

**JURNAL**

***AN ERROR ANALYSIS ON THE USE OF PASSIVE VOICE  
IN WRITING REPORT TEXT BY  
ELEVENTH GRADE STUDENTS OF SMAN 1 NGANJUK 2016/2017***



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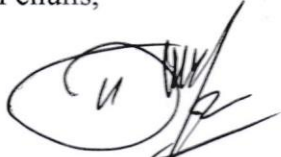
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# **AN ERROR ANALYSIS ON THE USE OF PASSIVE VOICE IN WRITING REPORT TEXT BY ELEVENTH GRADE STUDENTS OF SMAN 1 NGANJUK 2016/2017**

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## **ABSTRACT**

Passive voice is one of the most important linguistic components in report text. In this case, learning passive voice cannot be separated from errors. It can be an indicator of the learners' stages in their target language development even the teaching learning process is better when errors exist because the teacher and the students will know the lack of mastery and make an appropriate remedial teaching to the students. This study aims at investigating the errors that focusing on the following points: (1) To describe the errors of using passive voice in report text made by students of SMAN 1 NGANJUK in the school year of 2016/2017. (2) To describe the causes of errors in writing report text made by students of SMAN 1 NGANJUK in the school year of 2016/2017. Error analysis was used to reveal the above statement. Descriptive qualitative was also implemented in order to obtain and process the data. The subjects of this research were the eleventh grade students who were randomly selected from SMAN 1 Nganjuk, one of the best schools in Nganjuk. The data was gathered using test in report text writing and categorized by Linguistic Category Taxonomy and Surface Category Taxonomy. The study found that there were only 4 out of 5 errors categories made. There are errors in subject-object which has the total number of errors of 7 or 24,14%, be 12 or 41,38%, verb 9 or 31,03% and pronoun 1 or 3,45% and no errors made in by phrase category. The errors are mainly caused by carelessness 52,17% and first language interference 42,48%, with the minority of translation causes 4,35%. Based on these findings, the researcher would recommend the teacher to more concern about errors in those categories. It would be better if the teacher implement some kind of methods to minimize the errors made by the students. It would also be recommended that the teacher give more attention to their students so they do their task more carefully, so the errors could be decreased.

**KEYWORDS:** Error, error analysis, passive voice, report text.

## **I. INTRODUCTION**

Most people never consider the complexity and difficulty of the writing process. This is in line with Heaton (1975:135) who argued that writing skills are complex and sometimes difficult to teach, requiring grammatical, rhetorical devices, conceptual and judgmental

elements mastery. Relative to all other academic activities, writing requires more basic skills than perhaps any other. As writing tasks become more difficult, students must call on an increasingly wide range of skills to not only write legibly, logically, and in an organized way but also to invoke rules of grammar and syntax this

combination of requirements makes writing the most difficult use of language.

Writing is done for a number of different purposes and for different audiences. These different forms of writing are often known as text types at school. Anderson (1998:1) divide types of text into two main type, factual texts which inform, instruct or persuade by giving facts and information and literary texts which entertain or elicit an emotional response by using language to create mental images.

One of the factual texts is report text. It is needed very much to give a clear explanation or description of a place, person, or object. According to Anderson (1998:17), report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

One of the language features in report text that must be mastered by the students is about passive voice. Passive voice is the verb form, where the subject receives the action. Alexander (2006:241) 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 the action, while in passive the action is done to the subject.

In this case, learning passive voice cannot be separated from errors; it does not mean that the errors give the negative

effect for the learners. Error can be an indicator of the learners' stages in their target language development even the teaching learning process is better when errors exist because the teacher and the students will know the lack of mastery and make an appropriate remedial teaching to the students. 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. Actually, every foreign language teacher will find out the errors made by the students both oral and written form, in this case is in writing report text. The students can be said to make errors when the production of their written expression differs from the native speaker or target language's norms. 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 Nzama (2010:4), "Errors are believed to contain valuable information on the strategies that people use to acquire a language".

