An Error Analysis in Using Passive Voice at Twelfth Grade Students of SMAN 5 Bukittinggi

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	ABSTRACT
ARTICLE INFO *Article history:* Received 21 March 2024 Revised 25 April 2024 Accepted 27 May 2024	This research aims to explain the analysis of errors in using passive sentences in class XII students of SMAN 5 Bukittinggi. To explain these errors, the researcher used Bluman's formula to see the percentage of errors made by students, and also the researcher categorized them based on the types of errors made by students. The location of this research was class XII IPS 3 SMAN 5 Bukittinggi with a sample of 33 students. Based on the text, the total percentage of errors for each tense from highest to lowest with a total average, namely from Past Progressive Tense with an average of 38 errors from 3 questions or 23.9% errors. Next, Simple Future Tense with an average of 28 errors out of 3 questions or 17.6% errors. Next, Simple Past Tense with an average of 19 errors out of 4 questions or 15.9% errors. Next, Present Perfect Tense with an average of 24.7 errors out of 3 questions or 15.5% errors. Next, Present Progressive Tense with an average of 17 errors out of 4 questions or 14.3% errors. The lowest is Simple Present Tense with an average of 20.3 errors out of 3 questions or 12.8% errors.
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INTRODUCTION

Grammar is the study of how to create and structure sentences. Grammar is the core element of a language. According to (Thornburry, 2003), grammar is part of the study of the structures that exist in a language. In addition, grammar is the rules that govern the structure of language. Words that are arranged to form meaning must be based on grammar. It can be concluded that the rules that govern the meaning of a sentence are grammar.

One aspect of grammar that students must learn is the passive voice. According to (Azar, 2006), In a passive sentence, the object in the active sentence becomes the subject in the passive sentence. A passive sentence is a type of sentence in which the subject does not do the work, but the subject

receives the action. According to (Azar, 2003), passive sentences are formed from active sentences that make the object the subject by replacing the verb, and using the preposition "by". When studying passive voice, students have difficulty understanding how to use it. Many students are unable to change active sentences into passive sentences because students feel confused. This makes students make many errors in the learning process. Especially in determining verb-3 and getting objects consisting of several words.

There is a difference between an error and a mistake. According to Arista in (Silvia Annisa, 2022), there is a difference between errors and mistakes. Mistakes are inconsistencies and can be changed, while errors are systematic problems that occur due to students' inability to learn a foreign language. Furthermore, Mourtaga in (Abushihab, 2014), errors cannot be assessed alone and are caused by students' knowledge of the target language, while mistakes can be analyzed alone. This means that the difference between errors and mistakes is that errors cannot be analyzed alone, while mistakes can be analyzed alone.

According to (Dulay, 1982), To analyze errors, they can be classified into four types; errors in linguistic taxonomy, errors in surface strategy taxonomy, errors in comparative analysis taxonomy, and errors in communicative effect taxonomy. Surface strategies are divided into four categories, namely; omission is characterized by the presence of non-appearing elements which should appear in the formulated utterance. Next, addition is the presence of an element that should not be present in the formulated utterance. Mis-formation is an error characterized by an incorrect morpheme structure. Finally, mis-ordering is the wrong placement of morphemes in an utterance.

It was based on the preliminary research at the XII grade of SMA Negeri 5 Bukittinggi through observation from September 10 to September 14, 2023, after conducting interviews with the teacher and analyzing students' task about passive voice. The researcher found several problems. The first problem is some students have difficulty determining auxiliary verbs in passive sentences. The second problem is that some students have difficulty in using verb-3 both in regular and irregular verbs. The third problem is some students still have difficulty determining objects that consist of several words. Based on the explanation above, the researcher created research with the title: "An Error Analysis in Using Passive Voice at Twelfth Grade Students of SMA Negeri 5 Bukittinggi".

RESEARCH METHOD

In this research, the researcher used descriptive quantitative research, which only has one variable. The population in this research was all students of class XII SMAN 5 Bukittinggi which amounted to 326 students. The researcher used the purposive technique sampling. The researcher took XII IPS 3 class as a sample, because based on what the teacher who taught there said, "XII IPS 3 class was the one who makes a lot of errors in passive voice test". There were 33 students in the class.

