ANALISIS KESALAHAN SISWA PADA PEMBUATAN KALIMAT PASIF

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Tujuan dari penelitian ini adalah untuk mengetahui kesalahan yang dibuat oleh siswa penyebab kesulitan yang dihadapi siswa dalam membuat penelitian voice. Penelitian ini dilakukan di kelas XI SMA Muhammadiyah Tasikmalaya. Sumber data adalah kelas XI IA2 yang terdiri dari 20 siswa dan wawancara dilakukan dengan tiga siswa untuk mengetahui kesulitan yang dialami. Dalam pengumpulan data, penulis memberikan tes dan wawancara. Untuk menghitung data yang diperoleh, penulis menggunakan metode deskriptif. Hasil yang diperoleh menunjukkan bahwa 'kesalahan dalam penggunaan subjek 'adalah 31,37%, sedangkan kesalahan dalam penggunaan '*to be*' adalah 34.07%, dan sebanyak 34,56% adalah kesalahan dalam penggunaan '*past participle*'. Kesalahan yang sering dilakukan oleh siswa adalah pada bentuk *past tense* dan kalimat tanya. Untuk menentukan jenis kesalahan siswa, penulis melakukan analisis berdasarkan jenis kesalahan: *omission, addition, misformation, misordering*, dan *blends*. Faktor yang menyebabkan kesalahan antara lain: *overgeneralization, simplification, developmetal error, error based communication, induced error, error of avoidance,* dan *error of overpro-*. Secara umum, siswa membuat kesalahan karena siswa masih tidak mengerti bagaimana membuat kalimat pasif.

Kata kunci: Analisis kesalahan, kalimat pasif, *omission, addition, misformation, misordering, blends, overgeneralization, simplification, developmetal error, communication based error, induced error, error of avoidance,* dan *error of overpro-*

THE ANALYSIS OF STUDENTS' ERRORS
IN MAKING PASSIVE VOICE

ABSTRACT

The aim of this research are to find out error made by the students in making passive voice and what the causes of students' difficulties in making passive voice.This research was done in class XI SMA Muhammadiyah Tasikmalaya. The data source is a class XI IA2 consisting of 20 students and interviews were conducted with three students to know the difficulties what they experienced.In collecting the data, the writer provides a test and interview. To calculate the data obtained, the writer uses descriptive method.The results shows that students' errors in using the 'subject' is 31.37%, 34.07% error in using the 'to be', and 34,56% error in using 'past participle'. Errors often made by students are in using past tense and interogative form. To determine the type of students' error , the writer analyzed based on the type of error: omission, addition, misformation, misordering and blends. Factors causing the errors: overgeneralization, simplification, developmetal error, error based communication, induced error, error of avoidance, and error of overpro-. In general, students make mistakes because the students still do not understand how to make passive voice.

Keywords : Error analysis, passive voice, omission, addition, misformation, misordering, blends, overgeneralization, simplification, developmetal error, communication based error, induced error, error of avoidance, dan error of overpro-

INTRODUCTION

Language is a means of communication used by humans in the process of interaction. It is in line with the opinion that is cited by Priestley as quoted by Alwasilah, A. Chaedar (1993:9), "Language is a method of conveying our ideas to the minds of other persons; and the grammar of any language is a collection of observations on the structure of it and a system of rules for proper use of it." It means that language is a way of delivering our ideas to the minds of others; and grammar of any language is a set of top review of its structure, and usage rules system which is perfect. Based on this

opinion, a good and correct grammar effect the language used in interaction.

As social human beings, humans can not be separated from the process of interaction. It is required a good and correct grammar mastery of the language, so that there will be no communication errors occur in the process of interaction. By a good communication, it will certainly produce a good relationship as well. Students are required to formulate a sentence correctly. It is intended that the students can apply English skills in their daily life. To be able to speak and to write in English properly, the students need to master in learning English. One of them is mastering the grammar.

The sentences in correct grammar will be easy to understand, or misunderstanding can be avoided. This statement is in line with the opinion of Frank Palmer, as quoted by Alwasilah, A. Chaedar (1993:31), "Grammar is something that can be good or bad, correct or incorrect. It is (bad), incorrect grammar to say 'It's me', for instance." It means that grammar is something that can make sentences good or bad, right or wrong. It is wrong when people say 'It's me'. Grammar Mastery has a role in communication. Writing sentences in correct grammar will avoid misunderstanding. One of the grammatical discussions is the use of passive voice.

Passive voice is a sentence using the subject or the culprit as the object of the change in the active voice. In this case, the perpetrator in the passive voice structure turned into an object because of the change from an active voice. In learning passive voice needs comprehension to formulate the words correctly, to place the words, and to choose the right words in making passive voice in English. The students have difficulties in learning passive voice because of the lack of knowledge, particularly in the rule of language (Grammar) about passive voice. It requires knowledge about the rules of language, so that in learning process, students can avoid errors.

