

**AN ANALYSIS OF THE STUDENTS' PROBLEM IN CHANGING  
ACTIVE TO PASSIVE VOICE AT SMA NEGERI 8 GOWA**

**SKRIPSI**

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SKRIPSI

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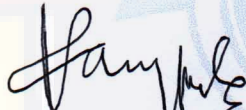
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “ *An Analysis of The Students’ Problem in Changing Active To Passive Voice in SMA Negeri 8 Gowa*”. Berdasarkan seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

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Yang membuat pernyataan

**Nuraniari**

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Writer

Nuraniari

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## CHAPTER I

### INTRODUCTION

This chapter is a general outlines of what this research deals with. It describes the background, the problem statement, the objective of the research, the significant of the research and the scope of the research.

#### **A. Background**

Nowadays, the widespread of English is really inevitable considering that the growth of English is world wide. It has been the language of business, technology, sport, aviation, and every field in life. Therefore, it is really important to master English.

In 2012 curriculum that is the character education curriculum, English is defined as a means of spoken and written communication to understand and express information, ideas, feeling, and to develop science, technology and culture. In the process of learning English, Grammar is essential to expand the skills of reading, writing, listening, and speaking. In order to master the four English skills, students need to practice more intensively.

People who master English are actually categorized into two groups; those who learn English as their mother tongue and those who learn English as second language for communication. Senior high students for example of those who learn English as a foreign language, they learn English for their academic purpose. For those students, it is

very essential to study about grammar since grammar is important for them to understand English correctly.

Grammar includes the study verbs are known as 'the action words' in a sentence. Many verbs convey the idea of taking action or doing something. For example, the words like go, do, take, fight. These verbs show the meaning of doing something. The verbs are really crucial to study because even a shortest sentence must have a verb. The verbs like 'Go!', 'begin!', 'Start!', or 'Stop!' can be considered a sentence although it is only a single word.

Nevertheless, learning English as a foreign language is not an easy task. Since there are a lot of differences in phonology, vocabulary, and grammar between English and Bahasa Indonesia, many Indonesian students get difficulties in learning English, and even of them fail in English national examination.

One of the factor that make Indonesian students unsuccessful learning English is grammar. Mark S. Letourneau (2001:2-3) defined the meaning of grammar as the discipline that studies the structure of sentence in human language.english grammar then is the study of sentence in English.

There are many aspects in English grammar, one of which is voice and there are two kinds of voice, active voice and passive voice. Although active voice is used more frequently in spoken and written English, passive voice is not less important. Sometimes people want to emphasize

of the action, therefore they use passive voice. Besides, passive voice is preferable if they want to avoid mentioning the doer of the action and want to avoid mentioning the doer.

Azar (2002 : 123) said “ passive voice is used when it is known or not important to know exactly who perform in action. For example, “I made an error is often” said by the sentence “an error was made”. Besides that, sometimes people wish to avoid mentioning the subject in order to use the active Ralph informed me that George gambled heavily for fear of being known by Ralph. The passive form of sentence I was informed that George gambled heavily protect Ralph while spreading the gossip successfully.

They also say that people use passive voice because they don't know the identity of the subject. Rather than struggling with vague subject such as somebody, they, or even I don't know who it was, these people switch to passive in order to get rid of the subject all together. This one reason for using sentences such as The car was stolen; this highway was built in 1939. Such sentences are also used when they identity of the subject is not considered worth mentioning.

Although the idea of passive voice in English and Indonesian are alike, the patterns are different. There are different rules for the predicator. In Indonesian if this active sentence *Mira W menulis novel ini* is changed to passive voice, the sentence will be *Novel ini ditulis oleh Mira W*. The prefix *me* of the predicator *membaca* is changed into prefix *di-*,

*dibaca*. But in English, to change this active voice *Mira W wrote this novel* to passive voice, the sentence will be *this novel was written by Mira W*. the predicator is formed by the following pattern *be + V3*, which is not found in Indonesian language. Besides there are different forms of *be* according to what tense we use and the noun preceding it, whether it is singular and plural, there are different forms of verbs that the students have to memorize. Consequently, passive voice is not easy for Indonesian students and therefore they frequently make mistakes in passive voice

In Indonesia National curriculum, passive voice is included in the materials to be taught in senior high school as linguistic competence since passive voice is used in spoken and written English.

Like active voice, passive voice also has tense aspects, but the patterns are different from those in active voice. For predicators, passive voice requires *be*, which which depends on tenses and number, and *V3* (past participle), which can be regular or irregular verb. Besides passive voice has particular meaning, that is when the doer of an action is not considered important or necessary to mention.

Assuming the passive voice voice is not easy, there are probably errors when the students are learning passive voice and to anticipate the errors, the writer conducted this research.

## **B. The Problem Statement**

Based of the idea of the above background, it is obvious that learning target language, which in this case is English, will tend to lead to

some problems for the learners particularly in the use the English passive voice. The present study will attempt to to investigate the problem formulatedas below:

1. What errors are made by eleventh grades students of SMA NEGERI 8 GOWA?
2. What are the cause of grammatical error in changing active to passive voice?

### **C. The Objective of The Research**

This research is aimed at describing :

1. Errors which are made by eleventh grades students of SMA NEGERI 8 GOWA
2. The causes of grammatical error in changing active to passive voice?

### **D. Significance of The Research**

The result of this research would hopefully be useful for :

1. English teachers

They could anticipate errors that the students likely made and by knowing the source of errors, they could develop teaching materials dealing with passive voice to minimize the students' errors in passive voice.

2. English learners

They were aware of the errors they likely made and be more careful in using passive voice

### **E. The Scope of The Research**

In order to focus on the problem being studied so that it was not too broad and too narrow, it was necessary for the writer to limit scope of the research as follows:

1. The writer focused on the students' errors dealing with passive voice, the term dealing meant how the students recognized and understood the pattern of passive voice.
2. The students were involved in the research was in the eleventh grades students of SMA NEGERI 8 GOWA in academic year 2017.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with related literature review of passive voice. The writer will quote some theories from some linguists to support the analysis of this research paper. Since the paper is about the Errors in passive voice, the writer takes the definition of grammar and how to use the correct grammar, the definition and use of passive voice, and the definition and types of errors.

#### A. Review Related Findings

The study in speaking has been discussed areas in some research, include approaches, methods and techniques in learning and teaching passive voice. Those who had done the research are :

Arifin Ilham (2015 : 130), the objective tests would help the students be more accurate, but still, nothing can replace Essay Writing itself in order to improve writing. The project that need to be presented, such as, assignments, are good, but not enough. It is better for the students to write in class, at home, or in their journals.

I Gusti Agung Vony Purnama (2014: 120) "The Problem In Using English Passive Voice By Students Of Dual Degree Program Stikom Bali " It is conclude that By doing the comparative study based on the theory of

English and Indonesian grammar particularly on the passive voice, the differences and the similarities of those two languages were found.

Uswatun Hasanah (2010 : 60) "An analysis on the difficulties in using passive voice forms in two tenses, simple present and simple past". The result of her research shows that the more students make mistake on the passive voice construction with the highest frequency of errors that occurs in simple past mainly changing active sentence into passive forms

## **B. Concepts**

Concepts are the components of the theory used in this study. Based on the title of this study, The Problem in Using English Passive Voice Faced by the eleventh grade Students of SMA NEGERI 8 GOWA. there are two significant aspects which are explained briefly. The concepts that need to be clarified here are *English passive voice*, and *Error Analysis*.

### **1.1 The Definition Of Grammar.**

Grammar as an essential part in learning English has a role to rule how well words are formed and how to make an acceptable sentence like the definition of grammar from *Oxford Learner's Dictionary* (2005:648). It defines grammar as the rules in a language for changing the form of words and joining them into sentences.

According to scrivener (1994:132) there are two approaches to teach grammar. The first approach is to teach 'form to meaning'. Through this approach, students will focus to the form of the language iitems first

and the explanation is given afterwards. The teacher usually uses a substitution table in applying this way. One of the example is when the students read a text and see the language items and how they are all arranged before they are clear about the meaning. Then the second approach is 'meaning to form', which is to clarify the meaning before the students met the new language item. The example of this approach is by using the situational presentation, which is by creating a situation or scene in order to introduce the target meaning to the students. The situational or scene in this approach could be a narrative story.

In order to assist learners to make well-formed sentences, we need to concerned about the rules that cover the order of words in a sentence (syntax). In syntax, learners will have the ability to recognize and produce a well-formed sentence, for example:

Acceptable : We are studying

Unacceptable : studying are we now

The first sentence is acceptable according to the rule of forming a sentence in grammar which is a sentence is correct if the formation appears with a subject and followed by verb. The first sentence begin with subject we and followed by verb -ing are studying. If we notice the second sentence, we will know that it appears with verb and followed by subject.

From the grammar's perspective, the study of formation and order of words are not the only matter in grammar. Learners must concern to the meaning. "Grammar can not be separated from the meaning because grammar communicates meaning" (Thornbury, 2003 : 3) let's see the word "Ticket!" when a ticket inspector says it on a train. Although the ticket inspector only says one word, the passenger know exactly that the inspector is going to check their tickets. In this condition, the meaning is conveyed in the lexical *ticket*.

Grammatically, it is common if one sentence conveys more than one meaningsuch as, "what are you doing ?" this sentence has the meaning of asking one's activity at the moment. However, in certain context it is possible that the sentence is asking about one's occupation. In the learning process, the ability to match the form of language and meaning are really important. Talking about meaning, we may relate it to the term function. In the sentence, "would you like to come?" it refers to an invitation or an offer.

## **2.1 Passive Voice**

Schmidt (1995:39) says that about 70 % of most sentences in academic English are in the active voice. Consequently, we have to be careful if we want to use the passive construction. The passive voice is only used when it fits the meaning of the sentence. If it is not used correctly, the passive voice usually expresses an idea in weaker way than

the active voice. We must notice that only action verb that have a direct object (transitive verbs) may show passive voice.

### **2.1.1 Definition Of Passive Voice**

In English, the passive voice is the form of a transitive verb whose grammatical subject serves as the patient, receiving the action of the verb. The passive voice is typically constructed with the active voice, which is the form of transitive verb whose subject serves as the agent, performing the action of the verb. The subject of a verb in the passive voice corresponds to the object of the same verb in the active voice. The passive construction is formed using a form of the auxiliary verb *be* together with a verb's past participle.

A passive construction occurs when you make the object of an action into the subject of a sentence. Passive construction are easy to make; look for a form of "to be" (*is*, *are*, *am*, *were*, *was*, *has been*, *have been*, *will be*, *will have been*, *being*) followed by a past participle. (the past participle is a form of the verb often, but not always ending in "-ed." Some exceptions to the "-ed" rule are irregular verbs like "paid" and "driven".

