STUDENTS’ DIFFICULTIES IN CHANGING ACTIVE VOICE INTO PASSIVE VOICE IN SIMPLE PRESENT TENSE AND SIMPLE PAST TENSE

(A Case of Ninth Graders of SMP Negeri 2 Pemalang in the Academic Year of 2016/2017

a final project submitted in partial fulfilment of the requirements for the degree of Sarjana Pendidikan in English

by

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2017
DECLARATION OF ORIGINALITY

I, Vicky Fawzah hereby declare that this final project entitled Students’ Difficulties in Changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense (A Case of Ninth Graders of SMP Negeri 2 Pemalang in the Academic Year of 2016/2017) is my own work and has not been submitted in any form for another degree or diploma at my university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Unnes
Universitas Negeri Semarang

Semarang, March 2017

Vicky Fawzah
APPROVAL

This final project entitled *Students Difficulties in Changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on March 15th, 2017.

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MOTTO AND DEDICATION

From error to error, one discovers the entire truth.

(Sigmund Freud)

To

My parents, Fatchurrohman & Chasanah
My beloved sister Vina Fawziah
My brothers Soumy Mubarok and Ali Fawzie
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Semarang, 2017

Vicky Fawzah
ABSTRACT


Keywords: Error analysis, Active Voice, Passive Voice, Students’ Difficulties.

This final project is a report on the analysis of students’ difficulties in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense. This study was conducted at the IX Grade of SMP Negeri 2 Pemalang in the academic year 2016/2017. The objectives of this study are to identify the students’ difficulties in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense, and to find out the cause of difficulties in changing Active Voice into Passive Voice in Simple Past Tense and Simple Present Tense.

This research was error analysis employing qualitative case study method. The subject of this study was the ninth grade students of SMP N 2 Pemalang in the academic year of 2016/2017. The sampling process was administered by applying a random sampling technique. There were 306 students of the ninth grade, and I took 29 students as the sample. I collected the data by giving Try-out test and test. Try-out test was given at IX H to check the validity and reliability of the instrument. After the test items have been valid and reliable then a test was given at IX G of SMP Negeri 2 Pemalang.

The result of this research showed that in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense students faced difficulties in determining: proper Pronoun (52 errors or 6.46%), Auxiliary be (385 errors or 47.88%), Past Participle (197 errors or 23.45%), Misordering (103 errors or 12.81%), Passive order but Active form (50 errors or 6.21%), and Active order but Passive form (17 errors or 2.11%). Based on the interviews with the students, the cause of errors can be categorized into interlingual and intralingual. Interlingual errors happened because the interference of a native language into a target language, while intralingual error happened because of the complexity of the target language which is different from their native language such as in Tenses, Pronoun and Auxiliary be.

In line with the students’ difficulties in changing Active Voice into Passive Voice, I suggest that the teacher should realize and pay careful attention on the students difficulties by looking at the items regarded as the highest into the lowest frequency of errors made by the students. Then, the teacher should give more practices to the students. The last is the teacher should also use interesting media so that the students will be enthusiastic to keep up the learning process.
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the report.

1.1 Background of the Study

Language cannot be separated from human. It is a means that is used by human to communicate with each other. We deliver meaning through language. Goldstein (2011:294) defines “language as a system of communication using sounds or symbols that enable us to express our feelings, thoughts, ideas, and experiences.”

There are many languages in this world. It can be different from one country with another. One of the most powerful languages is English.

English is a global language that is used in Indonesia as a foreign language. It means that we used English not for daily speaking. We, Indonesian have learnt English as a subject in our school since Junior High School until University level. In fact, some elementary schools also teach English as an additional subject. Rivers (1981) said that learning a foreign language means learning its sound, grammar, lexical and cultural systems. The meaning of any utterance of language is the combination of those systems reflected in it. He added that among those systems, grammar was the most important one because it is the core of language.
Thus, in learning language, which covers the skills of listening, reading, speaking, and writing, grammars lessons should be given the greatest attention.

