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# 3<sup>rd</sup> ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY  
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY  
INDONESIA

## PROCEEDINGS

Hosted by :

- Faculty of Teacher Training and Education
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# 3<sup>rd</sup> IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY  
CONFERENCE ON SOCIAL SCIENCES**

5, 6 June 2015  
Bandar Lampung University (UBL)  
Lampung, Indonesia

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## *PREFACE*

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3<sup>rd</sup> IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

Bandar Lampung, 6 June 2015

**Mustofa Usman, Ph.D**  
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## AN ANALYSIS OF STUDENTS' GRAMMATICAL ERROR IN USING PASSIVE VOICE AT GRADE TEN OF SMA PERSADA BANDAR LAMPUNG 2014

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**ABSTRACT** - *The purpose of this research was to analyze students' grammatical error in using passive voice at grade ten in SMA Persada Bandar Lampung 2014. The data were collected by incorporating test to measure the students' error in using passive voice based on surface strategy taxonomy. They did the structure tests that were a set of Indonesian sentences to be translated into English. Error analysis is a technique of analyzing, classifying, and describing the noticeable errors made by the students in learning process. Surface strategy highlights the way surface structures is altered. There are four types of error based on Surface Strategy Taxonomy: omission, addition, misformation and misordering. From 25 students, 436 total error were found that are classified into 4 types of error. They are 120 omission error or 27,52 % (TOM : TE X 100 %), 19 addition error or 4,35 % (TAD : TE X 100 %), 249 misformation error or 57,11 % (TMF : TE X 100 %) and 48 misordering or 11,00 % (TMO : TE X 100%). Results indicate that of all types of errors on Surface Strategy Taxonomy we found the most dominant error was misformation and the least dominant error was addition. Therefore, it is recommended that students are required to improve their grammar understanding by studying passive voice sentence more deeply.*

**keywords:** Error; Analysis; Surface Strategy Taxonomy; Grammar; Passive voice

### 1. INTRODUCTION

Language is a means of communication that is used to deliver human idea or thoughts. Language is very important for human being because language is used to deliver message to give information and also to build relationship with others in their social life. English has been considered to be the first foreign language in Indonesia. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy. In relation to that Indonesia has been carrying out teaching English as a foreign language in almost level of schools, starting to be taught in basic primary school until university. English consists of four skills namely listening, speaking, reading, and writing and it has also elements, they are pronunciation, grammar, and vocabulary. Here, the students often produce many grammatical sentences, So English teacher sometimes still finds errors made by students. It happens because the students do not know and understand grammar as they seldom practice their English. One of the topics in English grammar that must be learnt by the students is about passive voice. Passive voice is the verb form where the subject receives the action. Passive of an active tense is formed by putting be verb into the same tense as the active verb and adding the past participle of the active verb. For example: (1) They sent James to prison for two years (Active), (2) James was sent to prison (by) them for two years (Passive) (Martinet et.al., 1976). Learning passive voice cannot be separated from the errors. It does not mean that the errors give the negative effect for the learners. In second language learning, the learner's errors are indicative both of state of the learner's knowledge and of the ways in

which a second language is learned. The students must learn through error and the students will not get improvement if they think that errors are fault that should be avoided. In addition, errors and mistakes are different. Dulay et.al. (1982) as cited in Richards (1974) state "Mistakes are commonly caused by the performance factors such as fatigue and inattention. On the other hand, errors are caused by the competent factors which are continuous and consistent. In other words errors are resulted from lack of knowledge of the rule of English. Based on the pre survey done by the researches it was found that a student wrote: (1) The ball was kicked by Ali yesterday become (1) The ball was been kicked by Ali yesterday, (2) A letter is being written by Ratu become (2) A letter is been being written by Ratu (3) The meal was being cooked by mother when I arrived become (3) The meal being cooked by mother when I arrived. In the example number 1, the grammar should be written in past passive but the students add "been" as the part of perfect tense. In the sentence number 2, the sentence should be written in present continuous in passive form but the students add "been" as the part of perfect tense. The last, the sentence number 3, should be written in passive past continuous tense but the students omit "was" as the tobe of passive past continuous. The researcher assumes that it happens because they lack of the grammar and lack of practice in their classroom activities. So, they do not know how a good way to use grammar well in writing. Because of that, the researcher conducts the research entitled "An analysis of students' grammatical errors in using passive voice at grade ten of SMA Persada Bandar Lampung 2014".

