

Students' error analysis in transforming active voice into passive voice through linguistics category

Opan Siroj¹, Ikariya Sugesti², Hanif Nurcholish Adiantika³

English Education Department, Universitas Muhammadiyah Cirebon, Indonesia

Corresponding author

Email: opansiroj26@gmail.com

Abstract

This study was carried out to analyze and to classify the types of student's error in transforming active voice into passive voice. The method that was used was descriptive qualitative. The research was designed in a case study. Furthermore, the subject of this study was the second semester students at one of the private university in Cirebon, because four of the students were absent, the researcher took 14 students as the sample. The datas were collected through observation, test for the students and interview to the English lecture. The result of the error analysis showed that students committed error into two types, those were in linguistics category and surface taxonomy. From the frequency of each error types, past participle incorrect in linguistics category was the error which most frequently produced by the student which consisted of 16 or 73%. Moreover, in syntactical errors from the highest and the lowest are disagreement of subject and tenses which consisted of 47 or 60%. In surface taxonomy, the highest error that students made was in misformation which consisted of 61 or 39%, it is followed by error was in omission which consisted of 51 or 33%. It can be concluded that the most students at the second semester students at one of the private university in Cirebon have not mastered yet in transforming active voice into passive voice sentence, especially when the active sentence has two objects.

Keywords : *Error analysis; Linguistics Category; Surface Taxonomy; Passive Voice*

INTRODUCTION

Writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Fauziati (2010:45) states that writing is one productive skill considered difficult especially for foreign learner. According to Sapkota (2012:70) writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey. Even though writing is an essential skill to acquire by students, they still have difficulties in mastering it. This is because writing involves great integrated activities and processes such as cognitive effort, attention control, and self-regulation to make it become coherent and meaningful (Graham & Haris, 2003 cited in Nurcahya & Sugesti, 2020). Based on the explanation

before, the researcher concludes that writing is a process to express what they feel and transforming from spoken language into written language.

In Indonesia, English is the subject which is taught in school and university and one of the most important things that students have to be mastered is grammar, because grammar is related to the four language skills especially in writing. Grammar is the guidelines for how to write english perfectly . Sandy et al (2016:2) state that grammar is an important part of languages and grammar is very important for the learners. In addition, Thornbury (2005:13) states that grammar is a description of the rules for forming sentences and grammar adds meaning that are not easily inferable form in immediate context. In line with these idea, Seaton and Seaton and Mew (2007:5) define that grammar is a system to describe something like noun, pronoun, adjective, adverb, conjunction, preposition, interjection, grammar is rule of how to use them or when we use them. The researcher concludes that grammar shows us how to order word in sentences, how to combine them so we can write an english text perfectly. In addition, the change of grammar can change the form and the meaning.

In the premilinary observation, the researcher got some errors which were made by the students, for example: students tried to change active voice in simple past tense, but they wrote a passive voice sentence in simple present tense. According to Purnama (2017:3) there are two voices, they are : Active and Passive. In addition, Alexander (2006:241) states that active and passive voice refer to a form of a verb. In active, the subject of the verb is the person or thing doing the action, while in passive the action is done to the subject. Based on those explanation, the researcher assumes that active and passive voice are grammatical structures that play significant role in the way meaning is conveyed.

Based on the background above, the researcher is interested in doing this research in order to analyze students' error in transforming active voice into passive voice at the second semester students at one of the private university in Cirebon in academic year of 2019/2020. In this research, the active and passive voice was taught in the subject of intermediate structure.

