

An Analysis of Students' Errors on the Use of Passive Voice in Writing Recount Text

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Abstract. Researchers often find that there are students' error' in using passive on writing texts. Applying proper grammar in writing recount text is usually a problem for students. The purpose of this study was to classify the errors and the causes of English Literature students in using passive voice on their recount text writings at Pamulang University. Qualitative descriptive method was used to approach the data. The population in this study are about 200, third semester students of Unpam English Literature Department. Researchers take 20 students to represent the population sample with purposive sampling technique. The instrument is students' recount texts. Researchers ask students to write down their unique experiences. Researchers collect data, identify data, classify passive voice errors and explain the causes of students's errors in using passive voice on recount text. Students' errors are classified into four categories based on the types of errors, they are omission errors, addition errors, misformation errors, and misordering errors. After finishing this research, researchers are expected to enrich lecturer and student knowledge and improve students' ability in using passive sentences in writing recount text, and to find out the types and the causes of students' errors in using passive sentences in writing recount texts.

Keywords: Error analysis, Grammar, Passive Voice, Recount text

Abstrak. Peneliti sering menemukan kesalahan saat siswa menggunakan kalimat pasif dalam menulis sebuah teks. Menerapkan tata bahasa yang tepat dalam menulis *recount text* biasanya menjadi masalah bagi siswa. Tujuan dari penelitian ini adalah untuk mengklasifikasikan kesalahan dan penyebab kesalahan mahasiswa Sastra Inggris di Universitas Pamulang dalam menggunakan kalimat pasif saat menulis *recount text*. Metode deskriptif kualitatif digunakan sebagai metode pendekatan data. Populasi dalam penelitian ini adalah mahasiswa semester tiga Jurusan Sastra Inggris Universitas Pamulang yang berjumlah 200 orang. Peneliti mengambil 20 siswa untuk mewakili sampel populasi dengan teknik *purposive sampling*. Media yang digunakan berjenis *recount text*. Peneliti meminta siswa menuliskan pengalaman unik mereka. Kemudian peneliti mengumpulkan data, mengidentifikasi data, mengklasifikasikan kesalahan kalimat pasif dan menjelaskan penyebab kesalahan siswa dalam menggunakan kalimat pasif pada *recount text*. Kesalahan siswa diklasifikasikan menjadi empat kategori berdasarkan jenis kesalahannya, yaitu *omission errors*, *addition errors*, *misformation errors*, and *misordering errors*. Setelah melakukan penelitian ini, peneliti diharapkan dapat memperkaya pengetahuan dosen dan mahasiswa serta meningkatkan kemampuan mahasiswa dalam menggunakan kalimat pasif dalam menulis *recount text*, serta mengetahui jenis dan penyebab kesalahan-kesalahan siswa dalam menggunakan kalimat pasif ketika menulis *recount text*.

Kata kunci: Analisa Kesalahan, Cerita Pengalaman, Kalimat Pasif, Tata Bahasa

LATAR BELAKANG

English is the main language used by students majoring in English literature. English language is the students and lecturers' tool in taking and giving education and interactions such as speaking, writing, reading and listening. Those four skills that must be mastered by students. In addition, the students must apply the correct grammar in practicing those skills.

As Cowan said that Grammar is “the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language”. Ur also says that “a learner who knows grammar” is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms”. Thornburry stated that “grammar is a description of the rules that govern how a language’s sentences are formed. Grammar attempts to explain why the following sentence are acceptable”. Those statements persuade that grammar helps students to communicate properly because it is the basic knowledge of English. When students learn English, their first and target language could be mixed and influenced each other. The patterns of the target language can be very different from those of their first language. Mostly, students use the Indonesian sentence patterns unconsciously when they write English sentence without paying attention to the rules. Furthermore, Murcia and Hilles states that "grammar is often taught isolate, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations.”

One aspect of grammar that student should study is passive voice. It is often used both in spoken and written form. In addition, it is very common in scientific writing and other kinds of expression where the writers are most interested in events and processes in things that happen. Therefore, it is important for English learners to have a good understanding on it.

Writing is one of important aspects in language learning. Through writing, the students can share information and ideas in the written text. Writing performance can help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing is also as a learning tool; it can help them to conceive and to remember something. Even in some places, written language is more effective than spoken language because writing sometimes can be larger in gaining the audience than speaking products can be. According to Hornby (1995), writing is the activity occupation of writing for example books, stories or articles. Writing skill is as important as others English skills. Writing is not an easy skill. It needs practice to develop this skill. Writing activity needs a process by which people comprehend what they have seen. So, it is important for the students to know the nature of writing. To produce a good writing, the students should practice to write and improve their vocabulary. There are five components of writing according to Byrne (1990), they are: a) content; b) the language use; c) the vocabulary use; d) the organization; e) mechanics.