### **2.1.2 Form of Passive Voice**

In his book, Hewings (2005: 104) states that the passive voice has a form of *be* that followed by the past participle. The form of *be* depends on the tenses used. The form of *be* are listed below:

No	Tense	To Be	Past participle (V3)	Example
1	Present Tense	am/is/are	Past participle (V3)	The table is wiped everyday
2	Future Tense	will + be	Past participle (V3)	The book will be bought by me
3	Be going to (future)	am/is/are + going to be		The house is going to be renovated
4	Present continuous	am/is/are + being		This matter is still being discussed
5	Past Continuous Tense	Was/were + being		Every effort was being made to end the terror
6	Present Perfect Tense	has/have + been		The stadium has been built in London
7	Past Perfect Tense	had been		The work had been finished by the end of 1999
8	Future Perfect Tense	will have been		In the next ten years, full equality will have been achieved

Besides the form of passive from the tense *s*, there is also the form of modal in passive. The form is modal verbs (can, could, must, might, may, should) + be + past participle. For example, “ The house must be cleaned.”

The forms of passive question and negatives are the same way as the active :

- When are important subjects discussed?
- The important subjects are not discussed every lunch time.

In passive sentences we place adverbs of time or frequency, e.g. always, sometimes, etc. after the first auxiliary verb (is, has, will, etc.):

- It is usually made of wood
- She will never be asked

To construct passive, Hewings (2005: 107) also says that we do not usually mention the agent (the person or thing responsible for the action). The more important is what happens. In the passive construction, we mention the agent by using *by* A and when we want mention the instrument we use *with* as example:

The car had been driven by my younger brother.

The victim had been killed with a bread knife.

Generally, we mention the agent only if this information is important. If the agent is obvious or unknown we omit the use of the agent. In particular use, the agent is also mentioned when we add information about

it in the next part of the sentence. For example, “ The car had been driven by my younger brother who didn’t have a driving licence.” However, we do not mention the agent when we want to hide the information or we want to avoid taking responsibility for an action as in this sentence, “I’ve been told not to say anything.”

In the study of passive, we can use verb with two objects (a person and something), either object can be the subject of the sentence in the passive construction. Clearer example can be seen as follow :

Active : Jane gave him some money

Passive : he was given some money by Jane.

Passive : some money was given to him by jane.

It is more common for the person to become the subject of the passive voice construction as in the next example:

Active : Jane taught him all the Spanish he knows.

Passive : He was taught all the Spanish he knows.

Passive : All the Spanish he knows to him by Jane.

In the active sentence, the second possible construction of passive sounds clumsy although it is correct viewed from the form and pattern of passive. Consequently, in forming the passive sentence we must notice exactly when to use the passive voice to avoid the clumsiness.

The essential thing to remember when we want to study passive is that we can not use intransitive verbs in the passive because they can not have an object. Let’s notice this sentence, “ The job will seem easy at



first.” However the passive shift is unacceptable although it is correct from the grammatical perspective. This may occur since the sentence doesn't have an object while the rule of passive voice is to change the object into subject.

### 2.1.3 Usage of Passive Voice

In the purpose of helping students to know when to use passive voice, the writer listed the use of passive voice. In some sentences, passive voice can be perfectly acceptable. Corson and Smollet (2014) suggest that passive voice might be used in the following case:

1. The actor is unknown :

The cave paintings of Lascaux were made in the Upper Old Stone Age [We don't know who made them]

2. The actor is irrelevant:

An experimental solar power plant will be built in the Australian desert. [we are not interested in who is building it]

3. You want to be vague about who is responsible :

Mistake were made

4. You are talking about a general truth :

Rules are made to be broken [By whomever, whenever]

5. You want to emphasize the person or thing acted on. For example, it may be your main topic :

Insulin was first discovered in 1921 by researcher at the university of Toronto. It is still treatment available for diabetes.

6. You are writing in scientific genre that traditionally relies on passive voice is often preferred in lab report and scientific research papers, most notably in the materials and methods section :

The sodium hydroxide was dissolved in water. This solution was then titrated with hydrochloric acid.

In addition, Cambridge first certificate Grammar and Usage (2001 :

114) list that the passive Voice is used :

1. When it is not necessary to mention the agent, e.g. in scientific experiment, or when the agent is not known

*The experiment has to be done in controlled conditions.*

*Your seats must have been doubled-booked.*

2. Very often in texts because of a change of focus between sentences

*A man in the crowd took out a gun and started firing. Four shots were fired altogether.*

(The subject of the second sentence is connected to the object of the first sentence)

3. In impersonal signs and notices and when talking about rules which apply to everybody.

*Passengers are not allowed on the upper deck.*

Cambridge first certificate grammar and Usage (2001:114) also notes special uses of the passive in impersonal phrases. He stated that the passive is used when talking about what people generally say, think, believe, or know. Two different types of passive structure are possible :

Active : *people say that the prime minister is about to resign*

Passive : *It is said that the prime minister is about to resign*

Passive : *the prime minister is said to be about to resign*

#### **2.1.4 Types Of Passive Voice**

In the study of grammar, there are some types of passive construction that can be revealed. In his book, Hewings (2005 : 110) list the types of passive construction as :

1. Passive Imperative sentence : Let + object + be + the past participle example

(a) Help the poor. (active)

Let the poor be helped. (passive)

(b) Park the car. (active)

Let the car be parked. (passive)

2. Passive Infinitive : It is/was time for + object + to be + past participle

Example :

(a) It is time to send the letter. (active)

It is time for the letter to be sent (passive)

(b) It was time to repair the TV. (active)

It was the time for the TV to be repaired (passive)

3. Negative Passive Imperative Sentence : subject + be + past participle (advised, asked, begged, commanded, requested) + not to+ infinitive.

Example :

(a) Don't wait for me (active)

You are advised not to come over. (passive)

(b) Don't come over (active)

You are advised not to come over. (passive)

4. Passive Sentence with Verbs of Perception : taste, smell,feel.

The sub-clause becomes the passive. The construction is subject + be + adjective + when + subject + be + past participle.

Example

(a) This food tastes delicious. (active)

This food is delicious when it is tasted. (passive)

(b) The flowers smell sweet. (active)

The flowers are sweet when they are smelled.

(passive sub-clused)

5. Passive sentence with certain verbs followed by 'that-clause'.

Some verbs that can be used with 'that-clause' are accept, admit, agree, assume, believe, decide, expect, find out, hope, intend, plan, point out, presume, prove, regret, report, rumour/rumor, say, think, and understand.

Example :

(a) We regretted that the principal had to resign from the office. (active)

It was regretted that the principal had to resign from the office. (passive)

(b) We believe that he shot the president. (active)

It is believed that he shot the president (passive)

6. Passive Sentence with Nouns or Adjectives as complements.

Example :

(a) I consider her very pretty. (active)

She is consider very pretty. (passive)

(b) We choose him our leader. (active)

He was chosen our leader. (passive)

(c) We painted the windows red. (active)

The windows were painted red. (passive)

7. Passive Sentence with Two Objects : subject + be + the past participle + noun (direct or indirect object)

Example :

(a) He gave me a book. (active)

I was given a book. (passive)

In the active sentence there are two objects involved; direct and indirect object. The first object *me* is an indirect object and the second object *a book* is a direct object. The passive sentence reveals that the indirect object becomes the subject of the passive sentence. According to the active sentence, there is another version of passive, e.g. A book was given to me. This sentence uses the direct object as the subject of the sentence construction.

(b) He explained the lesson to her. (active)

The lesson was explained to her. (passive)

In the active sentence, there are also indirect object (the lesson) and direct object (her). The above passive sentence uses the indirect object as the subject of passive voice while actually it is possible to use the direct object as the subject of passive sentence, e.g. *She was explained (by him) about the lesson.*

8. Passive Sentence with verbs + being + the past participle.

Example :

(a) The teacher enjoyed teaching the students.

(active)

The students enjoyed being taught by the teacher

(passive)

(b) The car avoided hitting us.(active)

We avoided being hit by the car. (passive)

Those active and passive sentences are different since the subjects the active and passive are also different. Some verbs that can be used with this style are *consider, delay, deny, describe, imagine, remember, and resent*.

9. Agents consisting long expression at the end of the sentences.

In a passive sentence, if the subject consist of a long expression, the subject should be placed at the end of the sentence after *by*.

Example :

(a) I was confused by his plan to stop the ongoing project and begin a new one.

(b) We were all surprised by her sudden announcement to get married.

#### 2.1.5 Teaching /Learning Passive Voice

In teaching and learning grammar we need a method to follow especially when we want to study about passive voice. Considering that there are amany ways of presenting grammar, the writer list some ways to present the passive voice to students. One of the ways is drills. Schrivener (1994 : 118-119) says that :

“Drills provide intensive oral practice of selected sentences. The philosophy behind drills is based on the behaviourist belief that through repetition or restricted response drills we can be trained into automatic responses to stimuli: if we get our students to answer the same question with the same question with the same answer ten times in class, then there is a fair chance that they will do the same out side class. The language used by learners in drill is, therefore, usually very tightly restricted, though some variation do offer limited creative opportunities.”

Of all activities in the classroom, the oral drill is the activity that focuses on the accuracy. The example of a basic drill for studying passive voice is:

The teacher : The national monument was built years ago

The students : The national monument was built years ago

The teacher : Decorated

The students : The national monument was decorated years ago.

In this way, the teacher still takes control to the activity as students only change a word in the repeated sentence. Using this variation drills sound more interesting and thoughtful for students.

Thornbury (2003: 77-78) give another ways for teaching passive voice which is by using an authentic text (selected text which is rich in



example of the passive). He claims that this way is appropriate level.

There are six steps to follow as :

1. Before handing out the text, the teacher tells the class the title of the article and asks the students in groups to think of and list vocabulary items that they might expect to find in such a text. These are written on the board, and the teacher uses this stage to feed in words from that might not have been mentioned by the students.
2. The teacher asks the class to read the text silently with a view to answering questions, e.g. Who was asked ? Where? the students check their answers in pairs before the teacher checks in open class. The teacher then asks the further questions about the text.
3. The teacher asks the class to turn the text over and then writes two lines of sentences which have the common meaning but one is in active sentence and other is in passive sentence. Asks students whether they remember which sentence was used in the text. Teacher allows them to check the text if they do not remember. He then elicits from the students a description of the difference in form between the two sentences, identifying first sentence as an active construction and the second as passive. He points out that while in the first sentence the subject of the verb is the agent, or actor, in the second sentence the subject of

the verb is the person who is affected by the action. He elicits the structure of the passive sentence: subject + auxiliary verb to be + past participle. He then asks the students to study the text again and decide why the second sentence was considered appropriate in this context.

4. The teacher asks the students to find other examples of passive construction in the text, to underline them, and to discuss in pairs or small groups the rationale for the use of the passive in each case. In checking this task in open class, the following points are made.
  - The passive is typically used to move the theme to the beginning of the sentence and used when the agent is unimportant, or not known.
  - Where the agent is mentioned, 'by + agent' is used.
5. The teacher asks the students to cover the text and, working in pairs, to try and reconstruct it from memory. They then compare their versions with the original.
6. The students if they (or people they know) have had a similar experience. Having recounted their stories in English they are asked to write their story (or one of their classmate's stories) and this is checked for appropriate use of passive structure.

In his book, Thorburry (2003: 105-107) also mentions another way of teaching passive. It is now by using a grammar interpretation activity.

