being corrected by the teacher now*
3. *The test will be corrected by the teacher tomorrow*

The problem above causes errors. Since passive voice has complex rule, the English teachers must think that error in learning a language actually is an important source of finding the difficulty in studying English. The errors must be learned to get useful feedback so that the errors and mistakes can indeed be regarded as an essential part of learning. When the students make errors in their study, then the teacher should help them to make the correct one. By doing such away, they gradually understand what they have studied before.

Based on the reasons, the writer intends to analyze the errors in making passive voice sentences. So, the writer conducts a research entitled, *An Error Analysis on Learning Passive Voice of the Second Year Students of SMP N 1 Polanharjo Klaten in Academic Year 2011/2012.*

**B. Problem Statement**

In this research, the writer formulates the problems of the study as follows:
1. What kinds of passive voice errors made by the second year students of SMP N 1 Polanharjo Klaten?

2. What is the most common type of error made by the second year students of SMP N 1 Polanharjo Klaten?

3. What are the causes of the students’ error made by the second year students SMP N 1 Polanharjo Klaten?

C. Objective of the Study

Based on the problem statements, the objectives of the study in the research are:

1. classifying the kinds of passive voice errors as a result of analyzing the errors made by the second year students of SMP N 1 Polanharjo Klaten,

2. describing the most common type of errors made by the second year students SMP N 1 Polanharjo Klaten, and

3. classifying the causes of the students’ error made by the second year students SMP N 1 Polanharjo Klaten.

D. Limitation of the Study

In order that the study can be deeply examined, the writer needs to limit the study as follow: the study is limited only on analyzing the passive voice errors made by the students.
E. Benefit of the Study

There are two kinds of benefits of the study. The expected benefits of the study are both theoretical and practical:

1. Theoretical Benefit

The result of this research paper can be used as a reverence for everyone who wants to conduct a research in relation with error analysis and passive voice.

2. Practical Benefits

a. For the writer, he can get boarder knowledge about analyzing error differentiate between error and mistake, and build the correct sentences, especially in learning passive voice.

b. For the English teachers, they can predict the errors made by their students, so they can design their materials and determine what parts of materials should be emphasized in teaching passive voice.

F. Research Paper Organization

In this paper, the writer divides the research paper into five chapters. Chapter 1 is introduction. It consists of background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.
Chapter II is underlying theory. It consists of previous study, language error, error and mistake, the sources of error, the classification of error, error analysis, the meaning of error analysis, the practical uses of error analysis and passive voice.

Chapter III is research method. It deals with type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is the research finding, and discussion. The research findings will be divided into the kinds, most common type of error made by the second year students of SMP N 1 Polanharjo Klaten in learning grammar and structure and the causes of the students’ error.

Chapter V is conclusion and suggestion.