Errors in passive voice is generally caused by the lack of knowledge about the rules of language (Grammar). This statement is stated by Chomsky and Corder as quoted by Tarigan, Henry Guntur and Djago Tarigan (1995:143), "Kesalahan yang diakibatkan oleh kurangnya pengetahuan mengenai kaidah-kaidah bahasa sebagai faktor kompetensi merupakan penyimpangan-penyimpangan sistematis yang disebabkan oleh pengetahuan pelajar yang sedang berkembang mengenai sistem B2 (atau bahasa kedua) disebut 'errors'." It means that errors caused by the lack of knowledge about the rules of language as a competence factor is the systematic deviations caused by the students' knowledge which is developing about the system of L2 (or second language) called 'errors'. Competence factors also effect on the students' knowledge and because of the lack of students' competence so that students often deviate and make errors in using language, especially in making passive voice which is called students' errors.

Definitions of Active and Passive Voice To be able to make passive voice, the students have to learn how to make active voice. According toRamlan (2001:139), "*Kalimat aktif adalah kalimat yang subjeknya berperan sebagai pelaku* actor." It means that active voice is the sentence that the subject takes the role as an actor. Thepattern of active voice is that the subject is put as the perpetrator. Activevoice is the sentence that the subject of the sentence is the perpetrators of an action. According toSwan, Michael (2005:xvii), "The subject of an active verb is usually the person or thing that does the action, or that is responsible for what happens." The subject in active voice has a role as an actor that takes an action. In the active voice, there are several patterns of words that have meaning so as to form a series of sentences. The subject in active voice takes an action in the sentence.

There is passive voice besides active voice in the sentence. According to Thomson, A.J. and A. V. Martinet (1986:263), "The passive of an active 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." Passive voice from active voice is the tense whichis formed by putting the verb 'to be' into the same tense as the verb and adding the past participle of the active verb. Passive voice uses the past participle and adding 'to be' so that becoming different sentences pattern with active voice. Whereas passive voice according toSwan, Michael (2005:xxii),"A passive verb form is made with be + past participle, the subject of a passive verb form is usually the person or thing that is affected by the action of the verb." It means that passive participle is a verb phrase that serves as a form of adjective in a passive sense (ending -ed) it does not irregular.

Based on these definitions, the researcher concludes that the passive voice is a sentence that has verb form as subject and the subject is affected by the action of the verb that adds **to be** and **past participle**.It is produced as a change in the active voice that uses the subject as an actor.

Forms of Passive Voice

The following chart shows the passive form of the various tenses:

Table 1.1 Various of Passive Voice Forms

Tense/Verb Form	Active Voice	Passive Voice
Simple Present	Keeps	is kept
Present Continuous	is keeping	is being kept
Simple Past	Kept	was kept
Past Continuous	was keeping	was being kept
Present Perfect	has kept	has been kept
Past Perfect	had kept	had been kept
Future	will keep	will be kept
Conditional	would keep	would be kept
Perfect Conditional	would have kept	would have been kept
Present Infinitive	to keep	to be kept
Perfect Infinitive	to have kept	to have been kept
Present Participle/Gerund	Keeping	being kept
Perfect Participle	having kept	having been kept

(Thomson, A.J. and A. V. Martinet, 1986:265)

From the chart above, the researcher concludes that not all of the active forms can be changed into passive forms, they are: Present Perfect Continuous, Past Perfect Continuous, Future Continuous, Past Future Continuous, Future Perfect Continuous, and Past Future Perfect Continuous.

There are many kinds of passive forms, According to Thomson, A.J. and A. V. Martinet (1986:263), "The subject of the active verb becomes the 'agent' of the passive verb, the agent is very often not mentioned, when it is mentioned it is preceded by **by** and placed at the end of the clause." They divide kinds of passive forms into 5 forms, as follows:

1) Examples of present, past and perfect passive tenses:
   Active: We keep the butter here.
   Passive: The butter is kept here
   Active: They broke the window.
   Passive: The window was broken.
   Active: People have seen wolves in the streets.
   Passive: Wolves have been seen in the streets.

2) The passive of continuous tenses requires the present continuous forms of **to be,** which are not otherwise much used:
   Active: They are repairing the bridge.
   Passive: The bridge is being repaired.
   Active: They were carrying the injured player off the field.
   Passive: The injured player was being carried off the field.
   Other continuous tenses are exceedingly rarely used in the passive, so that the sentences such as:
   They have/had been repairing the road and
   They will/would be repairing the wood.
   Are not normally put into passive.

3) Auxiliary + infinitive combinations are made passive by using a passive infinitive:
   Active: You must/should shut these doors.
   Passive: These doors must/should be shut.
   Active: They should/ought to have told him.
   (Perfect Infinitive Active)
   Passive: He should/ought to have been told.
   (Perfect Infinitive Passive)

4) Other Infinitive Combinations
   Verbs of liking/loving/wanting/wishing etc. + object + infinitive form their passive with the passive infinitive:
   Active: He wants someone to take photographs.
   Passive: He wants photographs to be taken.

With verbs of command/request/advice/invitation + indirect object + infinitive we form the passive by using the passive form of the main verb:

Active: He invited me to go.

Passive: I was invited to go.

But with **advise/beg/order/recommend/urge** + indirect object + infinitive + object we can form the passive in two ways: by making the main verb passive, as above, or by **advise** etc. + **that .... should** + passive infinitive:

Active: He urged the Council to reduce the rates.

Passive: The Council was/were urged to reduce the rates or

He urged that the rates should be reduced.