Since texts are constructed in order to achieve different purposes, they are constructed in different ways. Consequently, there are a lot of text types in English. However, they are categorized into two kinds, namely literary text and factual text. Recount as one of the factual texts can be said as a simple text type because it even can be about familiar and everyday things or past events. To indicate the participants involve in the text, the use of proper nouns is common. Besides, as the purpose of the text is to tell what happened, descriptive words giving details about who, what, when, and how the event took place are usually used. Again, referring back to the purpose of the text which is telling past events, past tense must be used. Furthermore, words showing the order of events such as first, next, then, afterwards, finally, etc. are commonly included.

In writing recount text, there are also passive voice sentences. Writers often find students' error in using passive voice when the lecturer asked them to write their unique experiences in recount text. According to Dulay, et.al in James (1998), errors can be analysed and classified into four kinds. They are error of omission, error of addition, error of misformation and error of misordering. Writers are expected to enrich lecturers and students' knowledge and to improve students' ability in use passive sentences in writing recount text, and to find out the types and causes of errors in using passive voice on writing recount text. Because of those reasons, the writer will do research to analyse under the title "An Analysis of Students' Errors on the Use of Passive Voice in Writing Recount Text".

KAJIAN TEORITIS

Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning (Michael 2005). Grammar is reference to the mechanism according to which language works when it is used to communicate with other people (Leech: 1982).

Nura (2003: 71) says that writing is an activity. Writing is not merely symbolized spoken language. Writing is a person's way to express him/herself and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind. Meanwhile, Sudaryanto (2001: 64) states that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on

paper or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. (Meyers, 2005: 2).

Recount is a kind of genre which has been taught in junior high school. Recount has a social function to retell events for the purpose of informing and entertaining. The tense that used in recount text is past tense (Gerot and Wignell, 1998:194). Social function of recount is to retell events for the purpose of informing and entertaining. There are three generic structures of recount. They are Orientation, events, and re-orientation. There are five significant lexicogrammatically features of recount (Gerrot and Wignell. 1998: 194). They are focusing on specific participants, using of the Material Processes, Circumstancing of time and place, using of past tense, and focusing on temporal sequence.

Hasan and Saranya (2015) stated that English language has two voices, such as active and passive. Hidayat (2008:256) stated that the passive voice is a verb form that indicates that the subject of a sentence it suffered as a result of an action or work. The essential components of the English passive voice are a form of the auxiliary verb be (or sometimes get), and the past participle of the main verb indicate the action. Although the passive voice is less common than the active voice, there are several good reasons to sometimes use the passive. A passive verb form, is made by verb past participle, the subject of a passive verb is usually the person or thing that is affected by the action the verb (Swan: 1996). Furthermore, in passive sentences the subject receives the action of verb. The direct object of active sentence becomes the subject of the passive sentence. Because every sentence in English must have a subject, passive sentences can be formed only from transitive verbs, which can take direct object. (Alice and Hogue, 1986: 189).

In learning English, the students usually find the difficulties when they learn passive voice. Parrot (2004) said that, “Teaching materials often concentrate on the form of standard passive construction into passive ones. Learners sometimes end up with the impression that passive construction are some kinds of optional, deviant version of active construction. Because the form of passive construction is quite complex, the most students usually find the difficulties to understanding about the using of auxiliary verb “be” and distinguishing the past tense form and the past participle”. Based on the description above, the researcher concludes that there are two main difficulties in learning and using passive voice, they are: the difficulty in using of verb “be” (auxiliary verb) and distinguishing the past tense form and the past participle.

Linguists have categorized common descriptive classification of errors. They are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. The surface strategy elements of a language are altered in specific and systematic ways. The most general breakdown can be addition, omission, misformation, and misordering. Addition error is characterized by the presence of an item which is ungrammatically English. Omission errors are the opposite of additions. It is characterized by the absence of an item that must appear correctly according to the rules of grammar. It is found in a greater variety of morphemes. In this error, the learner may omit noun and verb inflections. Misformations are characterized by the use of either morpheme or structure in the wrong form. It occurs when the learner supplies incorrect item in well-formed utterance. Incorrect placement of a morpheme or group of morphemes in an utterance is characteristic of misordering.

METODE PENELITIAN

The type of the research is qualitative research. According to Sugiyono, (2003: 14) Qualitative research, qualitative data is data in the form of words, schemes, and images. The participants of this research are third semester students of English Department at Faculty of Letter, Pamulang University. There are around 200 students of the population, 20 students were chosen as the samples based on the purposive sampling technique. One of the English learning basics that is analyzed in this study is grammar because this research focuses on the passive voice error analysis conducted by students on recount text writings.

In order to gather the required data, researchers give a writing test for the students as research sample. The researchers ask the students to write a recount text by using passive voice sentences. After collecting the data, the researchers categorize the data based on the answer of the research question. The data that have been categorized are analyzed and explained based on the literature and context.