He claims that this activity is appropriate for elementary level. There are three steps to follow in this activity, they are:

1. The teacher distributes pictures and display them on the board using an overhead projector. She then tells the class to listen the sentences she is going to read, and to match each sentence with its picture. She reads each of the sentences aloud and repeating them if students seem confused.
2. After allowing the students to compare their answer with a partner, the teacher then distributes the written sentence, or writes them on the board. Students check their answer again, before the teacher checks with their task with the class.
3. The teacher asks the students to turn the written sentence over (or she rubs them off the board). In pairs, the students use the pictures to reconstruct the sentences aloud for checking, or compare them with the sentences on their handout.

This activity is called a grammar interpretation because, in order to do the matching task, learners have to interpret the difference between the active and passive forms.

## **2.2 Errors**

It is really common that errors are inevitable in the process of learning especially in the learning of a new language. Students are taught about the rules in language and how to form the correct form through the study of what is called grammar. Many rules and forms are given to them

but errors are still unavoidable. Why they occur? Seeing this fact, it could be relevant if we say that errors are the process of learning. When the errors are taking place, the process of learning are also taking place. Students may learn from their own errors. In the discussion of errors, it would be useful to define the errors' definition as oxford advanced learners's dictionary (2005:648) has stated that an error is a mistake, especially one that causes problems of affect the result of something.

Making errors several times will teach the students to be more aware the next time they deal with the same case since they learn to avoid errors. In fact, the students must be concise and have a good comprehension when they deal with the grammar. Besides, in order to make the second language familiar to them, students have to make it as a habit, the more they dealt with it, the easier to adapt it and the maximum way to reach this point is by practicing regularly.

Scrivener (1994:109) says that in dealing with errors the teachers have looked for correction techniques that help their students to make their own correction, rather than simply giving the students the right answer. This may raise their own awareness about the language they are using. Sometimes, language can be grammatically correct but completely inappropriate in the context in which it is used. To give correction, we have to notice whether the aim of the lesson is to improve learners' accurate use of English or fluency use of English.

### 2.2.1 Types of Error

Allwright and Bailey (2000 : 83) claims four types of errors as *over generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hyphotesized*. In the over generalization, generally, students have problem with form of a grammatical item. Related to passive voice, the over generalization could be appeared to the wrong use of –ed, e.g. “The national monument was builded years ago”. Since a structure of passive sentence is subject + to + past participle and the past participle generally in the -ed form, students tend to change the main verb by adding the –ed. This could be because of the lack of knowledge in irregular verb and regular verbs. Based on the above problem, the students must know that the past participle of *build* is *built* not *builded*.

The second type of errors by Richard is ignorance of rule restrictions. This error is about the application of rules which is not applied to the context. For example, “ I was told about a national monumentit was built years ago.” This sentence is wrong and the correct sentence is, “I was told about a national monument it was built years ago.” This sentence is wrong and correct sentence is I was told about a monument which is built years ago.” In this sentence, it is inappropriate to use the impersonal *it* parallels to a main sentence.

The third type of errors revealed by Richards is incomplete application of rules. From the name we may know that this kind of error is

about how a sentence is arranged but it's not complete based on the grammatical rules. This mostly appears to the question sentence. Let's say there is a question, " who was attacked in the terror? " and the students' answer with, "they was attacked in the terror," this is wrong because the subject of the answer's sentence is plural, thus to be must be changed into were instead of was.

Then the fourth type of error from Richards is false concept hypothesized. This type of error is totally about how sentences are formed with an incorrect concept. The structure of a passive sentence is subject + to be + past participle, however, it does not guarantee that all sentences with the structure are passive sentence. For example, "The man is interested in science." The form of the sentence is subject + to be + past participle. We might assume the sentence as a passive sentence, however, it is not a passive sentence but it is an adjective.

### **2.1.2 Causes of Error**

As we discussed above that errors are inevitable, the writer concluded reasons related to the tendency that students often make errors in the process of learning the second language. In *Linguistics Across Cultures*, Allwright and Bailey (2000) noted:

That individuals tend to transfer the forms and meanings of their native language and culture to the foreign language and culture, both productively when attempting to speak the language and culture, both

productively when attempting to grasp and understand the language As practiced by natives. In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.

In the stage of producing language, students like to think and analyze the form and meaning through the native language rather than blend into the second language. This is really normal if we see it from the social aspect. They were raised by listening and responding with native language so they are just thinking about finishing then as soon as possible. In this situation, the students could not think precisely and they make errors occur many times.

Then, the lack of knowledge could be one of the factors why the students tend to make errors. Noticing that students have studied about passive voice since they were in high school and the first study in university, they still make errors when they are faced to passive voice. This could be matter of knowledge or may be they do not learn from their own mistakes so far.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents location of the research, research design, population and sample, variable of the research, instrument of the research, procedure of collecting data, and technique of of data analysis.

#### **A. Location and Time of The Research**

The writer conducted at SMA negeri 8 Gowa. This school is located at Jl. Malino Mawang. The research was in february 2018 in academic year 2017

#### **B. Research Design**

Based on the research problems and the objectives of the study, this study used descriptive qualitative approach. According to Ary, et.al (1992 : 65) states that descriptive qualitative is a research that describes and interprets the condition that exists. Descriptive qualitative uses words or sentences presented as the source of data, which are going to be analyzed to answer the statement of the problem formulated. It is considered appropriate because the aim of the study is to identify, classify, and describe to English passive voice errors made by the eleventh grade students of SMA Negeri 8 Gowa.



The source of the data is the students' answer sheets. Moreover, checklist is used as an instrument to identify and classify the types of errors made by the students in passive voice lesson.

In this research, the researcher only collected the data from the students and then analyzed them. The data is collected from the students' answers to fulfill the task given by the writer. This is due to the fact that this research was designed to get information concern with the use of passive sentence made by the senior high school students

### **C. Population and Sample**

The subjects of the research were the eleventh grade students of SMA Negeri 8 Gowa. The reason to choose this school as a subject because the students sometimes confuse when the English teacher asks about passive voice. They still confuse to analyze the English passive voice lesson when the English teacher gave exercise about it. Besides, they are expected to be able to use passive sentence appropriately in which it is one of linguistics competence.

In this study, the writer took one class. It was class XI - 2 , which consist of 30 students. She chose this class because many students still had difficulties to identify and analyzed the English passive voice in the learning activity.

#### **D. Variable of the Research**

The research had two kinds of variable. The independent variable and dependent variable. The independent variable was analyzing the problem or the grammatical errors focuses in changing active to passive voice, while dependent variable was students' answer test.

#### **E. Instrument of The Writing**

In this research, the writer only collected the data from the students's answers and then analyzed them. The data was collected from the students answers to fulfill the task given by the writer.

#### **F. Procedure of Collecting Data**

The data of this study was the form of passive voice errors made by the students in their answer sheet given by the teacher. After collecting data, the writer applied the procedures below:

##### **1. Identification of Errors**

In this step, the writer identified and tried to find out the grammatical errors by underlying the errors based on the tenses. She tried to analyze the data as objective as possible.

##### **2. Classification of Errors**

After identifying the errors, the writer classified the errors based on surface strategy taxonomy.

### 3. Explanation of Errors

In this step, explaining the errors were used to explain the source or the cause of errors.

### 4. Calculation of Errors

Based on the errors classification above, the writer counted the error in order to know the errors frequency made by the eleventh grade students of SMA Negeri 8 Gowa. In this case, the writer used formula Levin and Fox quoted by Sugiatun as follows.

The data is classified through checklist. A checklist is used to identify and classify the types of errors made by the students in passive voice lesson. The form of the checklist is shown on the table, based on (Dulay : 1982) theory of errors analysis.

Table 3.1.Types and Causes of Errors

SENTENCE	KINDS OF ERRORS							
	TYPES OF ERRORS				CAUSE OF ERRORS			
	OMM	ADD	MISS FORM	MISS ORDER	OGG	IORR	IAOR	FCH

Note :

OMM: Omission

OG : Over generalization

ADD: Addition

IORR : Ignorance of rule restriction

Misform: Misformation

IAOR : Incomplete application of rule

Misorder: Misordering

FCH : False concept hypothesis

### G. Technique of Data Analysis.

The writer used documentation technique because she wanted to collect the data about the students' error in passive voice by getting the students' answer sheet. Next, she copied them and classified them. Then the result of errors on passive voice are shown by using checklist as shown on the table 3.1

$$P = \frac{F}{N} \times 100$$

Where : P = Percentage

F = the number of errors

N = the total number of errors

The last step was drawing a conclusion based on the analysis. In this step, the writer would make a valid conclusion in the form of a brief description of the errors.

## BAB IV

### FINDINGS AND DISCUSSION

#### A. Classification of Errors

As previously states in chapter 1, this study means to explain the grammatical errors in passive voice made by the eleventh grade students of SMA NEGERI 8 GOWA. The source of the data of this study is the students' answer sheet. The students' tasks which was given by writer were analyzed based on types of tenses and classified based on surface strategy taxonomy.

The result of the analysis are presented below:

#### 1. Grammatical Errors

After collecting and analyzing the data, the writer found and analyzed that there are 12 tenses and 343 grammatical errors of various kinds were found, they are presented in table 4.1

Table 4.1. Percentage of Grammatical Errors.

No	Problems	Number Of Errors	Percentage
1	Simple Present Tense	10	3.72 %
2	Simple Past Tense	15	5.58 %
3	Present Continuos Tense	36	13.38 %
4	Past Continuous Tense	36	13.38 %
5	Simple Future Tense	6	2.23 %
6	Past Future Tense	13	4.83 %

7	Present Perfect Tense	24	8.92 %
8	Past Perfect Tense	11	4.09 %
9	Future Continuous Tense	38	14.12 %
10	Future Perfect Tense	15	5.58 %
11	Past Future Perfect Tense	25	9.29 %
12	Present Perfect Continuous Tense	40	14.87 %
	Total	269	100 %

They are described as follows:

a. Errors in Simple Present Tense

Some students still got difficulties to analyze the grammar passive voice in simple present tense. There were some rules to be obeyed such as the form of the sentences whether it's in active or passive form, and the tense of the sentence. These rules are complex so that the students still made errors in this tense. Some of the errors are presented in the table below:

Table 4.2 Errors in Simple Present Tense

No	Text	Students' answer	Expected answer
1	He picks the apple	# The apple <b>are</b> picked by him # The apple is <b>pickeds</b> by him	The apple is picked by him

2	She shows the flower in the garden	#The flowers <u>is</u> shown by her in the garden # The flowers are show by him in the garden	The flowers are shown by her in the garden
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Based on explanation above we can conclude that many students still confused to make the correct sentence in the simple present tense. In the sentence “The apple are picked by him in the garden” the students still confused to identify the auxiliaries because the subject shows singular and the sentence is in the present, so it should use auxiliary “is” not “are” or “were”. It should be changed into “The apple is picked by him in the garden”.