To collect data in this research using the Grammatical Transformation Test. This type of test is to transform active sentences into passive sentences. After the data was collected, the researcher grouped the errors made by students based on the groups that had been classified according to Dulay and then processed the data using the Bluman formula.

RESULTS AND DISCUSSION
Result

The researcher described the errors made by students as a whole from each tense and also the types of errors made. The chart below represented the percentages of kinds of errors commonly made by the students in using passive voice in each tense:
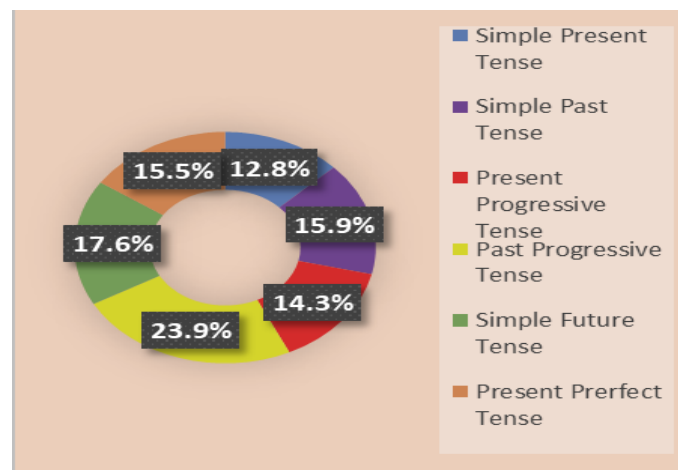

Figure 1.
Percentages Of Errors Commonly Made In Each Tenses

Based on the chart above, the researcher concluded that the errors made by students on the tenses used are in order from the highest to the lowest percentage. The highest is Past Progressive Tense with a percentage of 23.9%. Second, Simple Future Tense with a percentage of 17.6%. Third, Simple Past Tense with a percentage of 15.9%. Fourth, Present Perfect Tense with a percentage of 15.5%. Fifth, Present Progressive Tense with a percentage of

14.3%. And the lowest is Simple Present Tense with a percentage of 12.8%. The list above has explained how the order of errors made by students based on the tenses used in the test for this research.

Next, the author will display a chart of the results of errors made by students based on the tenses used in the test.
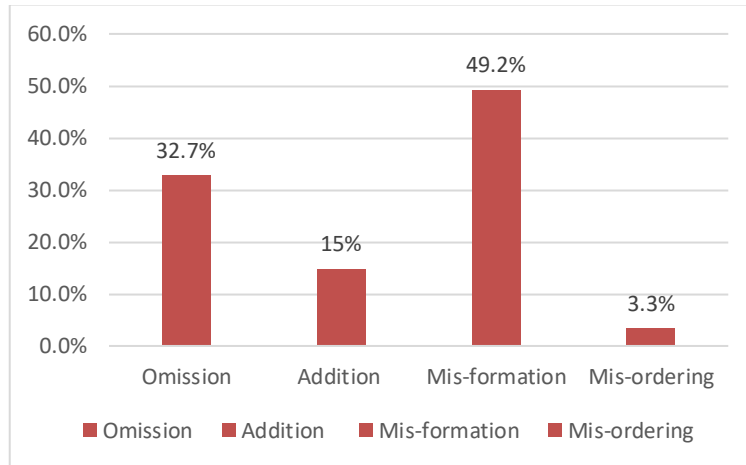

Figure 2.
Simple Present Tense

From the chart above, it can be concluded that the errors made by students are based on the highest to lowest percentage of errors. First is mis-formation with a total of 49.2%, second is omission with a total of 32.8%, the third is addition with a total of 14.7%, and last is mis-ordering with a total of 3.3% of errors made by students.
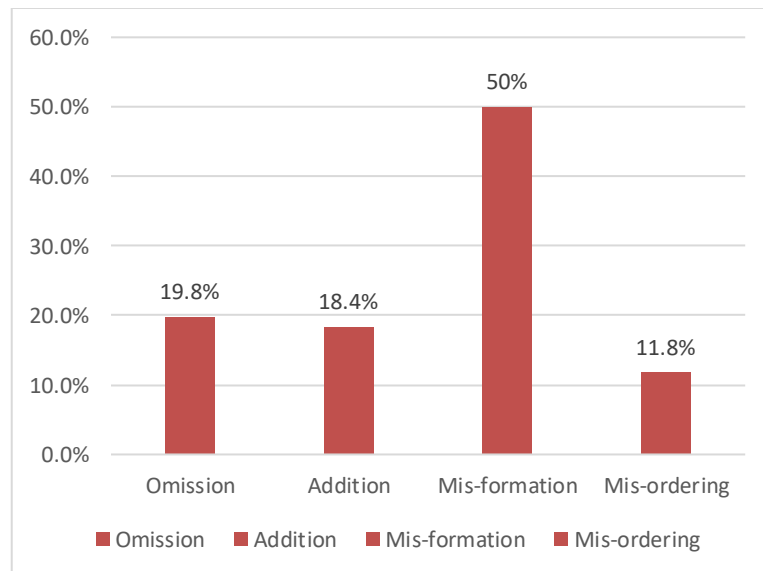