METHOD

This was case study research under descriptive qualitative approach, Arikunto (2006:142) states that case study is a research which is conducted intesivelyand in-depth details on an organization, institution or a specific syptoms and it covers only a narrow subject. According to Creswell (2013:3) qualitative research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. The purpose of this research is to analyze students' error in transforming active voice into passive voice. According to Ary (2010:29) qualitative researches seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables, the goal is a holistic picture and depth of understanding rather than a numeric data. Other experts, Margono (2014:39) states that descriptive is the characteristic of data in qualitative research because the data is obtained in from of words, picture, behavior,

not in numbers of statistical figures. In addition, Arikunto (2010:3) states that descriptive research is the research that intends to investigate the situation, the situation, condition, or the other things that have been mentioned. The descriptive analysis is method in which the present study collects the data which is needed, the students were given a test, the test was 20 question in which students had to change the active voice forms into passive voice forms. Then the present study was analyzed students' answer through classifying the errors based on linguistics category and supported by surface strategy taxonomy.

In analyzing the data, the present study used linguistics category and surface strategy taxonomy, the students' answer was analyzed by focusing on their grammatical errors. The writer analyzed the students's answer by using linguistics category, then the present study used rubric of linguistics category and supported by surface strategy taxonomy to know how many percentage grammatical errors made by the students. In answering which type of morphological and syntactic errors mostly found in students' compositions, the researcher did the process of counting the frequency of errors. In this step, the formula that the researcher used in order to find the percentage of errors is that the frequency of errors in each category is divided by the total number of errors that is found and then, multiplied into one hundred percent.

The formula: = $\frac{\text{The frequency of errors each category}}{\text{Total number of errors}} \times 100\%$

RESULTS AND DISCUSSION

To make the analysis systematic, the researcher carried out three steps on describing the errors found in students' answer sheet in transforming active voice into passive voice. They were collecting the data, calculating the errors in the form of numerical data, and presenting them in the form of a table. In doing the first step, the errors sentences were listed and classified according to the linguistics taxonomy which is connected to morphological and syntactic areas by using the table of Polizter and Ramirez's model taxonomy then it was supported by using surface taxonomy.

Based on this model of taxonomies, morphological errors in this study were classified into six categories which are indefinite article case, possessive case, third person singular case, simple past, past participle, comparative adjective or adverb. While in syntax, there were six main categories of error, there were noun phrase that involves the use of determiner, numbers, pronouns, and prepositions; verb phrase; verb and verb construction; word order; transformation that consist of negative transformation, question transformation, *there* transformation and subordinate clause transformation. The researcher also used surface taxonomy in order to support the main method, surface taxonomy consisted of four categories they were addition, omission, misformation, and misordering. After that, the errors were calculated in accordance with their categories and component. The numerical data was presented in their frequencies and percentages in the form of chart.

1. Errors based on Linguistics Category and Their Frequencies

The data used in this analysis was taken from the answer sheet made by the second semester students at one of the private university in Cirebon in Intermediate Structure class in the academic year of 2019/2020. There were fourteen compositions taken as source of data in this study. By doing some evaluation, the writer found, totally, there were one hundred and five errors produced in those compositions. Therefore the errors were divided into two categories. The categories and components of errors as well as the frequency and percentage of each category and component were as follows:

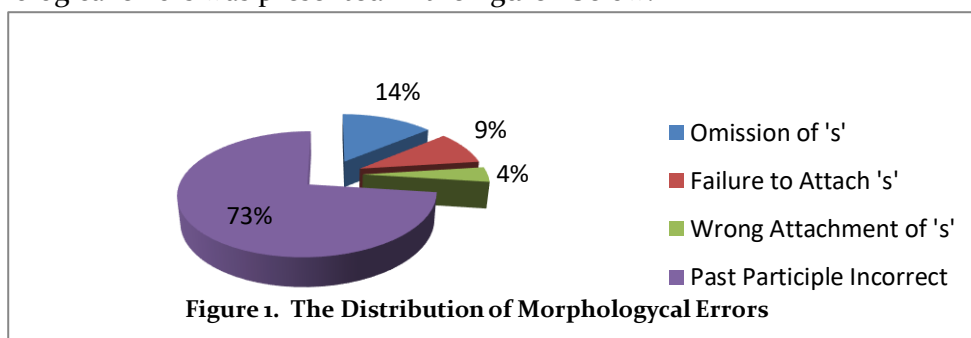
Table 1. Error types in Students's Answer