In the second sentence of students’ answer, the students still did not know the transformation of the verb form. As in sentence “ The flowers are show by him in the garden”, in that sentence the students should use past participle after auxiliary. They should be in the form (be + past participle). The sentence should be “The flowers are shown by her in the garden”. Many students still did not know the transformation of verb form in the sentence.

### b. Errors in Simple Past Tense

Errors in simple past tense often occur in students writing. Especially in grammar passive voice, students make errors in the transformation of verb from the simple to the past form. They also make errors in the use of auxiliary with the present participle form of the verb. Some of the errors are presented in table 4.3 below:

Table 4.3 Errors in Simple Past Tense

No	Text	Students' answer	Expected answer
1	He asked the students a very difficult question	#The students asked a very difficult question by him # The students asked a very difficult question by him # The students is asked by him a very difficult question	The students were asked by him a very difficult question
2	They told her to be quick	-She <b>is</b> told to be quick by	She was told by them to be quick



		them -She was tolding to be quick by them	
3	He drew many pictures	#Many pictures drew by him	Many pictures were drawn by him

Some errors above which made by the students show that they still confused to analyze the grammar errors. The writer found that they still confused to identify the verb form of the tense and the auxiliary.

In the first sentence, the students made errors in using auxiliary “was”. As like in the sentence “The students was asked a very difficult question by him”. When the subject is plural, the auxiliary should follow the subject such as in the sentence above. The subject “students” are plural and the students’ answer use auxiliary “was”. In fact, the expected answer is “were” because it uses simple past tense.

In the second sentence, the students also made errors in auxiliary but it is different with the first sentence because in the first sentence the subject is plural whereas in second sentence the subject is subject pronoun “she”, such as in sentence “She is told to be quick by them”, so the auxiliary should follow the subject. But in students’ answer, they use auxiliary “is”. It should be transformed into “was” because the kinds of the tense is past tense, so the auxiliary should be in the past form.

In the third sentence, the students make errors in the use of verb form and auxiliary. They did not realize if they omit the auxiliary and put the wrong verb form. Such as in the expected students answer “Many pictures drew by him”. There are some rules in passive voice, especially in the formula of passive voice simple past tense. So, the students should use the formula in order to make the correct sentence.

#### c. Errors in Present Continuous Tense

The students also got difficulties to understand grammatical passive voice in this tense. Especially in using verb form, the auxiliary, and the structure of the sentence. Some errors are presented in the table below:

Table 4.3 Errors in Present Continuous Tense

No	Text	Students' answer	Expected answer
1	They are watering the flowers	#The flowers watered by them # The flowers are watered by them	The flowers are being watered by him
2	You are lending me a book	#A book lended by you # My book lended by you	I am being lent a book by you

Based on explanation above we can conclude that many students still confused to make the correct sentence in the present continuous tense. Such as in the first sentence of students' answer above the students made errors in omitting the auxiliary. The sentence is "The flowers watered by them". When the active sentence is transformed into passive in the present continuous tense, after subject plural, it should put the auxiliary "are " and add "being" as a point out of the continuous, than put the verb form. It should be past participle verb form. The sentence should be "The flowers are being watered by him ".

In the second sentence, the students made errors in the structure of grammar. The students still confused to analyze the object in active sentence that will be used as a subject in the passive sentence. Such as in the sentence "A book lended by you". The students do not know if the pronoun "me" is the object and it should be changed into subject "I" in passive sentence. Word "a book " is also the object in active sentence, but it can not be changed become a subject in passive sentence. The sentence should be "I am being lent a book by you". In the second sentence, the students confused to identify and analyzed the use of direct object and indirect object in the sentence. That's why, they can not make the sentence correctly or well structured.

#### d. Errors in Past Continuous Tense

The frequency of the errors in past continuous tense is same with the errors in present continuous tense. There are 20 or 5,63% errors in

grammar. In the past continuous tense, the students also faced difficulties to use verb form and auxiliary.

Table 4.4 Errors in Past Continuous Tense

No	Text	Students' answer	Expected answer
1	He was typing an article	An article was <u>typing</u> by him	An article was being typed by him
2	He was selling my car	#My car was sold by him # My car was been sold by him	My car wa being sold by him
3	They were advising her	She advised by them	She was being advised by them

The writer found that many students still confused to identify the verb form of the tense and the auxiliary. Such as in the first sentence, the students made errors in auxiliary. In the students' answer in the table 4.4, the sentence "An article was typing by him". The students omit "being" after auxiliary "was". They still confused to add "being" in continuous tense and after auxiliary "being" it should put past participle verb form. The sentence should be "An article was being typed by him".

In the second sentence, the students omitted the auxiliary “being”. In the sentence “My car was sold by him”. The students still confused to identify the grammar in past continuous tense. The sentence should be “My car was being sold by him”.

In the third sentence of students’ answer, the students omitted auxiliary “was” that should be put after subject “she” in passive sentence. And also omitted “being” after auxiliary “was”. As like in sentence “She advised by them”, it should be “She was being advised by them”. The students always forget or do not realize to put auxiliary “being” after to be (was, were) in the sentence of past continuous tense. Through the formula of past continuous tense, the students can make good grammar in writing. That’s why, the students should understand the formula of each tenses.

#### e. Errors in Simple Future Tense

Errors in simple future tense was the most frequent one made by the students. Some of the errors are presented in the table below:

Table 4.5 Errors in Simple Future Tense

No	Text	Students’ answer	Expected answer
1	Charlie will send a letter to them	#They will send a letter to by Charlie # A letter will be send to them by Charlie	A letter will be sent by Charlie to them

2	She will plant a rose in the garden	# A rose will planted by in the garden # A rose will be being planted by her in the garden # A rose will plant by she in the garden	A rose will be planted by her in the garden
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Based on the explanation above, we can conclude that there are many students do not understand passive construction in simple future tense. They still confuse to identify and analyze the sentence of simple future tense. There are many grammatical errors produced by the students in this tense. In the first sentence of students' answer above shows the students also omit "be" after auxiliary "will". The students confuse to put "be" after auxiliary "will" in the passive sentence. The students also make errors in the use of verb form. In this matter, the students should memorize the form of verb. So, it can help the student to make good sentence. The students make errors to determine of the verb form of "send". The verb "send" must be transformed into past participle. Moreover, auxiliary "be" must be added before the past participle.

Therefore, the sentence “They will send a letter to by Charley” should be transformed into “A letter will be sent by Charlie to them”.

The next is in the second sentence of students’ answer. The students made errors to use verb form. The verb form “planed” that is put after addition “be” should be “planned” with using double “n”. In the next sentence, the verb form “plan” in active sentence should be changed into “planned” in passive sentence. The students also omitted the adverb of place in the first sentence. The adverb of place should be put after by agent. The students’ errors also found in the structure of the grammar. After agent must be put after word “by”. In this matter, the students should know well the formula of the simple future tense because without knowing the formula of simple future tense, the students did not know to make the good sentence in writing. So, the sentence “A rose will be planed by her” and “A rose will a plan by in the garden her”, should be transformed into “A rose will be planned by her in the garden”.

#### f. Errors in Past Future Tense

Many students also made errors in past future tense. The writer found 27 errors made by the student in this tense. The students still got difficulties to determine verb form, to use subject, and omit *be*. Some of the errors are presented in the table below:

Tabel 4.7 Errors in Past Future Tense

No	Text	Students' answer	Expected answer
1	You would not help her	<ul style="list-style-type: none"> <li>- <u>She</u> would not <u>help</u> by you</li> <li>- She would not be being helped you</li> <li>- Her would not be <u>call</u> by you</li> </ul>	She would not be helped by you
2	He would read a comic	<ul style="list-style-type: none"> <li>- A comic would not read him</li> <li>- A comic would not be readen by him</li> </ul>	A comic would not be read by him

Some grammatical errors in passive voice sentence above shows that many students got difficulties to identify and analyze the sentence. They still confused to identify the verb form and always omitted *be* when they changed active sentence to passive sentence. Such as in the sentence "She would not be help by you", the students made errors to determine the verb form. The word "help" in active sentence should be changed into past participle. The students confused to use verb form when



they made sentence in passive. The students still did not know the transformation of verb form of V1, V2, and V3. Such as in other sentence "A comic would not be readen by him", the students should use past participle "read" instead of "readen".

#### g. Errors in Present Perfect Tense

There were many students that made errors in present perfect tense. They confused to make good sentence in passive. They made errors in using subject and auxiliary. Some errors show in the table below:

Table 4.8 Errors in Present Perfect Tense

No	Text	Students' answer	Expected answer
1	They have studied English in the classroom	- English have been studied in the classroom by them - English has been studied by in the classroom	English has been studied by them in the classroom
2	She has taken my money on the table	- My money has been being taken by her on the table - The table has	My money has been taken by her on the table

		been taken my money by her	
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Many students got difficulties to identify in this tense. They confused to make a good sentence. For example in the first sentence “English have been studied by in the classroom them”, the students made error in the structure of the sentence. The object pronoun “them” should be put after *by* because the pronoun “them” is *by agent* in the object of passive sentence. The students also made errors in using subject in the third sentence “The table has been taken my money by her”. The students did not know exactly the subject, the word “on the table” as we know is adverb of place. But the students still confused to analyze it. The students put it as the subject in passive sentence.

#### h. Errors in Past Perfect Tense

In this tense, the students still confused to identify and analyzed the subject, and omitted *by* and *been*. Some of the errors were presented in the table below:

Table 4.9 Errors In Past Perfect Tense

No	Text	Students' answer	Expected answer
1	A boy had eaten a Jackfruit	- Jackfruit had been eaten a boy	Jackfruit had been eaten by a boy

2	They had advised her	<ul style="list-style-type: none"> <li>- her had been advised by them</li> <li>- She had been advised them</li> </ul>	She had been advised by them
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The students omitted *by*, such as in the first sentence. In the third sentence, the students omit “been” after auxiliary “had” as like in the sentence “She had advised by them”, this sentence is transformed into “She had been advised by them”. In the second sentence, the students made error to use subject in the passive sentence. The sentence “Me had not been called her”, should be changed into “I had not been called by her”.