Researcher has observed in SMAN 1 NGANJUK before seeking for problems in

conducting report text. When the researcher trained English Debate Competition, he found that the students did great work at speaking. However, when the researcher checked the students' writing product, he found that the students' made lots of errors in passive form of a sentence. One of the problem which commonly faced by the students is changing of past participle form. On the other hand, the verb used in passive sentences is always in past participle form. The students who want to make a good and correct passive sentence are demanded to master all those grammar aspects in order to produce appropriate language in report text. It is also aimed at avoiding errors of using passive sentence. Sometimes students do not fully understand the passive voice in a sentence. It is quite possible for them to make errors. This made the reasearcher wanted to study this case more scientifically in order to reduce the errors made by the students. In addition, to avoid the same errors teacher should correct them, whereas those errors will give feedback to teachers in teaching grammar.

## **II. METHOD**

This research uses qualitative approach because this research does not use statistic formula in analyzing the data, but only identify and classify data and also

give the description about the problems. 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 analysis of data."

Based on the purposes of this research, the researcher wanted to know the types and sources of errors. The data will be collected, described and analyzed relate to the errors in the use of passive voice in report text.

This involves the collection of data that will provide an account or description of individuals, groups or situations. The researcher used writing task to collect the data of students' errors in the use of passive voice in report text.

The researcher chose the subject of the research in SMAN 1 Nganjuk, one of the schools in Nganjuk. The school has excellent reputations and high achievements especially in English. The students have won many English competitions. The researcher then randomly took XI MIPA 4 students of SMAN Nganjuk academic year 2016/2017 with the total number of the students is 33, consist of 20 female students and 12 male students. The writer took 29 from the total

number of the students due to the absence of 4 students.

Suharsimi (2002:126) argued that instrument is the device that is used to collect the data. Then, the instrument might be in form of some questions or exercises or other tools that have purposes to measure knowledge, intelligent, achievement and attitude of someone or group of people and choosing instruments of data collection depends on the technique of data collection.

Based on the definition above, instrument of this study is documentation. Researcher collects the results of report text written by the students of SMAN 1 Nganjuk. It will be applied as the data to be analyzed and described the errors of using passive voice in exposition text made by the students.

### III. FINDING AND CONCLUSION

The researcher used the linguistic category taxonomy in passive voice area, then combined with the surface category taxonomy which includes Misformation, Omission and Addition. Here, the researcher focused on the five morphological classification of errors in passive voice, they are Subject-Object; Be; Pronoun; Verb and By phrase. The errors found in the students writing is explained in the following table and description:

**Table 4.1. The Data of Error Classification**

Category	Frequency	Percentage
♦ Subject-Object	7	24,14%
♦ Be	12	41,38%
♦ Pronoun	1	3,45%
♦ Verb	9	31,03%
♦ By Phrase	0	0,00%
Total	29	100%

Based on the classification and the frequency of errors above, the researcher concluded the eleventh grade students of SMAN 1 NGANJUK made four out of five categories based on linguistic category taxonomy in passive voice area. The highest one is be, which has the number of 12 or 41,38%, followed by verb with the total number of 9 or 31,03%. The third one is subject-object with total number of 7 or 24,14% followed by the last error of pronoun with only 1 or 3,45%. The last category of error is by phrase, which is not made by the students.

The reseacher found that the errors in “Be” dominates the total errors made by the students with the precentage of 41,38%. Since Dulay, et. al, (1982:158) stated that misformation errors are characterized by the use of wrong form of morpheme or strucutre in a sentence. That statement is in line with the fact that the students frequently made errors in choosing the right grammatical form form of “Be” in the sentence.



The students constantly made errors by putting the wrong passive form of “Be” or by ignoring the “Be” addition in the sentence. As the result, the students made 12 errors out of 29 in total which has the highest percentage among the others. Although the errors are not enormous, the students still find it difficult to make a sentence which is correct grammatically.

In this finding, there are 12 errors caused by the carelessness of the students, 10 errors caused by first language interference, and 1 error caused by translation. Based on the data above, the researcher can conclude that the causes of error that influenced most students’ error is carelessness. It happened because the students have lack of motivation in doing the task. The students also still keep using Indonesian expression and grammatical rules in writing English sentences. It can be denied that the motivation and first

language interference affect the students writing results.

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