Data analysis of this research was carried out through five stages namely introduction, description, explanation, evaluation, and correction. Recognition stage includes the activity of identifying errors made by students. The description phase includes description of activities or characterization of student error data that has been previously identified. The explanation phase includes an explanation of the error data of using passive voices on recount text. The evaluation includes evaluating the activity of incorrect using passive voices on recount text by students.

The correction phase includes the activity of correcting the results of passive voices in writing recount text by students.

HASIL DAN PEMBAHASAN

Tabel 1. Error of Passive Voice

No	Name	Identification of Error	Description of Error	Reconstruction	Wrong Type
1	Zenobia	The exam will being read by two different teachers.	Using being in future tense passive voice is wrong. It should use "be".	The exam will be read by two different teachers.	Addition
2	Diva Putri	The laptop bought by my parents for me last month.	It didn't use to be "was" after subject.	The laptop was bought by my parents last month.	Misformation
		I have been visited to presidential palace four years ago.	The structure is error, and the grammar is wrong. It should be in past form.	The Presidential Palace was visited by me four years ago.	Misformation
3	Annisa Nur	The salad will have been.	It is not complete sentence, because there is no past participle after to be (been).	-	Misformation
		My brother was bought the doll for me.	The structure is error.	The doll was bought by my brother for me.	Misformation
		I've been visited to the zoo.	The structure is error.	The zoo has been visited by me.	Misformation
		I once got rejected applying for a job.	It is an active voice, not passive voice	-	Misformation
4	Nadia Nur Haliza	My brother was visited our home from Palembang.	The structure is error.	Our home was visited by my brother in Palembang.	Misformation
5	Rekha Ramadhani	Rekha chosen was to go to the college.	The structure is error.	Rekha was chosen to go to the college.	Misformation
6	Satriani Puspita	I forgotten my friend.	There is no to be after subject.	I was forgotten by my friend.	Misformation
		I have been holding my friend's bag.	The structure is error.	My friend's bag has been held by me.	Misformation
		I hit my friend's little brother.	It is active voice not passive voice	My friend's little brother was hit by me.	Misformation
7	Diana	Eat traditional Manggarai food is cooked by my aunt.	The structure is error.	Traditional Manggarai food is cooked by my aunt.	Misordering
8	Nn	My snack were eaten by my young brother.	It has wrong subject and verb agreement.	My snacks were eaten by my young brother.	Omission
9	Nn	The cakwe were made by me.	It has wrong subject and verb agreement.	The Cakwe was made by me.	Omission
10	Ivana	Kota Tua were visited by me.	It has wrong subject and verb agreement.	Kota Tua was visited by me.	Omission

11	Eka Ryu	My mother bought a new car.	It is active voice, not passive voice	A new car was bought by my mother.	Misformation
		Erlangga repaired my computer last year.	It is active voice, not passive voice	My computer was repaired by Erlangga last Year.	Misformation
		Arya playing the games now.	It is active voice, not passive voice. There is no to be after subject.	Games were being played by Arya now.	Misformation
		My friend was making a simple game.	It is active voice, not passive voice.	A simple game was being made by my friend.	Misformation
		John will bring my console.	It is active voice, not passive voice.	My console will be brought by John.	Misformation
		My father teach me to play a game.	It is active voice, not passive voice. It also has wrong subject and verb agreement.	I am taught by my father to play a game.	Misformation
		I visited my grandma every day.	It is active voice, not passive voice.	My grandma is visited by me every day.	Misformation
		Dana will be here.	It is active voice, not passive voice. And it can't be changed to passive voice.	-	Misformation
12	Nn	She always bothered by my little brother.	The structure is error.	She is always bothered by my little brother.	Omission

The total is 25 error sentences. Misformation is 19, omission is 4, addition is 1, and misordering is 1. The calculation of error percentage of each type is computed with formula:

$$\frac{\text{Number of errors of each type} \times 100\%}{\text{Total of Number}}$$

Total of Number

Based on the result of data analysis above, it shows that there are some passive voice errors found in the students' recount text writings. Researchers find 73% percent of misformation error, 15% of omission error, 4% of addition error, and 4% of misordering error in student passive voice sentences.

KESIMPULAN DAN SARAN

The objective of this research is to know the students' errors in using passive voice on the recount text writing. Based on the findings, the conclusion shows that there are some errors in using passive voice on students' recount text writing.

In conducting the research, the researchers analyze 20 students' recount text writings which have some passive voice errors. The errors of passive voice which is analyzed on students's recount text writings are categorized into four types of errors. Researchers find that the misformation error is 73%, the omission error is 15%, the addition error is 4%, and the

misordering error is 4% of students' error in the use of passive voice in writing recount text. The most dominant error found is misinformation error.

Through this research, the writer would like to constructively give suggestions for the readers. It is suggested to be more aware about the importance of passive voice which is used in scientific writing language specially in writing recount text. And finally, the students must deepen their understanding of passive voice, because passive voice is usually used in every daily life, either writing or communicating in formal and informal situation. Researchers suggest to enrich lecturers and students' knowledge and improve students' ability in using passive sentences in writing recount text.

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