

**AN ERROR ANALYSIS OF USING PASSIVE VOICE OF THE SECOND
GRADE STUDENTS OF SMA N I WONOSARI
IN THE ACADEMI YEAR 2008/2009**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

HERMIN BUDIARSI
A 320 040 081

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2010

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English can not be separated from the errors, it does not mean that the errors give the negative effect for the learner. Error can be an indicator of the learners' stages in their target language development even the teaching learning process is better as errors exist because the teacher and the students will know the lack of mastery and make the appropriate remedial teaching to the students (<http://www.hmpenglishonline.com/error.htm>)

The students must learn through trial and error and the students will not get improvement if they think that errors are fault that should be avoided. The fear of making mistakes leads to hesitancy among the students to say and write anything in the foreign language. In addition, errors and mistakes are different. Dulay, Burt and Krashen (1982: 139) state "Mistakes are commonly caused by the performance factors such as fatigue and inattention. On the other hand, errors are caused by the competent factors which are continuous and consistent. In other words, errors are resulting from lack of knowledge of the rule of English.

Actually, every foreign language teacher will find out the errors made by the students both oral and written form. The students can be said to make errors when the production of their oral and written expression differs from the native speaker or target language's norms. According to Corder (1974:

125) in <http://www.melta.org> said “Error analysis is the examination of those errors committed by students in both the spoken and written medium” and James (1998: 58) describes it as mother tongue influences.

Errors in language learning are sometimes natural and tend to occur frequently. Therefore, the teachers must try their best to avoid the errors made by the students without discouraging them. In addition, knowledge of the sources of the errors will help the teacher to learn the errors in order to enable the students to construct the students with appropriate language form. As stated by Selinker (1992: 119), “the self-correction of errors is indeed necessary and the teacher can serve an important function here”.

In English, grammar is a central point. It includes the tenses as a core of the skill. Passive voice is one of the aspects that should be given more attention by the English teacher. It is important because passive voice exist in both spoken and written English.

Sometimes students do not fully understand the passive voice in a sentence. It is quite possible for them to make errors. To avoid the same errors teacher should correct these errors, whereas those errors will give feedback to teachers in teaching grammar, especially the students of SMA N I Wonosari who have some errors in using passive voice.

The following are the example of error in using passive voice which made by second grade students of Senior High School.

- Alex will announce the news tomorrow morning (active voice).

- The news will be **announce** by Alex tomorrow morning (the student's answer in passive voice).

The students miss -ed in the past participle verb of **announce**. It is regular verb so it should be added by -ed, the past participle of the verb **announce** is **announced**. The correct passive voice is **the news will be announced by Alex tomorrow morning**.

- Someone will serve the dinner at 6 pm (active voice).
- The dinner **will be serve** at 6 pm (the student's answer in passive voice).

In those case students make errors in misformation category that is misformation of tense. The active voice of the sentence above uses future tense. To make a good passive voice in the future tense, the pattern is **S+will be+past participle**. The sentence should be **the dinner is going to be served at six p.m.**

From the example and phenomena above, the writer is interested in analyzing errors made by the students when they use passive voice in sentence. Entitled of the written is *An Error Analysis of Using Passive Voice of the Second Grade Students of SMA N I Wonosari in the Academic Year 2008/2009*.

B. Problem Statement

Based on the limitation of the study above, the problem statement of this research are:

1. What type of errors according surface strategy taxonomy is made by students in using passive voice?
2. What are the sources of errors done by the students?

C. Objective of the study

In conducting the research, every researcher should have a certain objective of the study, the writer intends:

1. To describe type of errors according surface strategy taxonomy are made by the students in using passive voice.
2. To examine the source of errors done by the students.

D. Limitation of the Study

Passive voice is one of important English Grammar that has to be mastered by the learners actively or passively. To make the study clearly understood by the readers, the writer would like to limit the problems as follow:

1. The tense in passive voice only covers to simple present, present continuous, present perfect, simple past, past continuous and simple future.
2. The population of the research is the second grade students of SMA N I wonosari.
3. The researcher uses Surface Strategy Taxonomy in describing errors made by students in using passive voice.

E. Benefit of the Study

The benefits that the writer expects from the result of the study are:

1. Practical benefit
 - a. This study gives input in teaching-learning process, especially in teaching passive voice.
 - b. This study gives feedback and evaluation for the students.
 - c. This study gives valuable experiences, dealing with passive voice
2. Theoretical benefit
 - a. The elaboration of this study could be used by other writers to conduct a study of the same topic but in the different perspective.
 - b. The elaboration of this study could be used by the other writers to conduct further analysis dealing with errors in the second language learning.

F. Research Paper Organization

There are five chapters in this research paper. The systematic used in this research paper are as follows :

Chapter I is introduction. It consists of background of study, limitation of the study, problem statement, and objective of the study, the benefit of the study and research paper organization.

Chapter II is Underlying theory. It will discuss about review of previous study, and finds some related studies which deal with the definition

of Error analysis, the difference between error and mistake, Sources of errors, types of errors, the use of error analysis, active voice and passive voice.

Chapter III is research method. It consists of research type, subject of the study, object of the study, method of collecting data and method of analyzing data.

Chapter IV is data analysis and discussion. The research result is about the types of errors according surface strategy taxonomy that are made by the students in using passive voice. The discussion is divided into two. They are the type of errors according surface strategy taxonomy that are made by the students in using passive voice and the sources of errors made by the students.

Chapter V is conclusion and suggestion.