Good grammar is needed to make a correct form of a sentence. By mastering grammar, Indonesian students will know how to make meaningful utterances using the right pattern and rules. If they know the correct form of the sentence, they can easily do the four basic skills of English. In the skill of writing, for instance, at least students have to master well not only vocabulary but also grammar. In this case, verb tenses have essential role, because they tell readers when actions are taking place. Careful and accurate use of tenses is important to clear writing.

However, some students in Indonesia still have problems in mastering grammar which can be said complicated. They find many differences in grammar, sound system and culture concepts between English and Indonesian language. In English grammar, we are acquainted with many tenses, and several tenses need to be adjusted with the past verb, such as in Simple Past Tense. These differences can cause learning problems.

The main discussion of this research is an analysis of students’ difficulties in changing Active Voice into Passive Voice. Passive Voice in Junior high school curriculum is taught for ninth grade students. Passive Voice can be used in any tenses in English, but here I will take two tenses as a focus in the present research. Those are Simple Present Tense and Simple Past Tense. The Passive sentence is formed by changing the position of subject in Active Voice into an object in Passive Voice, then putting the verb into the same tense as the Active verb and
adding the past participle of the Active verb. The students’ difficulties in changing the Active Voice into Passive Voice can be seen by changing the English grammar from one time to another by adding rules, deleting rules, and restructuring the whole system. It causes the students do some grammatical errors in changing Active Voice into Passive Voice. Furthermore, as students of non English speaking country, the students make some errors due to intralingual and interlingual errors.

According to Grass (2001), intralingual errors are those that are due to the language being learned, independent of the native language. Whereas, Corder (1981:10) states:

Interlingual error happened because the learner’s native lingual habit (L1). Pattern, system, and rules-interfere prevent somebody for acquiring the patterns and rules of the second language. An error is a form in learner language that is inaccurate, meaning it is different from the forms used by competent speakers of the target language.

There are many aspects that trigger the students’ difficulties in changing Active Voice into Passive Voice. Sometimes they do not pay attention to the teachers’ explanation, so it makes them still have difficulties in keep up the learning process. An analysis toward students’ difficulties is needed to be done so that the teacher really know and understand in what type and where the students feel difficult in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense. Besides, the teacher also know the causes of the students’ errors in changing Active Voice into Passive Voice. Error analysis is conducted to get some information about the students’ difficulties. In the last stage of the error
analysis I hope that the teachers could design remedial exercises and give more attention to the problem areas.

Based on the preliminary interview with the English teacher of SMP Negeri 2 Pemalang, it showed that her students have difficulties in changing Active Voice into Passive Voice because the students’ grammar mastery is low. In addition, the students were confused of changing Past Participle (Verb 3) and the position of subject and object in a sentence. They cannot differentiate some words belonging to regular verb or irregular verb. In addition, they were confused about auxiliary be (am, is, are) that should be adjusted with the subject (I, you, we, they, he, she, it). The students seem to make their own pattern in making sentence such as the pattern they have in Bahasa Indonesia. In regard with the condition above, this research about analysis of students’ difficulties in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense.

1.2 Reasons for Choosing the Topic
This study is related to “students’ difficulties in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense.” My points of consideration in choosing this topic are: Firstly, Grammar is one of the English skills which is needed by the students in constructing a sentence. Furthermore, Passive Voice is important to be mastered by the students because usually in scientific writing or formal writing used the form of Passive Voice. Secondly, in my observation Passive Voice that is taught for the students are still lack of exercises, so the students only get the material. Thirdly, by doing error analysis can help the teacher to know the difficulties faced by students in changing the
Active Voice into Passive Voice and where is the error made by the students so she can evaluate her learning process.

1.3 Research Questions

(1) What types of errors do the students make in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense?

(2) What are the causes of errors faced by the students in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense?

1.4 Objectives of the Study

(1) to identify the types of errors that the students make in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense.

(2) to find out the causes of errors faced by the students in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense.