Figure 3.
Simple Past Tense

From the chart above, it can be concluded that the errors made by students are based on the highest to lowest percentage of errors. First is mis-formation

with a total of 50%, second is omission with a total of 19.8%, the third is addition with a total of 18.4%, and last is mis-ordering with a total of 11.8% of errors made by students.
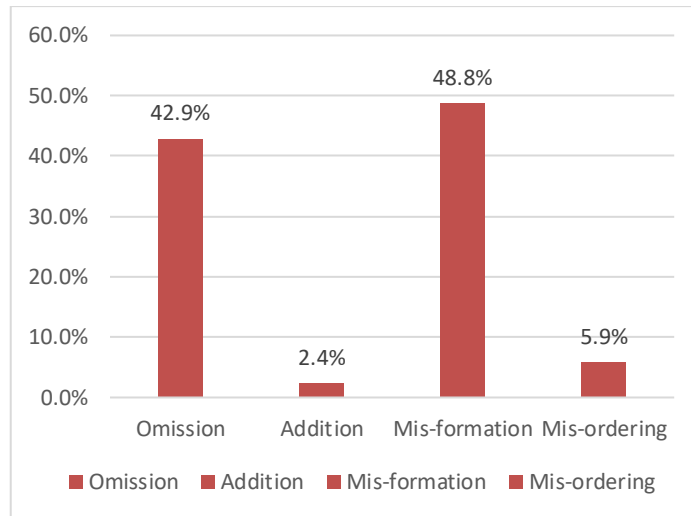

Figure 4.
Simple Future Tense

From the chart above, it can be concluded that the errors made by students are based on the highest to lowest percentage of errors. First is mis-formation with a total of 48.8%, second is omission with a total of 42.9%, the third is mis-ordering with a total of 5.9%, and the last is addition with a total of 2.4% of errors made by students.
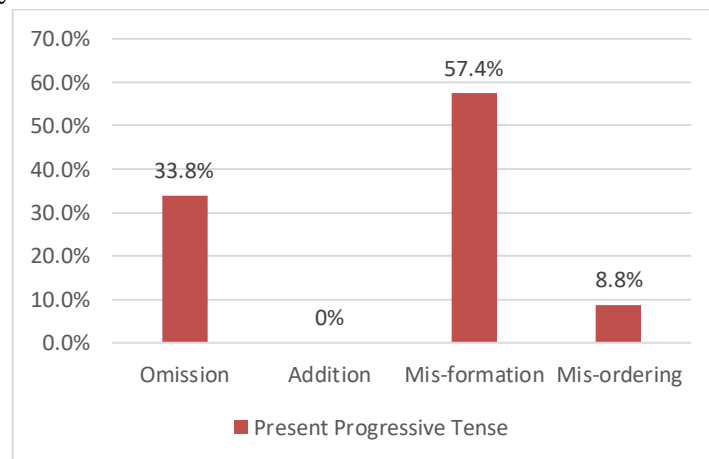