#### i. Errors in Future Continuous Tense

The writer found that there are 22 errors or 6,19% made by the students. It shows that many students got difficulties to analyze and identify the grammar passive voice. Some errors are showed in the table below:

Table 4.10 Errors in future continuous tense

No	Text	Students' answer	Expected answer
1	They will be building a house	<ul style="list-style-type: none"> <li>- A house will be build by them</li> <li>- A house will be them</li> </ul>	A house will be being built by them

		built by them	
2	They will be cutting a tree	<ul style="list-style-type: none"> <li>- A tree will be being cut by they</li> <li>- A tree will been cutting by them</li> <li>- A tree will be being cutted by them</li> </ul>	A tree will be being cut by them

In this tense, many students confused to analyze the grammar passive voice. The students made errors to use verb form, by agent, and omit being. In the first sentence, the students made error to use verb form and omitted being. Such as in the sentence “A house will be build by him” and “A house will be built by him”. In the first sentence, the students should use past participle form after auxiliary *be*. In the next sentence, auxiliary “being” should be put after auxiliary “be”. So, the sentence should be “A house will be being built by him”. In the second sentence, the students made errors to use agent, verb form, and omit being. Such as “A tree will be being cut by they”, in this sentence, the students made error to use agent. The pronoun “them” should be used in passive sentence. The next sentence “A tree will been cutting by them”, the students made error to use verb form and use *be*. Auxiliary *be* should be used after auxiliary

“will” and followed by auxiliary *being* before past participle. So, the students should memorize and understand well the formula of passive voice especially in future continuous tense.

j. Errors in Future Perfect Tense

The errors in this tense are in using verb form and personal pronoun. The writer found that there were 21 errors made by the students in this tense. The errors are showed in the following table 4.11

Table 4.11 Errors In Future Perfect Tense

No	Text	Students' answer	Expected answer
1	A cat will have killed a mouse	- A mouse will have <u>be</u> killed by a cat	A mouse will have been killed by a cat
2	They will have bought television	- The television will have been boughted by them	The television will have been bought by them

In this tense, the students confused to analyze and identify the verb form and personal pronoun in passive sentence. Such as in the first sentence and second sentence, the students made error to determine the verb form. “A mouse will have been kiled by a boy” and “You will have been caled by a boy”, in this sentence, we can know that many students do not know the transformation of past participle (V3). The word “kiled”

and “caled” should be transformed into “killed” and “called” with using double “ll”. In the fourth sentence, the students made error to determine the personal pronoun. Such as “Television will have been bought by they” and “My book will have been borrowed by she”. In this sentence, the pronoun “they” and “she” in active sentence should be changed into “them” and “her” in passive sentence, because their position is in object as by agent.

#### k. Errors in Past Future Perfect Tense

In this tense, the students made errors in the structure of sentence, and personal pronoun. The errors are showed in the following table

Table 4.12 Errors in Past Future Perfect Tense

No	Text	Students' answer	Expected answer
1	She would have invited him to take a walk	# A walk would have been invited by <u>she</u> him to take  # he would have been invited by take a walk	He would have been invited by her to take a walk
2	I would have found your book	Your book would been have found by me	Your book would have been found by me

In the first sentence, the students confused to analyze and identify the subject pronoun, the object pronoun, and the adverb. In the sentence “A walk would have been invited by she him to take”, the object pronoun in active sentence should be transformed into subject pronoun in passive sentence and the adverb could not be the subject in passive sentence. So, it should be changed into “He would have been invited by her to take a walk”. In the third sentence, the students make error in auxiliary. The auxiliary “have” should be put after auxiliary “would”. Through this matter, it can be known that still many students do not know the formula of passive voice. Based on Azar, the formula of past future perfect tense is (S + would have + been + V3 + by + O).<sup>46</sup>

#### I. Errors in Present Perfect Continuous Tense

In this tense, the students’ error is showed in the table below:

Table 4.13 Errors in Present Perfect Continuous Tense

No	Text	Students’ answer	Expected answer
1	His parent have been visiting him	He <u>have</u> been visited by his parents	He has been being visited by his parents
2	He has been eating salt fish	- Salt fish has been eaten by him	Salt fish has been being eaten by him

		- Salt fish has been <u>eating</u> by him	
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## 2. Surface Strategy Taxonomy

The result of this study gives clear description about the difficulties to the formation of passive voice sentence. The writer analyzed the errors based on Surface Strategy Taxonomy. The writer used surface strategy taxonomy to know the errors' frequency made by the eleventh grade students of SMA negeri 8 Gowa. In this case, the writer uses Levin and Fox formula quoted by Sugiatun.

### a. Omission.

In this writing, the writer found that many students still got difficulties when they did the exercises from writer. They confused to analyze and identify the passive voice lesson. They did not understand well the formula of passive voice when the teacher explained it in the learning activity. Here the result that had been found by the writer.

#### 1). Errors in Simple Present Tense

Many students still got difficulties in this tense. In the sentence "the apples is picked by him", the students omit to be "is". It's because the students get difficulties to analyze and identify the sentences. It should be changed into "the apples are picked by him".



## 2). Errors in Simple Past Tense

In this result, the students also got difficulties. In the sentence “The students asked a very difficult question by him” and “Many pictures drew by him” many students omitted to be “were” in the sentences. It should be changed into “The students were asked by him a question” and “Many pictures were drawn by him”.

## 3). Errors in Present Continuous Tense

The sentence “The flowers watered by them”. The students omitted to be “is” and auxiliary “being”. The students confused to put auxiliary “being” in continuous passive sentence. The answer should be changed into “The flowers watered by them ” and “I am being lent lent a book by you”.

## 4). Errors in Past Continuous Tense

In the sentence “An article was typing by him. Most of students made errors in “being”. They should know the formula for past continuous tense, the auxiliary “being” should be put after passive sentences.

## 5). Errors in Simple Future Tense

In the sentences “They will send a letter” and “ A rose will planted in the garden”. In this tense, the students confused to put “be” in simple future passive sentence. It should be transformed into “They will be sent a letter ” and “A rose will be planted by her in the garden”.

#### 6). Errors in Past Future Tense

In this tense, the students make error omit “be” and “by”. Such as in the sentence “She would not help you” and “A comic would not read him”. It should be transformed into “She would not be helped by you” and A comic would not be read by him”.

#### 7). Errors in Present Perfect Tense

In this tense, the students omitted pronoun “them”. The students answer is “English has been studied by in the classroom”. It should be changed into “English has been studied by them in the classroom”.

#### 8). Errors in Past Perfect Tense

In this result, the students also omitted “by”. In the sentences “Jackfruit had been eaten a boy” and “She had been visited them”, should be transformed into “Jackfruit had been eaten by a boy” and “You had been visited by her”.

#### 9). Errors in Future Continuous Tense

In this tense students omitted auxiliary “being”. For example the students’ answer are “A house will be built by them” and “A tree will been cut by them”. It should be changed into “a house will be being built by them” and “ a tree will be being cut by them”.

#### 10). Errors in Past Future Continuous Tense

In the sentence “I would been helping by them”. Most of students omitted auxiliary “being”. They should know the formula for continuous, the auxiliary “being” should be put in passive sentences.

#### 11). Errors in Future Perfect Tense

Many students still got difficulties in this tense. Such as in the sentence “A mouse will have be killed by a cat”, the writer found that many students did not know the answer. When the writer corrects the students answer sheet. Most of them did not answer the question. It's because the students still got difficulties to analyze and identify the sentences. It should be changed into “a cat will have been killed by a cat”.

#### 12). Errors in Past Future Perfect Tense

In the sentence “ ”. Most of students omit object pronoun “her”. The sentence should be changed into “He would have been invited by her to take a walk”.

#### 13). Errors in Present Perfect Continuous Tense

The sentence “He have been visited by his parents” and “Salt fish has been eaten”. In this sentences, the students confused to put “being” in present perfect continuous passive construction. The sentences should be transformed into “He has been being visited by his parents” and “Salt fish has been being eaten by him”.

### **b. Addition**

#### 1) Error in Simple Present Tense

In the sentence “The apple is pickeds by him in the garden”, many students still did not realize if they put “s” in the word “pickeds”, it should be changed into “the apple is picked by him in the garden”.

#### 2) Error in Simple Past Tense

The students added “ing”. Such as in the sentence “ She was tolding to be quick by them ”. In this sentence, the students should not add “ing”.

#### 3) Error in Past Continuous Tense

In the sentence “my car was being sold”. In this tense, the students should not add “been” after to be “was” because auxiliary “been” is only for perfect tenses in passive voice.

#### 4) Error in Simple Future Tense

In the sentence “ A rose will be being planted by her in the garden”. The students should not add “ing” in auxiliary “be” because the question is “She will plant a rose in the garden”. So, it should be changed into “A rose will be planted by her in the garden”.

#### 5) Error in Past Future Tense

In the sentence “She would not be being helped by you”. The students should not add auxiliary “being” after auxiliary “be”, because the question is “You would not help you”. So, it should be past participle directly after auxiliary “be”.

#### 6) Error in Present Perfect Tense

The students added “being”. Such as in the sentence “My money has been being taken by her on the table”, the students should not add auxiliary “being” after “been”, it should be directly past participle. It should be changed into “My money has been taken by her on the table”.

#### 7) Error in Future Continuous Tense

The sentence “A tree will be being cutted by them”. In this sentence, the students should not add –ed for the transformation of verb “cut” in passive sentence. It should be changed into “A tree will be being cut by them”.

#### 8) Error in Future Perfect Tense

The students’ error is in adding “-ed”. In the sentence “Television will have been boughed by them”, the student should not add –ed for the transformation of verb. It should be “bought” for the V3 of “buy” in passive sentence.

#### 9). Error in Past Future Perfect Tense

In the sentence “ he would have been invited by take a walk”. The students should not add –ed for the transformation of V3 “cut”. It should be changed into “he would have been invited by her”. There is no transformation from the verb.

### **c. Misformation**

#### 1) Error in Simple Present Tense

In this tense, many students still got difficulties to make good sentences in passive sentence. In the sentence “The flowers is shown by her in the garden”, the students made error in using to be “is”. It should use “are”, because the subject is plural. It should be changed into “The flowers are shown by her in the garden”.

#### 2) Error in Simple Past Tense

In the sentence “The students is asked by him a very difficult question”, the students also use to be incorrectly. The students should use “were”, because the subject is also plural and the tense is simple past. It should be changed into “The students were asked by him a very difficult question”.

#### 3) Error in Simple Future Tense

The students made error in the verb form. In the sentence “ A rose will plant by she in the garden”, the students should use past participle in passive sentence. It should be changed into “ A rose will be planted by her in the garden”.

#### 4) Error in Past Future Tense

In the sentence “her would not be call by you”, the students make error in the verb form also and the subject pronoun. The students still got difficulties to analyze the sentence. It should be changed into “She would not be called you”

#### 5) Error in Present Perfect Tense

The students made error in auxiliary. The students' answer is "English have been studied by in the classroom them". In this sentence, the students should use auxiliary "has" because the subject pronoun is singular. It should be changed into "English has been studied by them in my room".

#### 6) Error in Past Perfect Tense

In the sentence "her had been advised by them". The students made error in subject pronoun. The pronoun "her" in active sentence should be changed into "she" in passive sentence because the position is as a subject pronoun. It should be transformed into "She had been advised by her".

#### 7) Error in Future Continuous Tense

The students make error in verb form. In the sentence "A tree will be being cutted by them". The students should not add -ed in the verb of "cut", because the transformation of verb "cut" is constantly "cut" without adding - ed.

#### 8) Error in Past Future Perfect Tense

The students made error in the pronoun. In the sentence " you book would been have found by me", the students should use pronoun "you" in subject pronoun in passive sentence. It should be changed into "He shouldn't have been hit by you".

### 9) Error in Present Perfect Continuous Tense

The students made error in auxiliary. In the sentence “He have been being visited by his parents”, the students should use auxiliary “has”, because the subject pronoun is singular. It should be transformed into “He has been being visited by his parents”.

#### **d. Misordering**

##### 1). Error in Present Continuous Tense

In this tense, the students still confused to make good sentences. Many students made error in this tense. The students’ answer was “My book lended by you ”. It should be changed into “I am being lent a book by you”.