Agree/be anxious/arrange/be determined/determine/decide/ demand + infinitive + object are usually expressed in the passive by **that.... should**. As above:

Active: He decided to sell the house.

Passive: He decided that the house should be sold.

5) Gerund Combinations

Advise/insist/propose/recommend/suggest + gerund + object are usually expressed in the passive by **that.... should**. as above:

Active: He recommended using bullet-proof glass.

Passive: He recommended that bullet-proof glass should be used.

It/they + **need** + gerund can also be expressed by **it/they/** + **need** + passive infinitive. Both forms are passive in meaning.

Other gerund combinations are expressed in the passive by the passive gerund:

Active: I remember them taking me to the zoo.

Passive: I remember being taken to the zoo.

(Thomson, A.J. and A. V. Martinet 1986:263)

Based on the descriptions above, not all of the tenses can be changed into passive forms, and there are several forms that have functions as passive forms.

Definitions of Error Analysis

Error is a deviance caused by some failures that can not be realized. According to Corder, S.Pit as quoted by James, Carl (1998:79), "Errors are the result of some failures of performance."Therefore, students' errors are the errors that are resulted from the students'performance. In linguistic studies, the error is a failure in the process of learning a languageresulted from an incident, background, nature, and causes of failure itself. According to Edge as quoted by James, Carl (1998:80), "Errors are wrong forms that the pupil could not correct even if their wrongness were able to be pointed out." Errors can not be realized by the students and it can not be self-corrected. There are differences between error and mistake, According to James, Carl (1998:83), "Mistakes can only be corrected by their agent if their deviance is pointed out to him or her." If somebody does a mistake then it can be corrected by self and it can be realized, but it is different with error, "Errors can not be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and require further relevant learning to take place before they can be self-corrected." Error can not be corrected by self and realized then it needs learning to correct the error.

In an appearance and case studies,error can be describedby a mistake in applying the theory. According toCorder, S. Pit (1981:36), "Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners." Mistake and error can be found from the linguistic theories used by students who may cause a failure.

Error analysis is an analysis of errors conducted to determine students' difficulties in learning subject. According to Corder, S.Pit (1981:45), "The theoretical aspect of

error analysis is part of the methodology of investigating the language learning process." In this case, error analysis has role to find out the students' errors especially in language learning process particularly in English.

From the discussions above, it can be concluded that the error is the deviance due to the failures caused by thelinguistic theory applied, and errors occur in communication unconsciously. To find out the students' errors, it uses error analysis particularly in language learning in English.

Based on the discussions above, the researcher concludes that the errors of students in using passivevoice can be analysed because it is directly related to the function of grammarused in terms of morphology and syntax that haverelationship with linguistics. The analysing of the errors can use the theory that emphasizes on the function of linguistic and grammar.

Subtypes of Error

There are several indicators in the error analysis, which consists of error subtypes. According to Dulay, Burt, and Krashen, as quoted by James, Carl (1998:106), there are five different subtypes that are more complete. They are:

a. Omission

This is to be distinguished from ellipsis (E), and from zero (Z), elements which are allowed by the grammar (indeed are powerful grammatical resources), whereas omission is ungrammatical. it tends to affect function words rather than content words at least in the early stages.

b. Addition

This manifestation of error, Dulay, Burt, and Krashen suggest, is the result of all-too-faithful use of certain rules, and they suggest there are subtypes. first, regularization, which involves overlooking exceptions and spreading rules to domains where they do not apply, for example producing the regular buyed for bought.

c. Misformation

This is Dulay, Burt, and Krashen's third category, and again they identify three subtypes. they define misformation as use of the wrong form of a structure or morpheme, and give examples like: i seen her yesterday.

d. Misordering

This category is relatively uncontroversial. Part of linguistical competence, in addition to selecting the right order. Some languages have stricter word-order regulation than others.

e. Blends

There is one category that complements the Target Modification taxonomy. It is typical of situations where there is not just one well-defined target, but two. The learner is undecided about which of these two targets he has 'in mind'. In such situations the type of error that materializes is the blend error, sometimes called the contamination of cross-association or hybridization error. Blending is exemplified in which arises when two alternative grammatical forms are combined to produce an ungrammatical blend 'according to Erica's opinion.'

Based on the subtypes of errorabove, it can be concluded that the error is occurred because of some indicators that can lead to errors. Mistake usually occurs in the placement, preparation, selection, and use of the theory applied to make a passive voice.

Factors Influencing Error

Errors in the performanceare caused by the failure as the effect ofthe errors,the nature, appearance, incidence,and educationalbackgrounds. According toSelinker as quoted by Tarigan, HenryGuntur and Djago Tarigan (1995:171),

Kesalahan interlingual yaitu kesalahan yang diperkirakan sebagai akibat kesalahan interlingual transfer bahasa dengan yang dikategorisasikan sebagai:

1) Overgeneralization
   Kesalahan yang disebabkan oleh perluasan kaidah-kaidah bahasa sasaran pada konteks-konteks yang tidak tepat.
2) Simplification
   Kesalahan yang diakibatkan oleh reduksi atau pengurangan yang berlebihan.
3) Developmental Error
   Kesalahan yang mencerminkan tahap-tahap yang terjadi dalam perkembangan linguistik.
4) Communication Based Error
   Kesalahan yang diakibatkan oleh siasat-siasat komunikasi.
5) Induced Error
   Kesalahan yang berasal dari pengurutan dan penyajian unsur-unsur bahasa sasaran.
6) Error of Avoidance
   Kesalahan yang diakibatkan oleh kegagalan yang menggunakan tipe-tipe tertentu ciri-ciri bahasa sasaran karena adanya kesukaran yang terasa.
7) Error of Overpro-
   Kesalahan yang diakibatkan oleh penggunaan ciri-ciri bahasa sasaran yang benar tetapi dipakai terlalu sering.
       It means that:
Interlingual errors are errors that expected as a result of language transfer interlingual errors with a categorized as follows:
1) Overgeneralization
   Errors caused by the expansion rules of the target language in contextsthatare not appropriated.
2) Simplification
   Errors caused by the reduction or reduction of overload.
3) Developmental Error
   Errors that reflect the stages that occur in linguistic development.
4) Communication Based Error
   Errors caused by the tricks of communication.
5) Induced Error
   Errors come from the sorting and presentation of the elements of the target language.
6) Error of Avoidance
   Errors caused by failure to use certain types of characteristics of the target language because of the difficulties that felt.
7) Error of Overpro-
   Errors caused by the use of the characteristics of the correct target language which is right but used too often.
       Erros can be corrected if there is no intention to change it and certainly have the ability in linguistic theory used to make passive voice and to use it properly and well. So that the errors will not be happened in applying language particularly in using passive voice

RESEARCH METHODOLOGY

In this research, the researcher uses the descriptive method to know the difficulties faced by the students in using passive voice. This method is used to analyse the errors faced by the students in using passive voice.

Technique of Collecting the Data

To get the complete data, the researcher uses test and interview. Test is used to find out the students' errors in using passive voice. The type of test used is subjective test. The test consists of 10 numbers about passive voice that is converting tests. Interview is used to get the data about students' difficulties more complete in using passive voice. The interview is done by recording interviews. In doing interview the researcher chooses 3 students to be interviewed, they consist of 1 student who gets the highest mark, 1 student who gets medium mark, and 1 student who gets the lowest mark. The interview consist of 3 questions.

Data and Source of the Data

Data in this research are obtained from the result of the testand interview about the difficulties faced by students in using passive voice.In this research, the researcherconductes a research on the subject of the research to obtain the desired data. In this research, the researcher takes the students in grade XI IA2 consisting of 20 students and 3 students to be interviewed.

This research was conducted in August 2011 in class XI *SMA Muhammadiyah*Tasikmalaya.

Technique and Analysis of the Data In this research, the researcherclassifies the students' errors in using passive voice in two general categories, namely in terms of the use of'to be' and 'past participle'. Furthermore, the researcher uses percentage formulafrom Ali, Mohammad (1985:184):

$$P = \frac{n}{N} \text{ x } 100\%$$

Where:

P   :Percentage of the students' errors of each category.

N   :Total numbers of the students' errors of each category.

N   : Total numbers of the students' errors.

Furthermore,the researcheridentifies, analyses and classifies the responses and the questionnaire based on the reasons of the students' difficulties in usingpassivevoice.

To determine the types of students' errors, the researcher uses the error indicator as follows:

1. Omission is the type of error that students make the words disappear.
2. Addition is the type of error that students add the words in the sentence.
3. Misformation is the type of error that students can not select the correct words to make the sentence.
4. Misordering is the type of error that students can not select the right forms to use in the right context.
5. Blends is the type of error that students are fail to make a clear choice in producing structure of the sentence.

Meanwhile, to find out the cause of the students' errors, the researcher uses the following indicators of error analysis:

1. Overgeneralization is factor of the error that occurs because of the expansion of the rules of the target language that are not appropriated.
2. Simplification is factor of the error caused by overload reduction.
3. Developmental Error is factor of the error that reflect the stages occur in linguistic development.
4. Communication Based Error is factor of the error caused by the tricks of communication.
5. Induced Error is factor of the error comes from arrangement and presentation of the target language elements.
6. Error of Avoidance is factor of the error caused by the failure to use certain types of the characteristic of the target language.
7. Error of Overpro- is factor of the error caused by the use of the characteristics of the correct target language.

To make the data easy to analyse, the researcher makes some codes, as follows:

Table 2.1
The Coding of the Data

Names	Coding	Meaning
Wandi	R_1	Respondent 1
Sri	R_2	Respondent 2
Rena	R_3	Respondent 3

The uses of coding are (1) to ease the identification of phenomenon, (2) to ease the calculation of the frequency of existing phenomenon, (3) to show the tendency of collected data from the frequency of existing code, and (4) to help in arranging categories and subcategories. Steps of the Research In doing this research, the researcher takes the following steps:

1. Formulating the problem and the aim of the research;
2. Determining the data and source of the data;
3. Makingthe research instruments;
4. Giving tests to the sample groups;
5. Collecting test results and identifying the mistakes made by students;
6. Giving an interview to find out the difficulties faced by students;
7. Analysing the data of test results;
8. Analysing the result of interview;
9. Makingthe research report.