No	Types of Errors	Frequency	
		N	%
1	Morphological Errors	22	20,95%
2	Syntactical Errors	83	79,05%
Total Frequency		105	100

The table showed the errors which were made by the students. The errors were divided into two parts, they were morphological errors and syntactical errors. In morphological errors, there were 22 errors or 20,95% which were made by the second semester students at one of the private university in Cirebon in academic year of 2019/2020 and in syntactical errors, the students made 83 errors or 79,05%. It presented that syntactical errors were higher than morphological errors.

1.1. Morphological Errors

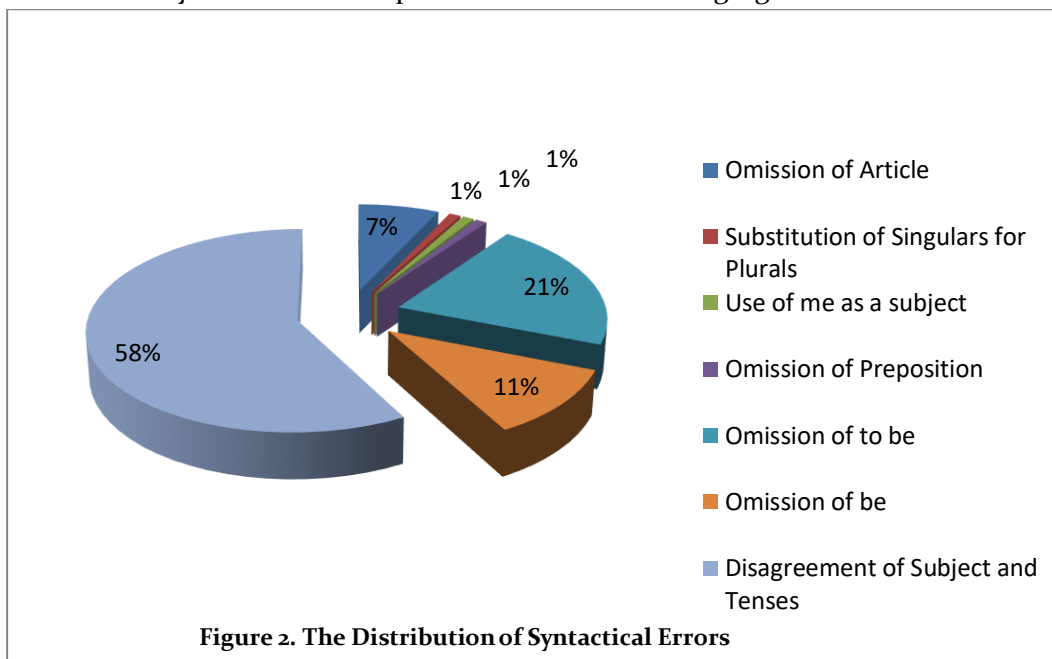
In morphological errors, there were four types of error that students made when they changed active voice sentences into passive voice sentences. The distribution of the morphological errors was presented in the figure 1 below.



From the figure 1 above, in morphological errors, there were four types of error that student made when they changed active voice sentences into passive voice sentences. The highest frequency of error was past participle incorrect which consisted of 16 or 73%. The second error that commonly made by the students was possessive case incorrect which consisted of 3 or 14% . the next error that commonly made by the students was faisure to attach 's' which consisted of 2 or 9% and the last error which was made by the students was wrang attachment of 's' which consisted of 1 or 4%

1.2. Syntactical Errors

The analysis of syntactical errors was the same in morphological one. They were classified into five points based on linguistics category. They were errors in noun phrase, verb phrase, verb-and-verb construction, word order, and some transformation. The frequency of errors which were made by the secons semester students of one of the private university in Cirebon was presented in the following figure.