##### 2) Error in Present Perfect Tense

In the sentence “They have studied English in the classroom”, many students still got difficulties to structure it well. The students’ answer is “English have been studied by in my room them”. It should be transformed into “English has been studied by them in my room”.

##### 3) Error in Future Continuous Tense

In the sentence “A tree will been cuttibg by them”. It could be known that many students still do not understand well the structure of passive sentence. It should be changed into “A tree will be cut by them”.

##### 4) Error in Past Future Continuous Tense

In this tense, the students still confused to make good sentences. Many students made error in this tense. The students’ answer is “for would



be being looked by he his parents". It should be transformed into "His parents would be being looked for by him".

#### 5) Error in Past Future Perfect Tense

The students' answer is "a walk would have been invited by she him to take". It should be transformed into "He would have been invited by her to take a walk". From this sentence can be known that many students could not make good sentence.

### **B. The Causes of Error**

Most students often faced difficulties when they are in the process of learning a target language. It can be seen from the errors that they have made. The students made more proportional errors in omission. It is because the students do not apply the rules of passive sentence in the correct form. Mostly, the students do not understand how to form passive in the correct form.

Generally, the errors can be differentiated into interlanguage errors and intralingual. Interlanguage errors are caused by the interference of students' native language . Intralingual errors are caused by the errors those reflecting common specific rule restrictions, which are studied by the students. Based on Richard in Ellis, there are caused of errors, those are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.

The first possible cause of errors related to the use of passive sentence made by students is overgeneralization. Richard states that

overgeneralization covers instances where the learners create a deviant structure on the basis of his experience of other structure in the target language. In this case, the students have learnt a rule of forming passive. The pattern of passive sentence is *be + V3 (past participle)*. The students predict that passive can be made by adding *-ed* on the V3. It happens because most of verbs are categorized into regular verbs. While, the irregular ones have certain rules to make past participle. Mostly, in this study the students forget to add *-be* when the students are constructed passive sentence. When the students use modal or future to construct passive sentence, they should use the correct form, which is *modals + be + past participle* to make passive voice. When the students write “will looked”. They overgeneralized the rule, since “will” is modal or future. So, the students should add *- be* after the modals.

The second cause is ignorance of rule restriction. Based on Richard, it covers when learners do not apply the rules to the text. It is because the learners' failure to observe the restriction of existence of structure. As in the passive voice “The flowers is shown by her in the garden” and “She will invited into his house by him”. These examples show that the learners do not apply the rule correctly. In the first example, the students use to be “is” to construct the passive voice. Whereas, the correct to be that should the students use is “are” because the subject in passive sentence is plural. The correct sentence as follows “The flowers are shown by her in the garden”. While the second example, the students

should put auxiliary “be”. It because the modals followed by “be + past participle”.

The third cause is incomplete application of rules. Based on Richard states that the deviancy of structures represent the degree of developmental of the rules required to produce acceptable utterances. In this case, the learners neglect the rules of the target language in answering or giving response to the teacher’s question due to their incomplete knowledge of the target language. Such as in the passive voice “You tough Mathematic by her” and “My job would be done her”. This examples show that the learners do not apply the rules correctly. In the first sentence, the students omit to be “were”. In this case, the students should use to be “were”, because in the rule of passive sentence is “be + past participle”. While, in the second example, the students omit “by”. The students should use “by” after past participle, because it is as object agent in passive sentence.

The fourth one is false concept hypothesis. Based on Richard, the learners’ errors are devided from faulty comprehension of distinction in the target language. In this case, the students might feel that they apply the correct forms, whereas they failed to understand the construction of passive sentence. They confuse to analyze the part of speech in active sentence to be changed in passive sentence. So, they sometimes confuse to make good sentences in passive. The most frequent students’ error in this research is in simple future. Many students still omit auxiliary “be” and

the use of verb form. This is incorrect because the modal “will” must be followed by auxiliary “be”, which is *modals + be + past participle* to make passive voice. Therefore, the sentence “His house will invite by him” should be changed “His house will be invited by him”.

The result of the errors that students made, it shows that in learning English they still get difficulties. The analysis has been done carefully to know how the students acquire and learn the second language. It shows that the students might tend to use certain rules, which they know and fail to apply the other rules. In this case, dealing with the ability to construct passive sentence. The students often forget to add –be before past participle. They only concern to add –ed and fail to apply the other rules, irregular past participle which should be used in well structured. Besides, in this study, the students do not enough time in doing writing because they were asked to finish their work in this class in limited time. That’s why, the students could not focus on the form and accuracy. In addition, because the students have limited knowledge, most of them make grammatical error particularly on constructing passive sentence. Moreover, the causes of the errors in this research has been explained that the causes are not from the students’ pronouncement or through the questionnaire as like other researchers done but the causes of the errors in this research is from the completeness of the researcher carefulness which is proven based on Richard theory that he classified the causes of the errors in four types, those are over-generalization, ignorance of rule

restriction, incomplete application of rules, and false concept hypothesis. From this type of the causes, the researcher can know the result of the causes that the students made in passive voice lesson and describe it based on the result as explanation above.

### **C. The Solutions for The Students' Errors in Passive Voice**

Based on many errors that have been made by the students, the writer has solution to overcome the students error is by giving exercise or worksheet to the students because many students get difficulties to learn second language and most of them still have limited knowledge and grammatical errors on constructing passive sentence. Giving exercise or worksheet can raise the students' involvement in writing and help students to master passive voice. This encourages them to try things out for themselves and succeed at passive voice quickly. It motivates the students to do the best in writing.

Besides, the teacher should give students understanding and practicing continually. Many effective teachers set high standard for students. They also articulate goals in their teaching. The students should know what they will learn and what they will be expected to do with what they have known. Practicing enables the students to recognize the parts of speech and use the function of grammar passive voice both in written and spoken. To know the result of the students' achievement, they are tested based on the difficulties level of the students.

In addition, the teacher has to give feedback in his students' writing by marking their writing right or wrong, possibly penciling in the correct sentences for them to study, responding to the students' work or giving comments. Moreover, the most important aspect while giving feedback is adopting a positive attitude to students' writing because the purpose of feedback is to be helpful not criticize. While marking mechanically the teacher may not realize that they are showing the students only his mistakes-negative points. If the student receives only negative feedback, the teacher may easily be discouraged from trying to form complex structures and using vocabulary. However, feedback sessions can be a beneficial experience for the students if the teacher shows the strong points as well.

In this possible solutions, the researcher gives her argument to overcome the students' errors in passive voice because it is as responding toward the types of errors and contributing the causes concern with the students' difficulties that they faced in passive voice lesson. That's way, the researcher gives the solution to solve the teacher's problem in order to he/she can choose and also modify the teaching technique by himself and make it more appropriate with the situation of his class. The teacher is also expected to minimize the students' difficulties in passive voice lesson. So, the students can anticipate or avoid doing the some errors in further learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions according to the result of analysis.

#### **A. Conclusion**

##### **1. Types of Errors**

Based on the tenses, the highest errors is happened on present perfect continuous tense which is occurred 40 times or 14.87 %. It is followed by future continuous tense which is occurred 38 times or 14.12 %. Then in sequence, present continuous tense and past continuous tense 36 times or 13.38 %, past future perfect tense 25 times or 9.29 %, present perfect tense 24 times or 8.92 %, simple past tense and future perfect tense 15 times or 5.58 %, past future tense 13 times or 4.83 %, past perfect tense 11 times or 4.09 %, simple present tense 10 times or 3.72 %, and simple future tense 6 times or 2.23 %.

##### **2. Causes of Errors**

Based on data analysis, the writer found out the errors that the students` have made belong to both interlanguage and intralingual errors. In the intralingual errors, this study finds out some of the possible causes of errors. Those are *overgeneralization*, *ignorance of rule restriction*, *incomplete application of rules*, and *false concept hypothesis*. The most

frequently causes are *Ignorance of rule restriction* and *incomplete application of rules*. It means that the students misuse the correct verbs. They use V1 or V2 with incorrect writing and also omit the auxiliary to the form of passive sentence. Besides, the interference of the first language into the second language is also cause the errors.

## **B. Suggestion**

Based on conclusion above, the writer tried to give suggestions to the teacher and the students as follows:

### **1. To the teachers**

First, by knowing the errors that the students' made, the teacher should predict and use more effective teaching methods in the class. The teacher should not only give more exercises to the students because it can make them bored. To attract the students' attention, the teacher may give more interesting teaching methods such as inserting games within teaching and learning process, especially in teaching passive voice

Second, the teacher may use debate, music, dialogs, drama, role-plays and a variety of other typical classroom activities in application of suggestopedia to foreign language learning.

Third, to get the students' comprehension in the learning process, the teacher may also use simple teaching methods such as writing story which includes passive voice.



Fourth, the teacher should use active learning methods such as work in pairs, grouping or team and so on, to make students familiar with the English lesson.

## **2. To the students**

First, The students should pay more attention to the English grammar usage by doing many practices and more open mind to discuss and receive any opinions or critics from other friends related to their writings.

Second, The students should learn more from the errors they have made in order to avoid doing the some errors in the further learning.

Third, The students realize that in actuality, the mastery of grammar, vocabulary, pronunciation, sentences, and tenses of the target language will support the mastery of the target language it self to have the better competence of target language (English).