## 2. STATISTICAL MODEL AND ANALYSIS

Error and mistake are being wrong or get a wrong idea about something. Errors are students' wrong utterance or sentence in speaking or writing because they have lack of knowledge of English structure or language rules. Error is a noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner. (Brown, 1994)

Surface strategy taxonomy high lights the ways surface structures are altered in systematic and spesific ways (Dullay et.al., 1982) as cited in Richard, 1974). Students' error in this type are based on some logic as the result of the students' use of interim principles to produce a new language

### 2.1 Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. There are two most common errors in ommision: the omission of content words and the omission of grammatical morphemes.

### 2.2 Addition Error

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are:

#### A. Double markings

Many addition errors are accurately described as the failure to delete certain items which are required in most linguistic constructions, but not in others. For example most English sentences some semantic features such as tense may be marked syntactically only once. The following example addition double marking errors: she **didn't went**. Because two items rather than one are marked for the same feature (tense, in these example)

#### B. Regularization ( *eated for ate, childs for children*)

A rule typically applies to class of linguistic item such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to the rule. For example, *the verb eat doesn't became eated*, but ate the noun sheep is also sheep in the plural, not sheeps. Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization. Regularization errors that fall under the addition category are those in which a marker that is typically added to linguistic items is erroneously added to exceptionaly items of the given class that do not take a marker.

#### C. Simple additions ( *The fishes doesn't live in the water*)

Errors are "grab bag" subcategory af additions. If an addition error is not double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors- the use of an item which should not appear in well-formed utterance. The following example simple additipn errors: the fishes **doesn't**live in the water, the rain is gonnabroke it.

## 2.3 Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are :

### A. Regularization Errors

That full under the misformation category are those in which a regular marker is used in place of an iregular one, as in *runned*for *ran* or *gooses* for *geese* of overregularizations errors observed in the verbal production of child L2 learners. Regularization error abound in verbal output of both first and second language learners, child and adult, in host and foreign language learning situations. The overextension of lingusitic rules to exceptional items occurs even after some facility with the language has been acquired, since the pervasive principles governing the form and interpretation of more advanced and complex structures. Example: I have two **mice** became I have two **mouses**.

### B. Archi-forms

The selection one member of class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the learner an archi-form For example, a learner may temporarily select just one of the English demonstrative adjectives *this, that, that, and those*. The particular form selected for such archi-use varies for different learners but, the use of archi-forms is a typical phenomenon in the acquisition new language. Example: I love **these** books became I love **this** books.

### C. Alternating forms

It defines as fairly free alternation or various members of a class with each other it is simplify by considering cases where just two members are involved. Example: I **do not** have money became I **no** have money.

## 2.4 Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L2 and L1 learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions. For example: What **daddy is doing?** I don't know what is that.

After doing the test and got the data, they would be analyzed by using some techniques. In analyzing the data, the researcher used two ways. They were identifying the students' error and finding the dominant type.

Identifying the students' error, the researcher identified the students' errors in terms of surface strategy taxonomy by giving codes for each data, for example: OM (for omission), AD (for addition), MF (for misformation), and MO (for misordering), then the researcher calculated the errors in each type.

Finding the dominant type, after identifying and calculating students' errors, the researcher found the dominant or the most frequent types of error that students made.

Calculating the percentage of errors was carried out with the following formula in figure 3.1.

$$\frac{\text{Total Error}}{\text{Total passive voice error}} \times 100 = \dots\dots\dots\%$$

(Nasution, 1981 as cited in Kurniawan, 2013)

### 3. RESULT AND DISCUSSION

This previous study is conducted by H. Abdul Qodir, entitled 'An Error Analysis on Changing Active Voice Into Passive Voice'. The aims of this study are to know the kinds of errors on changing active voice into passive voice, and to know which tense has the highest frequency of errors. The errors are identified on four categories, namely: omission, addition, misformation, and misordering. Based on the type of tenses namely: Type A (the sentences using simple present tense), type B (the sentences using present continuous tense), Type C (the sentences using simple past tense), type D (the sentences using future tense). Type B has the highest number of errors. So, it is better for the English teacher to give more attention in teaching grammar, especially passive voice.