RESEARCH FINDINGS AND DISCUSSION

After analysing the data, the researcher gets the result of this research, as follows:

1. The percentage of the students' errors in using 'subject' in making passive voice is as follows:

$$P = \frac{n}{N} \times 100\%$$
$$= \frac{128}{408} \times 100\%$$
$$= 31.37\%$$

2. The percentage of the students' errors in using 'to be' in making passive voice is as follows:

$$P = \frac{n}{N} \times 100\%$$
$$= \frac{139}{408} \times 100\%$$
$$= 34.07\%$$

3. The percentage of the students' errors in using 'past participle' in making passive voice is as follows:

$$P = \frac{n}{N} \times 100\%$$
$$= \frac{141}{408} \times 100\%$$
$$= 34.56\%$$

Based on the research result above, the highest error is in using 'past participle' (34.56%), medium error is in using 'to be' (34.07%), and the lowest error is in using 'subject' (31.37%). This result indicates that the students' understanding in making passive voice is still weak.

Furthermore, the researcher presents the errors made by the students and the factors causing the students to make error in using passive voice are as follows:

Question number 1

We usually do the homework together.

There are 18 students who make error in answering this number. It means that 2 students answer it correctly.

Incorrect answer : *The homework usually did together by we.

Correct answer : The homework is usually done by us together.

The type of error made by the students are omission and misformation. Omission occurs because the students do not use 'to be' (is). Misformation occurs because the students are wrong to select the correct verb 'did' it should be 'done'. The factors causing the errors are simplification, induced error, and error of avoidance. Simplification is caused by the overload reduction. The students do not use 'to be' (is) in making passive voice. Induced error is caused by the arrangement and presentation in making sentence. The students arrange and presentate passive voice incorrectly. Error of avoidance is caused by the failure and difficulty in using certain types of the characteristics of the target language. The students do not use 'to be' and they are wrong to select the word 'did' it should be 'done', and they are wrong to use the subject 'we' it should be 'us'.

Question number 2

Did you put your shoes in the shelf?

All students make error in answering this number.

Incorrect answer : *Did your shoes put by you in the shelf?

Correct answer : Are your shoes put by you in the shelf?

The type of error made by the students is omission. Omission occurs because the students do not use 'to be' (are). The factors causing the error is simplification. Simplification is caused by overload reduction. The students do not use 'to be' (are) in making passive voice.

Question number 3

Where did they sell the book?

All students make error in answering this number.

Incorrect answer : *Where did the book sold by you?

Correct answer : Where was the book sold by you?

The type of error made by the students is omission. Ommision occurs because the students do not use 'to be' (was). The factors causing the error is simplification. Simplification is caused by overload reduction. The students do not use 'to be' (was) in making passive voice.

Question number 4

Does she write the letter every day?

There are 19 students who make error in answering this number. It means that there is only one student answer it correctly.

    Incorrect answer   : *Does the letter is written by her every day?

    Correct answer   : Is the letter written by her every day?

The type of error made by the students is addition. It occurs because the students add the words 'does'. The factors causing the errors are induced error and developmental error. Induced error is caused by wrong arrangement and presentation of the sentence. The students are wrong to arrange the sentences into passive voice. Developmental error is caused by the steps that occur in linguistic development. The students add the word 'does' that should not be used in making passive voice.

Question number 5

They offered me a new job last week.

There are 13 students who answer this number correctly. It means that 7 students make error in answering it.

    Incorrect answer   : *A new job is offered by them last week.

    Correct answer   : A new job was offered by them last week.

The type of error made by the students is misformation because the students are wrong in selecting 'to be' (is). It should be past form (was) The factor causing the error is overgeneralization. It is caused by the expansion rules of the target language in contexts that are not appropriated. The students should make passive voice in past form not in present form.

Question number 6

My mother always makes me a cup of tea every morning.

There are 5 students who make error in answering this number. It means that 15 students answer it correctly.

    Incorrect answer   : *My mother is always makes me a cup of tea every morning.

    Correct answer   : A cup of tea is always made by my mother every morning.

The type of error made by the students are addition and misformation. Addition occurs because the students add 'to be' (is). Misformation occurs because the students are wrong to select the verb 'makes' it should be 'made'. The factors causing the errors are induced error, error of avoidance, and developmental error. Induced error is caused by wrong arrangement and presentation in selecting the characteristics of target language. The students are wrong to arrange the sentences into passive voice. Error of avoidance is caused by the students' failure to use certain types in the target language characteristics because of the difficulties that they feel. The students do not change the sentences into passive voice. Developmental error is caused by the steps that occur in linguistic development. The students add 'to be' (is) that should not be used.

Question number 7

He didn't borrow me a pen last week.

There is only one student who answers this number correctly. It means that there are 19 students make error in answering it.

    Incorrect answer   : *A pen was didn't borrow me by him last week.

    Correct answer   : A pen was not borrowed by him last week.

The type of error made by the students are addition and misformation. Addition occurs because the students add the word 'did'. Misformation occurs because the students are wrong to select the verb 'borrow' it should be 'borrowed'. The factors causing the errors are overgeneralization, developmental error, and induced error. Overgeneralization is caused by the expansion rules of the target language in the contexts that are not appropriated. The students should not add the word 'did' in making passive voice. Developmental error is caused by the steps that occur in linguistic development. The students add the word 'did' that should not be used because there is 'to be' (was). Induced error is caused by the error of arrangement and presentation of

the target language elements. The students are wrong to arrange the sentences into passive voice.