1.5 Significance of the study

Findings of the study is expected to give contribution as follows:

a. For the institution

Hopefully, this study gives a better understanding of students’ difficulties in changing Active Voice into Passive Voice so it can help the teachers recognize their students’ difficulties in changing Active Voice into Passive Voice. In addition, the institution can reduce the students’ errors in changing Active Voice into Passive Voice so the teachers will explain clearly about this topic.
b. For further writers

The result of this study can be used as a reference for other writers who are interested in conducting similar study.

1.6 Outline of the Report

To present the conduct of the investigation of the study, the report is delivered as systemized below:

Chapter I comprises background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the report.

Chapter II is devoted to review of related literature. It gives explanation regarding the theories used to serve as the basis of analysing the data in this study. It is divided into three main sections. The first section presents the previous studies in subjects related to this topic. Then, this is followed by review of the theoretical studies and theoretical framework.

Chapter III explains the method of investigation. It begins with a brief elaboration on the research approach. Next, there are also descriptions on data sources of the study and the technique of data collection.

Chapter IV is the research findings. It contains description of the students’ difficulties in changing Active Voice into Passive Voice and the cause of errors.

The last chapter, Chapter V, consists of conclusion and suggestions of the study.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, I would like to present three parts. Those are the review of the previous studies, review of related literature, and theoretical framework.

2.1 Review of the Previous Studies

Review of the previous studies mentions some researchers who have done research in the same topic.

The first study was conducted by Andaryati (2010), the purpose of her study was to find out what factors that made the second grade students of SMK N 2 Cikarang Barat difficult to learn Passive and what kind of error made by the students. The writer formulated the difficulties based on changing the correct of auxiliary (be), using appropriate tense, and changing object pronoun in Active into subject in Passive Voice. The result of her study showed that the most type of errors were in changing object pronoun in Active into subject in Passive.

The second study was conducted by Khasanah (2012). The objectives of her study were to find out what kind of error made by students of SMK Purnama Mandiri Jakarta in learning Passive Voice and what factors causing the second grade year students of SMK Purnama Mandiri difficult to learn Passive Voice. She formulated the type of errors based on misformation and selection. The result showed that the second year students of SMK Purnama Mandiri Jakarta made the errors when they constructing Active into Passive Voice and the most type of error made were selection.
The third study was conducted by Chotimah (2013). The objective of her study was to find out students’ errors on the use of Passive Voice in Simple Past Tense. The result of her study showed that the most common error were in misformation. Furthermore, she divided misformation areas based on Azar’s theory such as: Subject – Object, Be, Pronoun, Verb 3 (Past Participle), By phrase, Addition, and omission. In addition, she suggested that the teacher should explain Passive Voice clearly and give more additional exercises for the students.

The fourth study was conducted by Somphong (2013). Her study was designed to identify important features of students’ errors and categorize those errors in Passive sentence produced by first year students at a public university in Bangkok. Based on her study, she divided those errors into five categories: well-formed Passives, misformed Passives, Actives, ungrammatical sentences, and non-sentences.

Based on the previous studies above, it showed that students were confused in changing Active voice into Passive Voice and could be categorized into some types based on the errors made. Therefore, I have an interest in conducting similar study entitled “Students’ Difficulties in Changing Active Voice into Passive Voice in Simple Present tense and Simple Past Tense (A case of Ninth Grade Students of SMP Negeri 2 Pemalang in the Academic Year of 2016/2017).
2.2 Review of the Theoretical Study

This part explains the theoretical study on this topic.

2.2.1 Definition of Error

In learning foreign language, it’s natural for the students in foreign country to make some errors. We cannot avoid to do that. The definition of error are proposed by some experts.

Hubard (1983:134) states “errors cause by lack of knowledge about the target language (English) or by incorrect hypotheses about it.” Furthermore, James (1998:1) also identifies “a language error as an unsuccessful bit of language.” He added that language learners cannot correct their errors until they have additional knowledge on the topic. According to Ancker (2000), making mistakes or errors is a natural process of learning and must be considered as part of cognition. In addition, Endorgan (2005:261) said that “errors were considered as being persistence of existing mother tongue habits in the new language”.