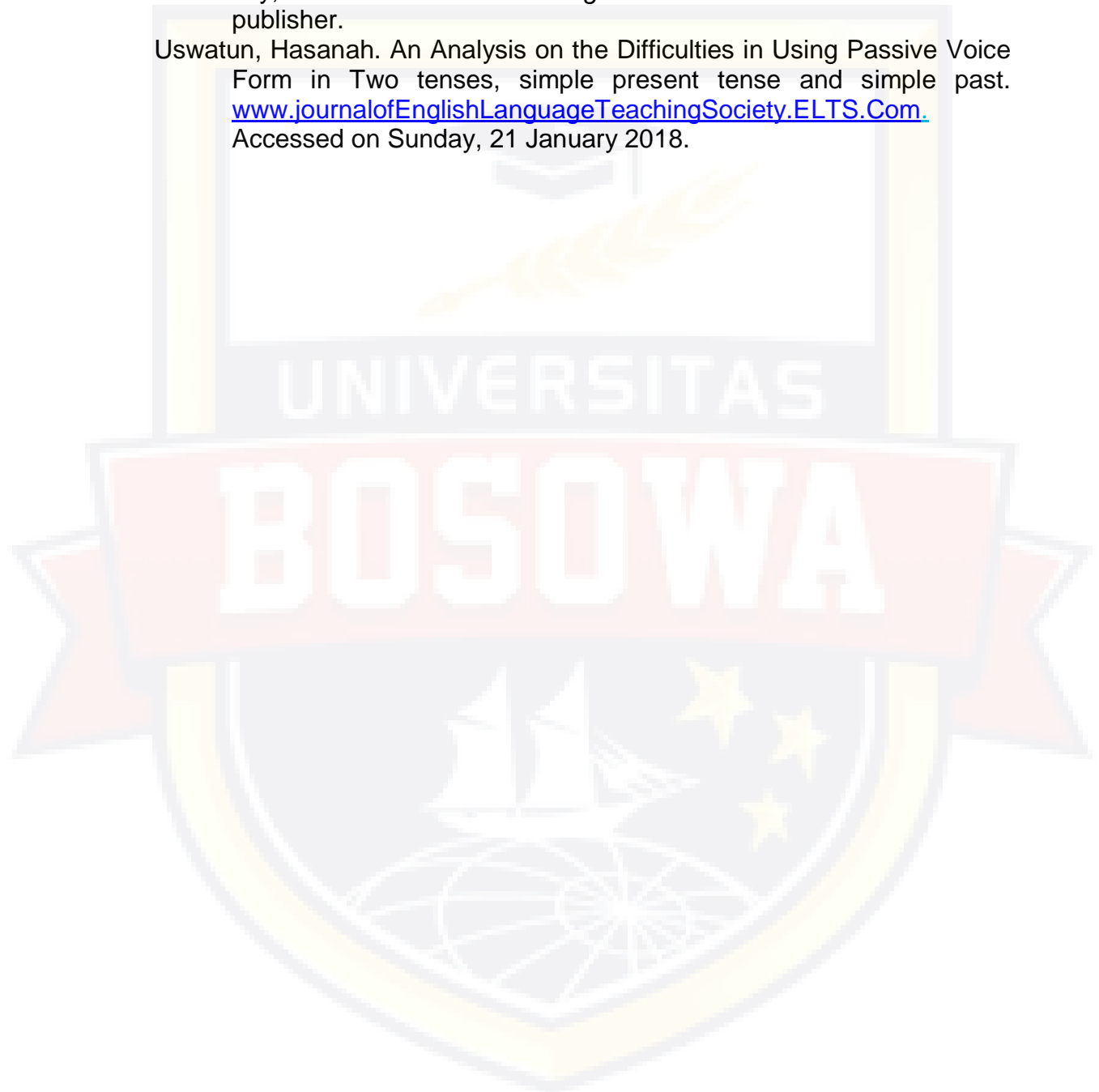
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## Appendix 1 student's tests

Student's Name :

Class :

1. He picks the apple

Answer :

2. She would have invited him to take a walk

Answer :

3. He asked the students a very difficult question

Answer :

4. They are watering the flowers

Answer :

5. He was typing an article

Answer :

6. She shows the flower in the garden

Answer :

7. They told her to be quick

Answer :

8. They will be building a house

Answer :

9. A cat will have killed a mouse

Answer :

10. They have studied English in the classroom

Answer :

11. She has taken my money on the table

Answer :

12. I would have found your book

Answer :

13. They will be cutting a tree

Answer :

14. You would not help her

Answer :

15. He was selling my car

Answer :

16. He would read a comic

Answer :

17. They will have bought television

Answer :

18. Charlie will send a letter to them

Answer :

19. You are lending me a book

Answer :

20. She will plant a rose in the garden

Answer :

21. He drew many pictures

Answer :

22. They were advising her

Answer :

23. He has been eating salt fish

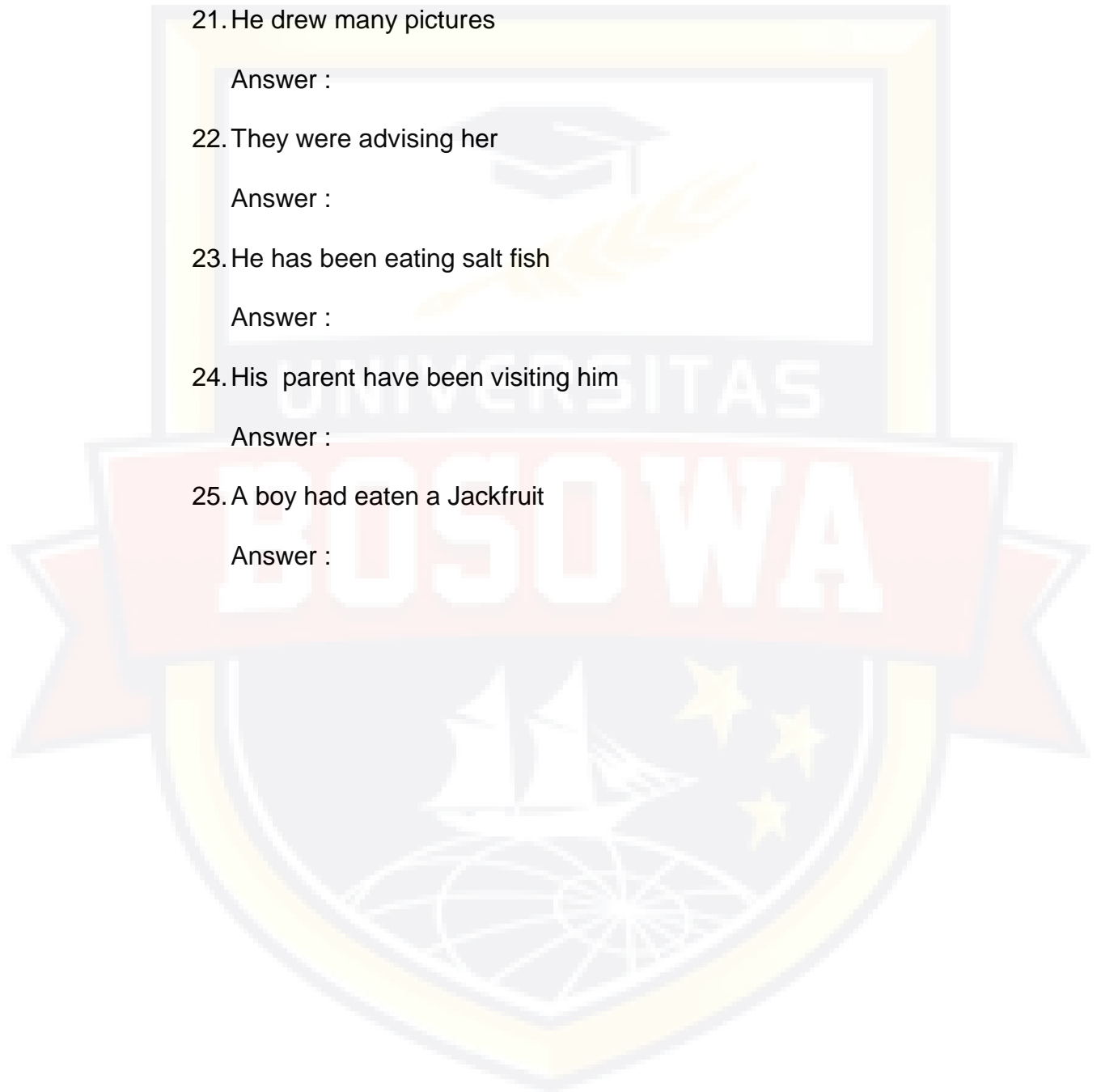
Answer :

24. His parent have been visiting him

Answer :

25. A boy had eaten a Jackfruit

Answer :



Affendix 2 The Result of The Students Test in Changing Active  
to Passive Voice in Simple Present Tense

Nu	Name of The Student	Question Nu. 1	Question Nu. 6
1	Ade Aryanti	Correct	Correct
2	Arfah	Correct	Correct
3	Asriana	Correct	Correct
4	Chairila Arun Putra	Correct	Correct
5	Diki Meldianto	Correct	Correct
6	Fahri Kafrika Umar	Correct	Correct
7	Fajar Ardi Utomo	Correct	Incorrect
8	Firdayanti	Correct	Correct
9	Fitriani	Correct	Correct
10	Habibi Umar Tiro	Correct	Correct
11	Hasnah	Incorrect	Correct
12	Hasma	Correct	Correct
13	Irma Lestari	Correct	Incorrect
14	Karmila	Correct	Correct
15	Klarisa	Correct	Correct
16	Nur Andini	Correct	Correct
17	Nur Azizah	Correct	Correct
18	Nur Azzahra Zalzabila	Correct	Correct
19	Nurlela N	Correct	Incorrect
20	Nur Hikmal Asyuni	Correct	Correct
21	Nur Indah Sari	Correct	Correct
22	Resky Ramadhani	Correct	Incorrect
23	Richard Dwi Agung	Incorrect	Incorrect
24	Sherina Aprilia Damayanti	Correct	Incorrect
25	Sindi Klaudia	Correct	Incorrect
26	Sri Rahayu R	Correct	Incorrect
27	Sutireski Ibrahim	Correct	Correct
28	St. Aisyah Basri	Correct	Correct
29	Wisnu Resky Apriliansyah	Correct	Correct
30	Wawan	Correct	Correct

Affendix 3 The Result of The Students Test in Changing Active  
to Passive Voice in Simple past Tense

Nu	Name of The Student	Question Nu 3	Question Nu 7	Question Nu. 21
1	Ade Aryanti	Correct	Correct	Correct
2	Arfah	Correct	Correct	Correct
3	Asriana	Incorrect	Correct	Correct
4	Chairila Arun Putra	Correct	Correct	Correct
5	Diki Meldianto	Correct	Incorrect	Correct
6	Fahri Kafrika Umar	Correct	Correct	Correct
7	Fajar Ardi Utomo	Correct	Correct	Incorrect
8	Firdayanti	Correct	Correct	Correct
9	Fitriani	Correct	Incorrect	Correct
10	Habibi Umar Tiro	Correct	Correct	Correct
11	Hasnah	Incorrect	Correct	Correct
12	Hasma	Correct	Correct	Correct
13	Irma Lestari	Correct	Correct	Correct
14	Karmila	Correct	Correct	Correct
15	Klarisa	Incorrect	Incorrect	Correct
16	Nur Andini	Correct	Correct	Correct
17	Nur Azizah	Correct	Correct	Correct
18	Nur Azzahra Zalzabila	Incorrect	Correct	Correct
19	Nurlela N	Incorrect	Correct	Correct
20	Nur Hikmal Asyuni	Correct	Correct	Correct
21	Nur Indah Sari	Correct	Correct	Incorrect
22	Resky Ramadhani	Correct	Correct	Correct
23	Richard Dwi Agung	Correct	Correct	Incorrect
24	Sherina Aprilia Damayanti	Correct	Correct	Correct
25	Sindi Klaudia	Incorrect	Correct	Incorrect
26	Sri Rahayu R	Correct	Correct	Correct
27	Sutireski Ibrahim	Correct	Incorrect	Correct
28	St. Aisyah Basri	Correct	Correct	Correct
29	Wisnu Resky Apriansyah	Correct	Correct	Correct
30	Wawan	Incorrect	Correct	Correct



Affendix 4 The Result of The Students Test in Changing Active  
To Passive Voice in Present Continuous Tense