Question number 8

She didn't bring my bag last month.
There are 18 students who make error in answering this number. It means that there are only 2 students answer it correctly.

> Incorrect answer : *My bag was didn't bring by her last month.
> Correct answer : My bag was not brought by her last month.

The type of error made by the students are addition and misformation. Addition occurs because the students add the word 'did'. Misformation occurs because the students are wrong to select the verb 'bring' it should be 'brought'. The factors causing the errors are overgeneralization, developmental error, and induced error. Overgeneralization is caused by the expansion rules of the target language in contexts that are not appropriated. The students should not add the word 'did' in making passive voice. Developmental error is caused by the steps that occur in linguistic development. The students add the word 'did' that should not be used because there is 'to be' (was). Induced error is caused by the error of arrangement and presentation of the target language elements. The students are wrong to arrange the sentences into passive voice.

Question number 9

I always use a car to go to campus.
There are 11 students who answer this number correctly. It means that there are 9 students who make error in answering it.

> Incorrect answer : *I always use a car to go to campus.
> Correct answer : A car is always used by me to go to campus.

The type of error made by the students are omission and misformation. Omission occurs because the students do not use 'to be' (is). Misformation occurs because the students are wrong to select the verb 'use' it should be 'used'. The factors causing the errors are simplification, induced error, and error of avoidance. Simplification is caused by overload reduction. The students do not

use 'to be' (is) in making passive voice. Induced error is caused by error of arrangement and presentation of the target language characteristics. The students are wrong to arrange the sentences into passive voice. Error of avoidance is caused by the failure to use the certain types of the target language characteristics because of the difficulties that feels. The students do not change the sentences into passive voice.

Question number 10

Do they buy him a bread?
All students make error in answering this number.

> Incorrect answer : *Do the bread is bought by them?
> Correct answer : is the bread bought by them?

The type of error made by the students is addition. Addition occurs because the students add the word 'do'. The factors causing the errors are developmental error and induced error. Developmental error is caused by the steps that occur in linguistic development. The students should not add the word 'do' because there is 'to be' (is) in making passive voice. Induced error is caused by error of arrangement and presentation of the target language elements. The students are wrong to arrange the sentences into passive voice.

Furthermore, to find out the students' difficulties in using passive voice, the researcher presents the results of interview are as follows:

1. *Apakah anda dapat memahami materi tentang passive voice?* (Do you understand the material about passive voice?)
   R_1 : *Saya mengerti tapi selanjutnya saya lupa lagi* (I understand but henceforth I forget it).
   R_2 : *Saya cukup mengerti* (I understand).
   R_3 : *Saya mengerti, tapi kalau sudah terlalu lama saya lupa lagi* (I understand, but if it takes too long, I forget it).
2. *Apakah anda menemukan kesulitan dalam mengerjakan tes tentang passive*

voice? (Do you find difficulty in doing the test about passive voice?)

R₁ : *Ada beberapa soal yang tidak bisa dipahami*. (There are some questions that can not be understood).

R₂ : *Kesulitannya yaitu kurang memahami*. (The difficulty is my less understanding).

R₃ : *Saya bingung dalam menggunakan* verb. (I am confuse in using the verb).

3. *Apa kesulitan anda dalam menggunakan* passive voice? (What is your difficulty in using passive voice?)

R₁ : *Terkadang ada beberapa kalimat yang tidak bisa dipahami*. (Sometimes there are some sentences that can not be understood).

R₂ : *Dalam penggunaan* verb *dan* to be. (In using verb and to be).

R₃ : *Dalam penggunaan rumus* passive voice. (In using the formula of passive voice).

From the result of the interview, it shows that most of the students still find the difficulties in using passive voice, especially in using 'past participle' and 'to be' because they do not understand the rules of using passive voice.

Based on the research result above, the researcher gets the percentage of the students' errors in using 'subject' (31.37%), the percentage of the students' errors in using 'to be' (34.07%), and the percentage of the students' errors in using 'past participle' (34.56%). The students still find difficulties in making passive voice especially in using 'subject', 'to be', and 'past participle'. It proves that their ability in understanding passive voice is still weak.

From the result of interview, all respondents state that they still find difficulties in using 'subject', 'to be', and 'past participle' in making passive voice. It is proven by the test result that they still make some errors in using 'subject', 'to be', and 'past participle'. In answering the test item number 1, most of the students (18 students) answer this number incorrectly, it means that there are only two students who answer correctly. The question is 'We usually do the homework together'. The

students answer 'The homework usually did together by we'. It should be 'The homework is usually done by us together'. The students make error of omission and misformation. According to Dulay, Burt, and Krashen, as quoted by James, Carl (1998:107), "More advanced learners tend to be aware of their ignorance of content words, and rather than omit one is called omission. Misformation as use of the wrong form of a structure or morpheme." The students do not use 'to be' (is) in the sentence and they can not select the right verb (done) to make the correct sentence. The factors causing the errors are simplification, induced error, and error of avoidance. According to Selinker as quoted by Tarigan, HenryGuntur and Djago Tarigan (1995:171),

Simplification : *Kesalahan yang diakibatkan oleh reduksi ataupengurangan yang berlebihan.*

Induced Error : *Kesalahan yang berasal dari pengurutan dan penyajianunsur-unsur bahasa sasaran.*

Error of Avoidance : *Kesalahan yang diakibatkan oleh kegagalan yang menggunakan tipe-tipe tertentu ciri-ciri bahasa sasaran karena adanya kesukaran yang terasa.*

It means that

Simplification : Errors caused by the reduction or reduction of overload.