It is important here to make a distinction between mistakes and errors. Brown (2000:217) explains that “a mistake refers to a performance error that is either a random guess a slip, in that it is a failure to utilize a known system correctly. Mistake, when attention is called to them, can be self-corrected. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.” Stark (2001:19) in his study, explains that “the teachers need to view students’ errors positively and should not regard them as the learners’ failure to grasp the rules and structures but view the errors as process of learning.” Another argument was proposed by Ellis. Ellis (2003:17) defines
"errors reflect gaps in a learner’s knowledge, they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance, they occur because in a particular instance, the learner is unable to perform what he or she knows. “

Based on several definition from the experts above, I conclude that error and mistake is a different thing. Errors happen when the learner lack of knowledge and they do not recognize their mistakes, so it cannot to be self-corrected. While in mistake, the students are slip. It can be self-corrected by the students itself.

2.2.1.1 Classification of Error

According to Corder (1973:265), there are four classification of errors, such as:

a. Omission

Certain linguistic forms may be omitted by the learner because of their complexity in production. Omission also occur in morphology, learners often leave out the third person singular morpheme –s, the plural marker -s, and the past tense inflectional –ed.

For examples:

1. Satay usually is grill over very hot charcoal.

2. My motorcycle was not wash by my father.

3. My book was borrow by Candra two days ago.

b. Addition

Learners not only commit elements which they regard as redundant but also add redundant element.
For examples:

1. The door is opens by John.
2. The meeting was not attendeds by him
3. Two days ago the window was broked by the thief.

**c. Selection**

Learners commit errors in pronunciation, morphology, syntax and vocabulary, due to the selection of the wrong phoneme, structure vocabulary item.

For examples:

1. Some books is bought by we.
2. The broken toys is not always repaired by Grandfather,
3. Rudi and Boni usually is invited by Adi to come to his house.

**d. Ordering**

Misordering can occur in morphological level misordering of bound morpheme in English is perhaps less frequent, given their limited number.

For examples:

1. Last week were caught the bank robber by the police.
2. All over the world English spoke people.
3. Isyana was helped to move the cabinet by Richard.

**2.2.1.2 Causes of error**

There are several reasons that causing errors to the students. Causes of error can be divided into some types. Richard (1985) identify causes of errors as follows:

**a. Developmental error**
It is the result of the learner attempting to build hypotheses about the English language from his limited experience of it in the classroom or textbook.

**b. Intralingual error**

Intralingual error are those that reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules, and failure to learn conditions under rules apply. He classifies intralingual error into:

1). Overgeneralization

Overgeneralization covers instances where learners create a deviant structure on the basis of their experience of other structures in the target language. It may be the result of learners reducing their linguistic burden.

2). Ignorance of Rule Restriction

It means failure to observe the restriction of existing structure. It may be the result of the learner in using a previously acquired rule in a new situation; other instances may result from the rote learning of rules.

3). Incomplete Application of Rules

Incomplete application is occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.

4). False Concept Hypothesized

False concept hypothesized is faulty comprehension of distinction in the foreign language. It may be the result of poor gradation of teaching items.
Another expert that is Brown (2000:21), also proposed the cause of errors. He distinguished the cause of errors into four categories. These are:

a. **Interlingual transfer**

Interlingual errors happened because the interference of a mother tongue into a target language. In this early stage, before the system of the second language is familiar, the native language is the only language system in previous experience upon which the learner can draw.

b. **Intralingual transfer**

The early stage of language learning is characterized by a predominance of interlingual transfer, but since the learners have begun to acquire parts of the new system, more and more interlingual – generalization within the target language – is manifested, and their previous language experience begin to include structures within the target language itself.

c. **Context of learning**

Context refers to the classroom with its teachers and materials in the case of school learning. In a classroom context the teachers or textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook.