Figure 5.
Present Progressive Tense

From the chart above, it can be concluded that the errors made by students are based on the highest to lowest percentage of errors. First is mis-formation with a total of 57.4%, second is omission with a total of 33.8%, the third is mis-ordering with a total of 8.8%, and the last is addition with a total of 0% errors made by students.
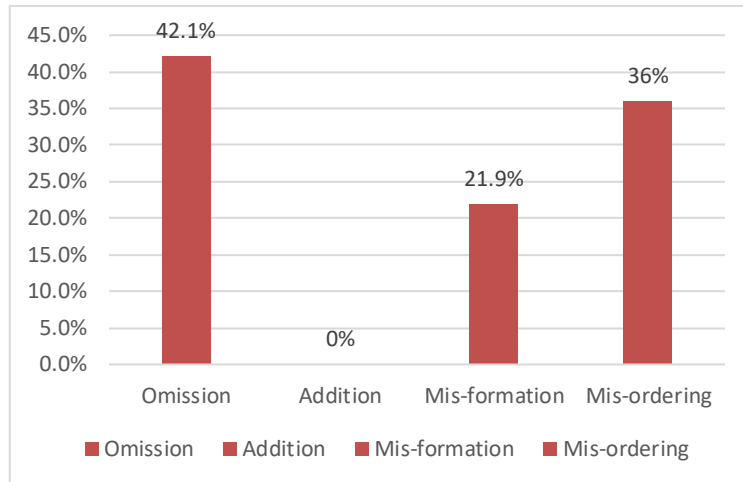
Figure 6.
Past Progressive Tense

From the chart above, it can be concluded that the errors made by students are based on the highest to lowest percentage of errors. First is omission with a total of 42.1%, second is mis-ordering with a total of 36%, the third is mis-formation with a total of 21.9%, and the last is addition with a total of 0% errors made by students.
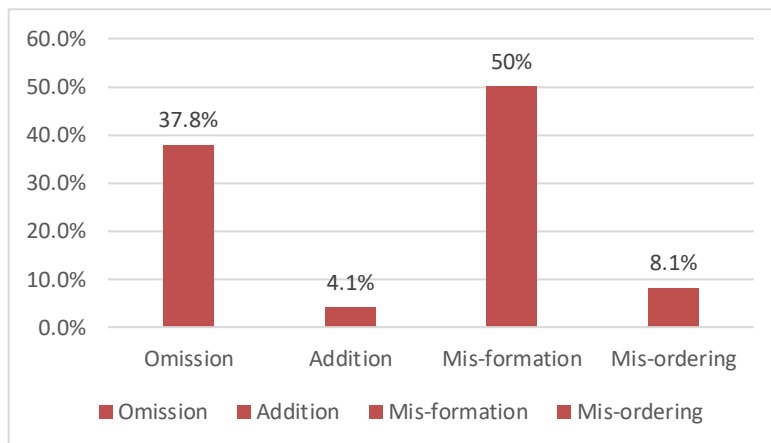

Figure 7.
Present Perfect Tense

From the chart above, it can be concluded that the errors made by students are based on the highest to lowest percentage of errors. First is mis-formation with a total of 50%, second is omission with a total of 37.8%, the third is mis-ordering with a total of 8.1%, and the last is addition with a total of 4.1% of errors made by students.

From the data above, researcher can determine types of errors made by students that have the highest to lowest error as follows based on the chart below:
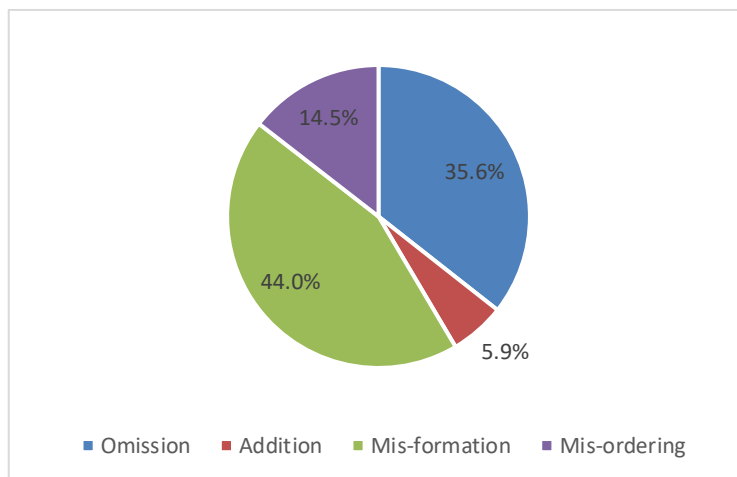
Figure 8.
Percentages of Types of Errors Made in Using Passive Voice

From the chart above, it can be concluded that the errors made by students are based on the highest to lowest percentage of errors. The first is mis-formation with a total of 44%, second is omission with a total of 35.6%, third is mis-ordering with a total of 14.5%, and finally addition with a total of 5.9% of errors made by students.