Induced Error : Errors come from the sorting and presentationof the elements of the target language.

Error of Avoidance : Errors caused by failure to use certain types of characteristics of the target 536455language because of the difficulties that felt.

The students make error because the factors caused by overload reduction. The students do not use 'to be' (is). The students make error of arrangement and presentation of the target language elements. They are wrong to arrange the sentence into passive voice. The students are failure in using certain types to make sentence. They do not

use 'to be' (is) that should be used in making passive voice and they are wrong to select the verb'did' it should be 'done' and they are wrong to use the subject 'we' it should be 'us'. In answering the question number 2, all students make error. The question is 'Did you put your shoes in the shelf?'. The students answer 'Did your shoes put by you in the shelf?'. It should be 'Are your shoes put by you in the shelf?'. The students make error of omission. According to Tarigan, HenryGuntur and Djago Tarigan (1995:148), "*Kesalahan-kesalahan yang bersifat penghilangan ini ditandai oleh ketidakhadiran suatu butir yang seharusnya ada dalam ucapan yang baik dan benar.*" It means that errors characterized by this omission is markedby the absenceof the item that should be in a good and rightoral. The students do not use 'to be' (was) in making passive voice. The factor causing the error is simplification because of the overload reduction. The students do not use 'to be' (was) that should be used in making passive voice. In answering question number 3, all students make error. The question is 'Where did they sell the book?'. The students answer 'Where did the book sold by you?'. It should be 'Where was the book sold by you?'. The students also make error of omission because they do not use 'to be' (was). The factor causing the error is simplification because of the overload reduction. The students do not use 'to be' (was) that should be used in making passive voice. In answering question number 4, there are 19 students who make error. It means that there is only one student answer it correctly. The question is 'Does she write the letter every day?'. The students answer 'Does the letter is written by her every day?'. It should be 'Is the letter written by her every day?'. The students make error of addition. According to Dulay, Burt, and Krashen, as quoted by James, Carl (1998:107),"Addition occurs when a productive process such as affixation is not applied." The students add the word 'does' that should not be used in the sentence. The factor causing the error is developmental error. According to Selinker

as quoted by Tarigan, HenryGuntur and Djago Tarigan (1995:171), "Developmental Error *adalah kesalahan yang mencerminkan tahap-tahap yang terjadi dalam perkembangan linguistik.*" It means that Developmental Error is the errors that reflect the stages that occur in linguisticdevelopment. The students make error of omission because the factor of developmental error that they add the word 'does' in the sentence. In answering question number 5, there are 13 students who answer this number correctly. It means that 7 students make error in answering it. The question is 'They offered me a new job last week'. The students answer 'A new job is offered by them last week'. It should be 'A new job was offered by them last week'. The students make error of misformation. According to Tarigan, HenryGuntur and Djago Tarigan (1995:154), "*Kesalahan yang berupa* misformation *atau salah formasi ini ditandai oleh pemakaian bentuk morfem atau struktur yang salah.*" It means that errors in the form ofmisformationare characterized by the use of form or structure of the wrong morpheme. The students are wrong to select 'to be', it should be 'was' not 'is'. The factor causing the error is overgeneralization. The students should make passive voice in past form not in present form. According to James, Carl (1998:187), "This strategy leads to the overindulgence of one member of a set of forms and the underuse of others in the set." The students make passive voice in present form it should be in past form. In answering question number 6, there are 5 students who make error. It means that 15 students answer this number correctly. The question is 'My mother always makes me a cup of tea every morning'. The students answer 'My mother is always makes me a cup of tea every morning'. It should be 'A cup of tea is always made by my mother every morning'. The students make error of addition and misformation because the students add 'to be' (is) and they are wrong to select the word 'makes' it should be 'made'. The factors causing the errors are induced error, error of avoidance, and developmental error.

The students are fail to arrange the sentence into passive voice and to choose the verb 'makes' it should be 'made' and 'to be' (is) in the wrong form and they do not change the sentence into passive voice. In answering question number 7, there is only one student answers it correctly. It means that there are 19 students who make error in answering this number. The question is 'He didn't borrow me a pen last week'. The students answer 'A pen was didn't borrow me by him last week'. It should be 'A pen was not borrowed by him last week'. The students make error of addition and misformation. They add the word 'did' and they are wrong to select the verb 'borrow' it should be 'borrowed'. The factors causing the errors are overgeneralization, developmental error, and induced error. The students make error because of the steps in linguistic development. They add the word 'did' that should not be used in making passive voice because there is 'to be' (was) and they are wrong to arrange the sentence into passive voice. In answering question number 8, there are 18 students who make error. It means that there are only 2 students answer it correctly. The question is 'She didn't bring my bag last month'. The students answer 'My bag was didn't bring by her last month'. It should be 'My bag was not brought by her last month'. The students also make error of addition and misformation. The students add the word 'did' that should not be used in the sentence and they are wrong to select the verb 'bring' it should be 'brought'. The factors causing the errors are overgeneralization, developmental error, and induced error. The students add the word 'did' that should not be used in making passive voice because there is 'to be' (was) and they are wrong to arrange the sentence into passive voice. In answering question number 9, there are 11 students who answer it correctly. It means that there are 9 students make error in answering this number. The question is 'I always use a car to go to campus'. The students answer 'I always use a car to go to campus'. It should be 'A car is always used by me to go to campus'. The students make