d. **Communication strategies**

Communication strategies were defined and related to learning style. Learns obviously use production strategies in order to enhance getting their message, but at time these techniques can themselves become a source of error.
2.2.2 Definition of Error Analysis

Error analysis have conducted by some researchers. Richards et al., (1996:127) says that “error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner’s errors, obtain Information on common difficulties in language learning or on how to prepare teaching materials.” Nzama (2010:11) argues that “error analysis is useful in second language learning because it reveals to the teachers, syllabus designers or textbook writers of what the problem areas are. So we could design remedial exercises and focus more attention on the ‘trouble shooting’ areas, as it were.” Candling (2001) considers error analysis as the monitoring and analysis of learner’s language. According to Somphong (2013), conducting error analysis is therefore one of the best ways to describe and explain errors committed by the second language learners. It is obvious that error analysis is important to do to know about the students’ competency. By doing the error analysis the teacher also could plan what they should do in the future.

2.2.2.1 Identifying and Analysing the Error

In doing error analysis, there are some steps to be done, Sridhar (1981:222) presents the step of error analysis as follows:

(1) Collection of data (either from a, free composition by students on given them or from examination answer)

(2) Identification of errors
(3) Collection into error types (e.g. error of agreements, articles, verb forms)

(4) Statement of relative frequency of error types

(5) Identification of the areas of difficulty in the target language

(6) Therapy (remedial, drill, lesson)

2.2.3 Active Voice and Passive Voice

Azar (1989:120) states that in the Passive, the object of an Active verb becomes the subject of the Passive verb. In Active Voice the subject is the doer, while in the Passive Voice the subject receives the action. In addition only transitive verbs are used in the Passive. Furthermore, Riyanto (2007: 171) persuaded that “ Passive Voice was used when we want to say that the subject (I, We, They, You, He, She, It) is not the doer, but receives an action.” Therefore, we can summarize that Passive Voice is a sentence where the subject receives the action, and only a sentence which has transitive verb that can be changed into Passive Voice.

2.2.3.1 Passive Voice Usage

The Passive Voice may be used with several condition, just as cited in www.perfect-english-grammar.com:

(1). When we want to change the focus of the sentence:
   a. The Mona Lisa was painted by Leonardo Da Vinci. (We are more interested in the painting than the artist in this sentence).

(2). When who or what causes the action is unknown or unimportant or obvious or ‘people in general’:
   a. He was arrested (obvious agent, the police).
b. My bike has been stolen (unknown agent).

c. The road is being repaired (unimportant agent).

d. The form can be obtained from the post office (people in general).

(3). In factual or scientific writing:

a. The chemical is placed in a test tube and the data entered into the computer.

(4). In formal writing instead of using someone/ people/ they (these can be used in speaking or informal writing):

a. The brochure will be finished next month.

b. In order to put the new information at the end of the sentence to improve style:

(5). When the subject is very long:

a. I was surprised by how well the students did in the test. (More natural than: how well the students did in the test surprised me)

2.2.3.2 Pattern of changing Active Voice into Passive Voice

Basically, Passive Voice is formed with the pattern is: Auxiliary be + Past Participle (Verb3). Jaya, et al. (2008: 180) explains the pattern of Passive Voice in all tenses as follows:

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>V1+ o</td>
<td>Is/am/are+v3+by...</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>Is/am/are+ving+o</td>
<td>Is/am/are+being v3 +by</td>
</tr>
<tr>
<td>Simple Past</td>
<td>V2+o</td>
<td>Was/were+v3+by</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>Was/were+ving+o</td>
<td>Was/were+being v3+by</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>Have/has + v3 + o</td>
<td>Have/has+been v3 +by</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>Had+v3+o</td>
<td>Will/shall+be+v3+by</td>
</tr>
<tr>
<td>Simple Future</td>
<td>Will/shall+v1+o</td>
<td>Will+shall+be+v3+by</td>
</tr>
<tr>
<td>Past Future</td>
<td>Would/should+v1+o</td>
<td>Would/should+be v3+by</td>
</tr>
<tr>
<td>Modal 1</td>
<td>Can/may/must+v1+o</td>
<td>Can/may/must+ be v3+by</td>
</tr>
<tr>
<td>Modal 2</td>
<td>Could/had to/might + v1 + O</td>
<td>Could/had to/might + be + v3+by</td>
</tr>
</tbody>
</table>
Table 2.2  
The example of changing Active into Passive Voice