The second previous study is conducted by VonyPurnamaAgung from program Udayana Denpasar University, entitled the problem in English using passive voice. This study aims to know the understanding of the students regarding to the use of English passive voice. There are three main theories used in this study. They are the theories of English Grammar, Error Analysis, and Language Teaching. Theory of English Grammar is used to know and understand the structure of English passive voice. While, theory of Error Analysis was used to analyze the students error based on the Linguistic Category Taxonomy particularly for the English passive voice, and Contrastive Analysis Hypothesis is used to find out the similarity and the difference between English and Indonesian passive voice. Language Teaching theory is used to know the teaching and learning process and the important things that have to be prepared prior the process. Those three theories are correlated since this study is discussed about the understanding of the students in using English passive voice. The data is taken from the field research in STIKOM Bali, particularly in semester 1 students, intake year 2011, Dual Degree Program. There are 20 students as the sample in this study. The method of collecting data is a quantitative method. The data analysis in this study is the students works, regarding to the forming of English passive voice. The descriptive qualitative method is used in presenting the result of data analysis. There are 3 similarities and 2 differences between English and Indonesian passive voice found in this study. In the part of the error analysis, there were 11 categories of error found in this study. The highest percentage of error was 31.3% in the error category related to the misformation of present perfect in passive voice. While, the lowest percentage of error was 0.9% for the category of error related to the incorrect use of past participle. Based on

the Comparative Taxonomy, the source of students error is Interlingual Error. Then, lesson plan is designed based on the findings of the students error categories and it is expected to help the students in understanding the use of English passive voice in the future, in order to minimize the students error.

The similarity between this research and two previous studies is the use passive voice and the method of collecting data was a qualitative method. For the differences from the first previous study is conducted by H. Abdul Qodir, the previous research is focusing on to know which tense has the highest frequency of errors and the error analysis based on surface strategy taxonomy that has four classifications of errors. They are omission error, addition error, misformation error, and misordering error. The differences from the second previous study that is conducted by VonyPurnamaAgung, his research focuses on theory of Error Analysis was used to analyze the students error based on the Linguistic Category Taxonomy particularly for the English passive voice, and Contrastive Analysis Hypothesis was used to find out the similarity and the difference between English and Indonesian passive voice. Language Teaching theory was used to know the teaching and learning process and the important things that have to be prepared prior the process.

Based on the result of the research, the researcher summarizes the finding as follows:

The grade ten in SMA Persada Bandar Lampung do all types of errors based on surface strategy taxonomy. They are omission, addition, misformation, misordering errors. After the researcher analyzes students' test, the researcher finds that the most – to – least frequent error are misformation, omission, addition, misordering.

The total of error from the most – to – least frequent error from 25 students' works, the researcher finds 436 errors. Based on the students' errors, the researcher classifies into 4 kinds of errors: omission is 120 (27,5%), addition is 19 (4,35%), misformation is 249 (57,11%), and misordering is 48 (11,00%). It means that misformation is the most frequent error while the least error is addition.

From the data above where the most frequent error is misformation error and the least error is addition error, it can be concluded that the students' grammar mastery specially passive sentence is still low. Almost all students get confused in changing the active to passive. therefore the students must learn and practice grammar more in using passive voice sentence.

### 4. CONCLUSION

The conclusion from conducting this research is that the grade ten of SMA Persada Bandar Lampung make all types of error based on surface strategy taxonomy. They are omission, addition, misformation, and misordering.

The total of error from 25 students' works, the researcher finds 436 total errors which are classified into 4 types of errors. They are: omission is 120 errors,



and the percentage of error is 27,5% (percentage omission = total omission : total error x 100%). Addition is 19 errors, and the percentage of error is 4,35% (percentage addition = total addition : total error x 100%). Misformation is 249 errors, and the percentage of error is 57,11% (percentage misformation = total misformation : total error x 100%). Misordering is 48, and the percentage of error is 11,00% (percentage addition = total addition : total error x 100%). It means that the dominant type or the most frequent error is misformation error while the least error is addition error.

The students are still low in English grammar mastery especially in using passive voice. Almost all of the students get confused in changing the form of tenses in it. It because that the teachers don't emphasize in teaching passive voice forms to the students. The teachers think that passive voice forms are easy to be understood, and also the students are not aware when they are learning passive voice forms

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