error of omission and misformation. The students do not use 'to be' (is) and they are wrong to select the verb 'make' it should be 'made'. The factors causing the errors are simplification, induced error, and error of avoidance. The students do not use 'to be' (is) and the verb 'used' that should be used in making passive voice and they are wrong to arrange the sentence into passive voice and do not change the sentence into passive voice. In answering the question number 10, all students make error. The question is 'Do they buy him a bread?'. The students answer 'Do the bread is brought by them?'. It should be 'Is the bread bought by them?'. The students make error of addition. According to Tarigan, HenryGuntur and Djago Tarigan (1995:151), *"Kesalahan penambahan ini ditandai oleh hadirnya suatu butir atau unsur yang seharusnya tidak muncul dalam ucapan yang baik dan benar."* It means that the additional error is characterized by the presence of an item or element that should not appear in a good andright oral. The students add the word 'do' that should not be used in the sentence. The factor causing the errors are developmental error and induced error. The students add the word 'do' that should not be used in making passive voice and they are wrong to arrange the sentence into passive voice. Errors made by the students can be caused by the lack of knowledge about the language particularly passive voice. According to Chomsky and Corder as quoted by Tarigan, Henry Guntur and Djago Tarigan (1995:143),*"Kesalahan diakibatkan oleh kurangnya pengetahuan mengenai kaidah-kaidah bahasa sebagai faktor kompetensi merupakan penyimpangan-penyimpangan sistematis yang disebabkan oleh pengetahuan pelajar yang sedang berkembang mengenai sistem B2 (atau bahasa kedua)."* It means that errors caused by the lack of knowledge about the rules of language as a competence factor, is the systematic deviations caused by the developing of students' knowledge about the system of L2 (or second language). Competence factors also effect on the students' knowledge, and the lack of

students' knowledge may cause students' errors, particularly in using passive voice.

The researcher concludes that the case above belongs to the students' errors, because the students still do not understand about the language of lingusitic system that they use, and the students can not correct themselves in making errors. Based on the test result, it is found that most of the students make error in making passive voice particularly in using past tense. In addition their mistakes also happen in the form of interogative sentence. Almost all students make error in using past tense and interogative sentence. It means that they are still difficult to do the test of passive voice especially in using past tense and interogative sentence.

Furthermore, based on the respondents' responses on interview, most of the students find the difficulties in using passive voice, especially in using 'to be' and 'past participle', because they do not understand about the rules of using it, besides, the teacher does not give many examples and exercises about the appropriate use of passive voice in sentences particularly in using past tense and interogative sentence so that the students feel very confuse when they are given a test about passive voice. To solve this problem, the teachers should give more exercises and example in sentences in making passive voice so that the students can understand well.

CONCLUSION

After analysing the data, the researcher gets the conclusion of this research. Based on the test result, it is concluded that the percentage of the students' errors in making passive voice is in using 'subject' (31.37%), the percentage of the students' errors in using 'to be' (34.07%), and the percentage of the students' errors in using 'past participle' (34.56%). Thus, the highest error is in using 'past participle', medium error is in using 'to be', and the lowest error is in using 'subject', However, from the interview

result, the researcher gets that all respondents state that they do not understand the rules of using passive voice, especially in using 'past participle' and 'to be,' providing that the test result shows that their highest error is in using 'past participle.' Nevertheless, this result proves that the students still find the difficulties in using passive voice because they are still confuse about the appropriate use of passive voice, especially in making passive voice particularly in using 'to be', and 'past participle' in a sentence of passive voice. Based on the test result that the students are still difficult to do the test of passive voice especially in past tense particularly in making interogative sentence. Almost all students make error in past tense particularly in making interogative sentence. Most of the students make error of addition, omission, and misformation because the factors of overgeneralization, simplification, developmental error, induced error, and error of avoidance.

After doing this research, the researcher would like to give some suggestions and hopefully useful for all readers, particularly for English teachers and the students. The teachers should:encourage the students to keep practicing to use passive voice in making sentence, be more creative in explaining the materials, for example by using the suitable teaching techniques, such as more game and suitable teaching media such as using slide of power point multimedia, keep improving their teaching skill to make the teaching learning process run well, and give more exercises to the students to improve their ability in learning passive voice especially in past tense particularly in interogative sentence. For students, they focus their mind on the material discussed, review the materials not only at school but also at home, be more active in teaching learning process, improve their structure ability, especially about passive voice, solve their problems about the materials by asking to the teacher or discussing them with their friends, andkeep practicing to use passive voice in making sentence.

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