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>I make a cake</td>
<td>A cake is made (by me)</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>I am making a cake</td>
<td>A cake is being made (by me)</td>
</tr>
<tr>
<td>Simple Past</td>
<td>I made a cake</td>
<td>A cake was made (by me)</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>I was making a cake</td>
<td>A cake was being made (by me)</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>I have made a cake</td>
<td>A cake has been made (by me)</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>I have been making a Cake</td>
<td>A cake has been being made (by me)</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>I had made a cake.</td>
<td>A cake had been made (by me)</td>
</tr>
<tr>
<td>Future Simple</td>
<td>I will make satay</td>
<td>A cake will be made (by me)</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>I will have made a Cake</td>
<td>A cake will have been made (by me)</td>
</tr>
</tbody>
</table>

(Taken from: www.perfect-english-grammar.com)

As cited in Swam (1980:167), there are several steps in changing Active into Passive Voice:

1. Place the object of the Active sentence at the beginning of the Passive sentence

   Example  
   Active: Amy makes satay
   
   \[ \begin{array}{ccc} 
   S & V1 & O \\
   \end{array} \]

   Passive: Satay is made by Amy
   
   \[ \begin{array}{ccc} 
   S & \text{be} & V3 \\
   \end{array} \]

2. If there are any auxiliaries in the Active sentence, place them immediately after the new subject agreeing in number with the subject

   Example  
   Active: I will make satay
   
   \[ \begin{array}{ccc} 
   S & \text{aux} & V1 & O \\
   \end{array} \]

   Passive: Satay will be made by me
   
   \[ \begin{array}{ccc} 
   S & \text{aux} & \text{be} & V3 \\
   \end{array} \]
3. **Insert the verb be after the auxiliaries in the same form as the main verb in the Active Voice.**

Example: 

Active: I will make satay  
\[ S \text{ aux V1 O } \]

Passive: Satay will be made by me  
\[ S \text{ aux be V3 } \]

4. **Place the main verb form the Active sentence after the auxiliaries and be in the past participle**

Example: 

Active: Hendi has grilled satay  
\[ S \text{ aux V3 O } \]

Passive: Satay has been grilled by Hendi  
\[ O \text{ aux be V3 } \]

5. **Place the subject of the Active sentence after the verb in the Passive sentence preceded by the preposition by** (this can be eliminated completely if it is not important or unknown)

Example: 

Active: I marinate small pieces of meat in spicy soy sauce  
\[ S \text{ V1 O Adverb } \]

Passive: Small pieces of meat are marinated in spicy soy sauce (by me)  
\[ S \text{ be V3 adverb } \]

### 2.2.3.3 Difficulties in Learning Passive Voice

Dullay, et.al. (1982:151) states in Passive Voice the problems occurred because:

- **a. Miss formation of Passive verb**

  Example: each cushion given by priest

- **b. Active order but Passive form**

  Example: the traffic jam was held up by my brother
c. Absent or wrong position before agent

Example: she is not allowed to her parents to go

d. Passive order but Active form

Example: everything covered insurance against fire

He explained more that inappropriate use of Passive explain as follows:

a. Making intransitive verbs of Passive

Example: He was arrived early

b. Misusing Passive in complex sentences

Example: Mark was hoped to become a football player

Pamela in Barron (2005:130) points out that missing auxiliary verb in Passive is the problem number 16 that common mistake in TOEFL, that is using a Passive without a form of Auxiliary be.