From the figure 2 above it could be seen that there were seven types of error that students made when transforming active voice into passive voice. The highest error that students made was in the agreement of subject and verb, it consisted of 47 or 60%. The second error that commonly made by the students was in omission of verb, it consisted of 17 or 19%. The next one was in use of progressive tense, it consisted of 10 or 12%. The next was in omission of the article that consisted of 6 or 8%. And the last error that students made was in substitution of plurals for singular which consisted of 1 or 1%.

1.3. Errors based on Surface Taxonomy

The data used in this analysis was taken from the answer sheet made by the second semester students at one of the private university in Cirebon in Intermediate Structure class in the academic year of 2019/2020. There were fourteen students taken as source of data in this study. By doing some evaluation, the researcher found, totally, there were one hundred and fifty nine errors in surface taxonomy which were produced in those compositions. Therefore the errors were divided into four categories, they were addition, omission, misformation, and misordering. The distribution of the errors was presented in the table as follow.

Table 2. Distribution of Error in Surface Taxonomy

No	No Students	Addition	Omission	Misformation	Misordering	Total Error
1	S1	1	1	10	3	14
2	S2	-	6	8	1	15
3	S3	1	4	2	4	10
4	S4	1	4	3	3	10
5	S5	-	2	2	3	7
6	S6	-	5	8	1	14
7	S7	1	4	3	7	15
8	S8	-	6	6	1	13
9	S9	-	3	2	2	7
10	S10	-	1	3	2	6
11	S11	1	1	5	3	9
12	S12	-	2	2	4	8
13	S13	-	4	3	6	13
14	S14	-	8	5	1	14
Total Errors		5	51	62	41	159
Frequency		3%	32%	39%	26%	100%

From the table 2, it could be seen the distribution of the errors which were made by the second semester students at one of the private university in Cirebon in academic year of 2019/2020. The highest error that students made was in misformation which consisted of 62 or 39%, the second error that students made was in omission which consisted of 51 or 33%, the third error that students made was in misordering which consisted of 41 or 26% and the last error that students made was in addition which consisted of 5 or 3%.

CONCLUSION

Based on the explanation and the description in the previous chapter, the researcher concludes that the types of error that were made by the second semester students at one of the private university in Cirebon in transforming active voice into passive voice from the highest percentage to the lowest in linguistics category in morphological errors are error of past participle incorrect which consisted of 16 or 73%, omission of 's' which consisted of 3 or 14%, failure to attach 's' which consisted of 2 or 9%, and the last is wrong attachment of 's' which consisted of 1 or 4%. The researcher also found that the error made by the students in syntactical errors from the highest and the lowest are disagreement of subject and tenses which consisted of 47 or 60%, omission of verb which consisted of 17 or 19%, the use of progressive tense consisted of 10 or 12%, omission of article consisted of 6 or 8%, and the last are omission of preposition, use of me as a subject, substitution of singular for plural and each of them consisted of 1 or 1%. The

researcher also found the errors in surface taxonomy from the highest to the lowest. The highest error that students made was in misinformation which consisted of 61 or 39%, the second error that students made was in omission which consisted of 51 or 33%, the third error that students made was in misordering which consisted of 41 or 26% and the last error that students made was in addition which consisted of 2 or 2%. The highest error that students made was in misinformation which consisted of 61 or 39%, the second error that students made was in omission which consisted of 51 or 33%, the third error that students made was in misordering which consisted of 41 or 26% and the last error that students made was in addition which consisted of 2 or 2%. The researcher believes some errors occur because the second semester students at one of the private university in Cirebon are still confused in transforming active voice into passive voice, notably when they have to change from active voice into passive voice. They didn't know to change the verb two into verb three or past participle. Also, they can simply add-ed at the end of verb never care it was regular or irregular verb, and regular or irregular verb to be as discussed in previous chapter.

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