Discussion

Based on the findings above, the highest total error is misformation error which has 210 errors from 477 total of errors or 44%. Followed by omission with 170 errors from 477 total of errors or 35.6%. The third position is mis-ordering with 69 errors from 477 total of errors or 14.5%. The lowest is addition with a total of 28 errors from 477 total of errors or 5.9%. This data is the result of errors made by students based on the types of error itself.

The researcher allocated different tenses in the test to find out the errors in the tenses and the different data showed that each tenses have different errors. The highest error is Past Progressive Tense with 114 errors from 477 total of errors or 23.9%, which in this tense students make many types of omission errors with 48 errors. Second, Simple Future Tense with 84 errors from 477 total of errors or 17.6%, and the type of error that many students make is misformation with 41 errors. Third, Simple Past Tense with 76 errors from 477 total of errors or 15.9%, and the type of error that many students make is misformation with 38 errors. Fourth, Present Perfect Tense with 74 errors from 477 total of errors or 15.5%, and the type of error that many students make is misformation with 37 errors. Next, Present Proggressive Tense with 68 errors from 477 total of errors or 14.3%, and the type of error that many students make is misformation with 39 errors. The lowest error is Simple Present Tense with a

total error of 61 errors from 477 total of errors or 12.8%, and the type of error that many students make is misformation with 30 errors.

Past Progressive Tense has 3 questions, namely numbers 4, 12, and 20. In number 4, students made the most errors in Misformation, Omission, and Misordering errors. For example: The thesis and article was typed by Tom, while Natalie was doing the task. Should be: Thesis and article were being typed by Tom, while the task was being done by Natalie. It can be concluded that students make errors in changing the word structure from singular to plural. Students also do not add the word being in the sentence. Students also make errors in sentence order, because students do not understand the time duration in the sentence. In number 12, students made the most errors in Omission error. For example: The music was listened to by Josh, when my mother called Josh. It should be: The music was being listened to by Josh, when my mother called Josh. It can be concluded that students did not add the word being in the sentence. In number 20, students made the most errors in Omission and Misordering errors. For example: The little girl was helped by the man crossed the street, while Mark was buying doughnuts. It should have been: The girl was being helped by the man crossed the street, while the doughnut was being bought by Mark. It can be concluded that the student did not add the word being in the sentence. Students also make errors in sentence order, because students do not understand the time duration in the sentence.

Simple Future Tense has 3 questions, which are number 6, 10, and 18. In number 6, students made the most errors in Misformation error. For example: The pictures and videos will be showed by my father tonight. It should be: The pictures and videos will be shown by my father tonight. It can be concluded that students made errors in past participle which should be in irregular verb form. In number 10, students made the most errors in Misformation and Omission errors. For example: The book is returned by Natalie to the library next week. It should be: The book will be returned by Natalie to the library next week. It can be concluded that students made errors in sentence structure and students did not make the auxiliary verb (be) in the sentence. In number 18, students made the most errors in Omission and Misformation errors. For example: Three chickens will draw by her later. It should be: Three chickens will be drawn by her later. It can be concluded that students did not make the auxiliary verb (be) and students made errors in the past participle which should be in irregular verb form.

Simple past tense has 4 questions, namely numbers 2, 8, 13, and 17. In number 2, students made the most errors in Misformation error. For example: The packages were gives by him five days ago. It should be: The packages were

given by him five days ago. It can be concluded that students did not know the past participle form in irregular verb. In number 8, students made the most errors in Addition error. For example: The telephone was in invented by Alexander Graham Bell in 1876. It should be: The telephone was invented by Alexander Graham Bell in 1876. It can be concluded that students added the word in which should not be in the sentence. In number 13, students made the most errors in Omission and Misformation errors. For example: This cake ate by my sister two hours ago. It should be: This cake was eaten by my sister two hours ago. It can be concluded that students did not make the auxiliary verb (was) and made errors in past participle in irregular verb form. In number 17, students made the most errors in Addition and Misformation errors. For example: We are was invited to a dinner party by Angie last week. It should be: We were invited to dinner party by Angie last week. It can be concluded that students added the word are which should not be in the sentence and did not know the plural form of the was form.