Example:

Incorrect: *The phone answered automatically

Correct: *The phone is answered automatically

In addition, Sukur (2011:155) notes common mistake conversation in Passive (Past Tense) as follows:

Table 2.3
Common Mistake in Conversation in Passive
Simple Present & Past Tense

<table>
<thead>
<tr>
<th>Wrong conversation</th>
<th>Right Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rini: Did Jack wash the car yesterday?</td>
<td>Rini: Did Jack wash the car yesterday?</td>
</tr>
<tr>
<td>Nita: Yes. *The car is washed by Jack yesterday</td>
<td>Nita: Yes. The car was washed by Jack yesterday</td>
</tr>
<tr>
<td>Rini: Pardon?</td>
<td>Rini: Pardon?</td>
</tr>
<tr>
<td>Nita: The car washed by Jack yesterday</td>
<td>Nita: The car was washed by Jack yesterday</td>
</tr>
</tbody>
</table>
Explanation:

In the first statement (the car is wash) is not Passive sentence in past tense. While in the second statement, the car washed by Jack” is unacceptable because the sentence need “be” that is was’.

Furthermore, Yusdi (2010:89) lists common mistakes in Passive:

a. **Unable to difference in using adjective participle -ed in Passive sentence, as in**

1. She was an easily depressed woman with her long, curly hair and untidy dress.
2. Mrs. Yonna was disappointed by her daughter score of the test

The first sentence is not Passive sentence. It is adjective Participle end with –ed.

In the second sentence is Passive sentence. It is Past Participle and not follow with noun.

b. **Mistake in using verb 1 and verb 2 of Passive Voice**

Example: In your system, nine planets, fifty-seven moons, several dozen comets, several million asteroids, and billion of meteorites have so far been discover.

The verb which follow Passive Voice is the verb in Past Participle form or verb 3.

c. **Unable to difference Passive Voice and Present Continuous tense**

Present Continuous’ meaning is the same as Present Perfect Tense. On the other hand, Present Perfect Tense’s form is more prominent that activity is take place from past until now.

Pattern for Present Continuous Tense is:

Subject + have/ has been + verb + ing
The crafting of five violins has been proceeding for several centuries as a secret art.

d. Parallelize of the subject and the verb in Passive Voice

If the subject in the Passive Voice is plural, the verb will be plural

Example:

1. The favorite song is actually caused by a lot of people like to hear it.
2. The favorite songs are actually caused by a lot of people like to hear it.

2.2.3.4 The form of Simple Present Tense in Passive Voice

To change Active Voice into Passive Voice in Simple Present Tense we need to know first about the pattern of Simple Present Tense in Active Voice. Azar (1989:2) says that Simple Present expresses events or situations that exist always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future. This tense use time signal such as every, always, usually, often, etc. The pattern of Simple Present in Active Sentence:

\[
S + v 1+(s, es) + O
\]

Where:

S: Subject (I, you, we, they, he, she, it)

V: verb 1(if the subject are he, she, it, so the verb will be added by s or es)

O: Object

Example:

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Mother</th>
<th>Cooks</th>
<th>Soup</th>
</tr>
</thead>
<tbody>
<tr>
<td>S v1 O</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis: the sentence is compound by Subject (Mother), Verb 1 with s (cooks), and object (Soup). It can be changed into Passive as shown as follows:

| Passive Voice = Soup is cooked by mother |
| S be V3 by O |

Analysis: subject in Passive sentence (Soup) is derived from object in Active sentence, and object of Passive sentence (Mother) is derived from subject in Active sentence.

2.2.3.5 The Form of Simple Past Tense in Passive Voice

Simple Past Tense indicates that an activity or situation began and ended at a particular time in the past. This tense uses time signal such as: yesterday, ago, last week, last month etc. To change the Active Voice into Passive Voice will be rather difficult than in Simple Present Tense, because sometimes the students still confuse with the irregular verb that is used. The patterns of Simple Past Tense in Active sentence can be explained as follows:

| S + v2 + O |

Where:
S : Subject (I, you, we, they, he, she, it)
V2 : The second verb (sometimes regular by means added, mostly in irregular form)
O : Object

Example:

| Active Voice = Mother swept the floor |
| S v2 O |
Analysis: The sentence is compound by Subject (Mother), the irregular verb (swept), and object (the floor). It can be changed into Passive as shown as follows:

<table>
<thead>
<tr>
<th>Passive Voice = Floor was swept by mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>S        be       V3          by O</td>
</tr>
</tbody>
</table>

Analysis: from the Active sentence we could change with the position subject in Passive sentence (Floor) is derived from object in Active sentence, and object of Passive sentence (Mother) is derived from subject in Active sentence.

2.3 Theoretical Framework

This study was conducted to identify Students’ Difficulties in Changing Active Voice into Passive Voice and the cause of errors in changing Active Voice into Passive Voice faced by the students. The study was conducted by giving grammar test which consisted of Try-out test and a test. Then, I calculated the validity and reliability of Try-out test using Pearson Product Moment Correlation (see appendix 4 and 5). After the items have been valid and reliable, I gave real test to another class. In analysing the data, the researcher used error analysis method by Ellis in Seville-Troike (2006:39) which consists of identifying errors, describing errors, calculating errors, tabulating errors, explaining errors, and error evaluation.” In addition, I also conducted interview with some students to know more about their difficulties. After analysing the data, the researcher showed the research findings. In this stage, we can find the percentage of errors and the interpretation of the data.

The figure of the theoretical framework in this study is presented below.
Figure 2.1 Theoretical Framework

GRAMMAR

Students’ difficulties in changing Active Voice into Passive Voice

Grammar Test

Interview

Error Analysis
CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussion before, it can be concluded that the students did some errors or got some difficulties in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense. After the data were analysed, it could be classified from the highest percentage of the error till the lowest error made by the students. The first errors was errors in determining the correct Auxiliary be (385 errors or 47.88%). The second highest errors found was in Past Participle (197 errors or 23.45%). The third errors was error in misordering (103 errors or 12.81%). Furthermore, there was also error in determining Pronoun (52 errors or 6.46%). Then errors in Passive order but Active form (50 errors or 6.21%), and the last was errors in Active order but Passive form (17 errors or 2.11%).

The errors happened related to the cause of errors those are interlingual and intralingual. Interlingual errors happened because of the interference of a native language into a target language, while intralingual error happened because of the complexity of the target language which is contrast with their native language such is in tenses, pronoun, be, and etc. that is faced by the language learner. The intralingual errors that were found in this study could be divided into overgeneralization, ignorance of rule restriction, and false concept hypothesized.
5.2 Suggestions

Based on findings and discussion, I would like to offer some suggestions for the English teacher who teach in that class, English teachers in general, the students, and the future researchers related to the students’ difficulties in changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense.

For the English teacher who teach in that class, she should realize and pay attention to the students’ difficulties by looking at the item regarded as the highest into the lowest frequency of errors made by students. Furthermore, she should give more practices to the students besides of the theory and explanation so that the students can apply the theory that they have gotten. As the result, it can decrease the students’ lack of knowledge and understanding of the grammatical rules.

For the English teachers in general, the teachers should develop their explanation about Passive Voice using the interesting method and media so that the students will not bored to keep up the learning process. In addition, the teacher should emphasize the students to master the transformation of the object of the Active Voice into subject of the Passive Voice, the usage of the appropriate be on Passive Voice with the tense used in the Active Voice and with the number of the subject, whether the subject is singular and plural, the transformation of tenses in the Active Voice into Passive Voice, the usage of Past Participle (verb 3) whether the verb is regular and irregular.

For the students, they should tell their teacher if they cannot follow the learning process or they can ask more exercises to do at home. The students need
to pay attention about the rules in using Passive Voice. In addition, Passive Voice is a part of grammar that has to be mastered based on curriculum for Junior High School.

For future researchers, the result of this study can be inspiring for those who wants to conduct in similar study. The researcher can use error analysis as a research to know the errors made by the students and hopefully it can reduce the errors itself.
REFERENCES