Present Perfect Tense has 3 questions, namely numbers 5, 9, and 14. In number 5, students made the most errors in Misformation and Omission errors. For example: Badminton are playing by us for ten years. It should be: Badminton has been played by us for ten years. It can be concluded that students made errors in sentence structure. Students also do not add the word been in the sentence. Students also make errors in past participle, which should use past participle in regular verb form but students use verb ing in the sentence. In number 9, students made the most errors in Misformation error. For example: Bandung and Malang have be visited by students several times. It should be: Bandung and Malang have been visited by students several times. It can be concluded that students made an error in the auxiliary verb (be), where students should have used the word been. In number 14, students made the most errors in Misformation error. For example: Clothes and shoes has be washed by Agnes before going to school. It should be: Clothes and shoes have been washed by Agnes before going to school. It can be concluded that students make errors in the auxiliary verb form, where students do not change the auxiliary verb into the plural form. Students also make an error in the auxiliary verb (be), where students should use the word been.

Present Progressive Tense has 4 questions, namely numbers 3, 7, 15, and 19. In number 3, students made the most errors in Misformation error. For example: The messege and email is being sent by her now. It should be: The message and email are being sent by her now. It can be concluded that students made errors in the auxiliary verb form, where students did not change the auxiliary verb into the plural form. In number 7, students made the most errors

in Misformation error. For example: The television and radio is doing repaired by Bryan right now. It should be: The television and radio are being repaired by Bryan right now. It can be concluded that students make errors in the auxiliary verb form, where students do not change the auxiliary verb into the plural form. Students also make errors in the sentence structure, which should use the word being but students use the word doing. In number 15, students made the most errors in Misformation error. For example: That report is being preparing by my brother right now. It should be: That report is being prepared by my brother right now. It can be concluded that students make errors in past participle, where students should use past participle in regular verb form but students use verb ing in the word. In number 19, students made the most errors in Omission error. For example: The task is done by students now. It should be: The task is being done by students now. It can be concluded that students did not add the word being in the sentence.

Simple present tense has 3 questions, namely numbers 1, 11, and 16. In number 1, students made the most errors in Misformation error. For example: Her house is cleaned by Alice every day. It should be: Alice's house is cleaned by her every day. It can be concluded that students do not know the ownership structure of the sentence. In number 11, students made the most errors in Misformation error. For example: A cup of coffee is drinked by Albert every morning. It should be: A cup of coffee is drunk by Albert every morning. It can be concluded that students do not know the past participle form in irregular verbs. In number 16, students made the most errors in Addition error. For example: The magazine is readed by Sam and Eric every Sunday. It should be: The magazine is read by Sam and Eric every Sunday. It can be concluded that students add ed which should not be in the word.

Based on the data in this research, students make many errors in mis-formation errors. Where students make a lot of errors in changing verb structure, determining singular-plural, and determining regular and irregular verbs. This research is supported by (Dulay, 1982) who said that mis-formation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission error the item is not supplied, in misformation error the learner supplies something, although it is incorrect. It can be concluded that the research that the researcher has conducted is in line with the theory that the researcher used in this research.

According to (Rianto, 2021) said that grammar is the structure or pattern that is used to create a good sentence that includes subject, verb, and object. Next, (Aldila Fani Prasetya, 2022) stated that grammar is precise since the students have to know the right form of the verb, the right use of auxiliary verb

or the tenses, and the proper adverb of time to put them all together in a correct sentence. Moreover, (Sri Deva, 2023), when a verb chooses to emphasize the object over the subject or refuses to reveal the subject, it is said to be in the passive voice. According to (Silvia Annisa, 2022), error analysis is a useful tool for teachers to assess their students' progress. Furthermore, (Anggraini, 2023) stated that error analysis is a kind of language analysis that concentrates on the errors that students make.

CONCLUSION

From the findings that have been discussed previously, the researcher can conclude that the types of errors made by students were mis-formation with a total of 210 errors from 477 total of errors, followed by omission with 170 errors from 477 total of errors, mis-ordering with 69 errors from 477 total of errors, and the lowest error is addition with 28 errors from 477 total of errors made by students. The kinds of errors commonly made by students in each tense in using passive voice were past progressive tense with 114 errors from 477 total of errors, simple future tense with 84 errors from 477 total of errors, simple past tense with some 76 errors from 477 total of errors, present perfect tense with 74 errors from 477 total of errors, present progressive tense with 68 from 477 total of errors, and simple present tense with 61 errors from 477 total of errors.

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