Nu	Name of The Student	Question Nu. 4	Question Nu. 19
1	Ade Aryanti	Incorrect	Incorrect
2	Arfah	Correct	Incorrect
3	Asriana	Incorrect	Incorrect
4	Chairila Arun Putra	Correct	Correct
5	Diki Meldianto	Incorrect	Incorrect
6	Fahri Kafrika Umar	Correct	Correct
7	Fajar Ardi Utomo	Correct	Correct
8	Firdayanti	Incorrect	Incorrect
9	Fitriani	Correct	Correct
10	Habibi Umar Tiro	Incorrect	Incorrect
11	Hasnah	Incorrect	Correct
12	Hasma	Incorrect	Incorrect
13	Irma Lestari	Corrcet	Correct
14	Karmila	Incorrect	Incorrect
15	Klarisa	Incorrect	Incorrect
16	Nur Andini	Correct	Incorrect
17	Nur Azizah	Correct	Correct
18	Nur Azzahra Zalzabila	Correct	Correct
19	Nurlela N	Incorrect	Incorrect
20	Nur Hikmal Asyuni	Incorrect	Incorrect
21	Nur Indah Sari	Incorrect	Incorrect
22	Resky Ramadhani	Corrcet	Correct
23	Richard Dwi Agung	Incorrect	Correct
24	Sherina Aprilia Damayanti	Correct	Incorrect
25	Sindi Klaudia	Incorrect	Correct
26	Sri Rahayu R	Incorrect	Incorrect
27	Sutireski Ibrahim	Incorrect	Incorrect
28	St. Aisyah Basri	Incorrect	Incorrect
29	Wisnu Resky Apriliansyah	Correct	Incorrect
30	Wawan	Correct	Incorrect

Affendix 5 The Result of The Students Test in Changing Active  
to Passive Voice in past continuous Tense

Nu	Name of The Student	Question Nu. 5	Question Nu. 15	Question Nu 22
1	Ade Aryanti	Correct	Correct	Correct
2	Arfah	Correct	Incorrect	Correct
3	Asriana	Correct	Incorrect	Correct
4	Chairila Arun Putra	Correct	Correct	Correct
5	Diki Meldianto	Incorrect	Correct	Incorrect
6	Fahri Kafrika Umar	Correct	Incorrect	Incorrect
7	Fajar Ardi Utomo	Correct	Correct	Incorrect
8	Firdayanti	Correct	Correct	Incorrect
9	Fitriani	Correct	Incorrect	Correct
10	Habibi Umar Tiro	Incorrect	Incorrect	Correct
11	Hasnah	Correct	Incorrect	Correct
12	Hasma	Correct	Correct	Correct
13	Irma Lestari	Correct	Correct	Incorrect
14	Karmila	Correct	Correct	Incorrect
15	Klarisa	Incorrect	Incorrect	Incorrect
16	Nur Andini	Correct	Correct	Correct
17	Nur Azizah	Correct	Incorrect	Correct
18	Nur Azzahra Zalzabila	Correct	Incorrect	Correct
19	Nurlela N	Correct	Correct	Correct
20	Nur Hikmal Asyuni	Incorrect	Incorrect	Incorrect
21	Nur Indah Sari	Incorrect	Correct	Incorrect
22	Resky Ramadhani	Correct	Correct	Incorrect
23	Richard Dwi Agung	Correct	Correct	Incorrect
24	Sherina Aprilia Damayanti	Incorrect	Correct	Incorrect
25	Sindi Klaudia	Correct	Correct	Incorrect
26	Sri Rahayu R	Incorrect	Correct	Incorrect
27	Sutireski Ibrahim	Correct	Incorrect	Incorrect
28	St. Aisyah Basri	Correct	Correct	Correct
29	Wisnu Resky Apriliansyah	Incorrect	Incorrect	Incorrect
30	Wawan	Correct	Correct	Correct

Affendix 6 The Result of The Students Test in Changing Active  
to Passive Voice in Simple Future Tense

Nu	Name of The Student	Question Nu.18	Question Nu. 20
1	Ade Aryanti	Incorrect	Incorrect
2	Arfah	Correct	Correct
3	Asriana	Correct	Correct
4	Chairila Arun Putra	Correct	Correct
5	Diki Meldianto	Incorrect	Incorrect
6	Fahri Kafrika Umar	Correct	Correct
7	Fajar Ardi Utomo	Correct	Correct
8	Firdayanti	Correct	Correct
9	Fitriani	Correct	Correct
10	Habibi Umar Tiro	Correct	Correct
11	Hasnah	Correct	Correct
12	Hasma	Correct	Correct
13	Irma Lestari	Correct	Correct
14	Karmila	Correct	Correct
15	Klarisa	Correct	Correct
16	Nur Andini	Correct	Correct
17	Nur Azizah	Correct	Correct
18	Nur Azzahra Zalzabila	Correct	Correct
19	Nurlela N	Correct	Correct
20	Nur Hikmal Asyuni	Correct	Correct
21	Nur Indah Sari	Correct	Correct
22	Resky Ramadhani	Correct	Correct
23	Richard Dwi Agung	Correct	Correct
24	Sherina Aprilia Damayanti	Correct	Correct
25	Sindi Klaudia	Correct	Correct
26	Sri Rahayu R	Incorrect	Incorrect
27	Sutireski Ibrahim	Correct	Correct
28	St. Aisyah Basri	Correct	Correct
29	Wisnu Resky Apriliansyah	Correct	Correct
30	Wawan	Correct	Correct

Affendix 7 The Result of The Students Test in Changing Active  
to Passive Voice in Past Future Tense

Nu	Name of The Student	Question Nu. 14	Question Nu.16
1	Ade Aryanti	Incorrect	Incorrect
2	Arfah	Correct	Correct
3	Asriana	Correct	Correct
4	Chairila Arun Putra	Incorrect	Incorrect
5	Diki Meldianto	Correct	Correct
6	Fahri Kafrika Umar	Correct	Correct
7	Fajar Ardi Utomo	Incorrect	Correct
8	Firdayanti	Correct	Correct
9	Fitriani	Correct	Correct
10	Habibi Umar Tiro	Correct	Correct
11	Hasnah	Incorrect	Incorrect
12	Hasma	Incorrect	Incorrect
13	Irma Lestari	Correct	Correct
14	Karmila	Correct	Correct
15	Klarisa	Correct	Correct
16	Nur Andini	Correct	Correct
17	Nur Azizah	Incorrect	Correct
18	Nur Azzahra Zalzabila	Correct	Correct
19	Nurlela N	Correct	Correct
20	Nur Hikmal Asyuni	Correct	Correct
21	Nur Indah Sari	Incorrect	Incorrect
22	Resky Ramadhani	Correct	Correct
23	Richard Dwi Agung	Correct	Correct
24	Sherina Aprilia Damayanti	Correct	Correct
25	Sindi Klaudia	Correct	Correct
26	Sri Rahayu R	Correct	Correct
27	Sutireski Ibrahim	Correct	Incorrect
28	St. Aisyah Basri	Correct	Correct
29	Wisnu Resky Apriliansyah	Correct	Correct
30	Wawan	Correct	Correct

Affendix 8 The Result of The Students Test in Changing Active  
to Passive Voice in Present Perfect Tense

Nu	Name of The Student	Question Nu. 10	Question Nu.11
1	Ade Aryanti	Correct	Correct
2	Arfah	Correct	Correct
3	Asriana	Correct	Correct
4	Chairila Arun Putra	Correct	Correct
5	Diki Meldianto	Correct	Correct
6	Fahri Kafrika Umar	Incorrect	Incorrect
7	Fajar Ardi Utomo	Incorrect	Incorrect
8	Firdayanti	Incorrect	Incorrect
9	Fitriani	Correct	Correct
10	Habibi Umar Tiro	Correct	Correct
11	Hasnah	Incorrect	Incorrect
12	Hasma	Correct	Correct
13	Irma Lestari	Incorrect	Incorrect
14	Karmila	Correct	Correct
15	Klarisa	Incorrect	Incorrect
16	Nur Andini	Correct	Correct
17	Nur Azizah	Correct	Correct
18	Nur Azzahra Zalzabila	Correct	Correct
19	Nurlela N	Correct	Incorrect
20	Nur Hikmal Asyuni	Incorrect	Correct
21	Nur Indah Sari	Incorrect	Correct
22	Resky Ramadhani	Correct	Incorrect
23	Richard Dwi Agung	Correct	Incorrect
24	Sherina Aprilia Damayanti	Incorrect	Incorrect
25	Sindi Klaudia	Correct	Correct
26	Sri Rahayu R	Incorrect	Correct
27	Sutireski Ibrahim	Incorrect	Correct
28	St. Aisyah Basri	Incorrect	Incorrect
29	Wisnu Resky Apriliansyah	Correct	Incorrect
30	Wawan	Correct	Incorrect

Affendix 9 The Result of The Students Test in Changing Active  
to Passive Voice in Past Perfect Tense

Nu	Name Of The Student	Question Nu. 25
1	Ade Aryanti	Incorrect
2	Arfah	Correct
3	Asriana	Correct
4	Chairila Arun Putra	Correct
5	Diki Meldianto	Correct
6	Fahri Kafrika Umar	Incorrect
7	Fajar Ardi Utomo	Incorrect
8	Firdayanti	Incorrect
9	Fitriani	Correct
10	Habibi Umar Tiro	Correct
11	Hasnah	Incorrect
12	Hasma	Correct
13	Irma Lestari	Correct
14	Karmila	Correct
15	Klarisa	Correct
16	Nur Andini	Incorrect
17	Nur Azizah	Incorrect
18	Nur Azzahra Zalzabila	Correct
19	Nurlela N	Correct
20	Nur Hikmal Asyuni	Incorrect
21	Nur Indah Sari	Correct
22	Resky Ramadhani	Correct
23	Richard Dwi Agung	Correct
24	Sherina Aprilia Damayanti	Incorrect
25	Sindi Klaudia	Incorrect
26	Sri Rahayu R	Correct
27	Sutireski Ibrahim	Correct
28	St. Aisyah Basri	Correct
29	Wisnu Resky Apriliansyah	Correct
30	Wawan	Incorrect

Affendix 10 The Result of The Students Test in Changing Active  
to Passive Voice in Future Continuous Tense

Nu	Name of The Student	Question Nu. 8	Question Nu 13
1	Ade Aryanti	Incorrect	Incorrect
2	Arfah	Incorrect	Incorrect
3	Asriana	Correct	Correct
4	Chairila Arun Putra	Correct	Correct
5	Diki Meldianto	Correct	Correct
6	Fahri Kafrika Umar	Incorrect	Incorrect
7	Fajar Ardi Utomo	Incorrect	Incorrect
8	Firdayanti	Incorrect	Incorrect
9	Fitriani	Correct	Correct
10	Habibi Umar Tiro	Incorrect	Incorrect
11	Hasnah	Incorrect	Incorrect
12	Hasma	Correct	Correct
13	Irma Lestari	Incorrect	Incorrect
14	Karmila	Incorrect	Incorrect
15	Klarisa	Correct	Correct
16	Nur Andini	Incorrect	Incorrect
17	Nur Azizah	Incorrect	Incorrect
18	Nur Azzahra Zalzabila	Correct	Correct
19	Nurlela N	Incorrect	Incorrect
20	Nur Hikmal Asyuni	Correct	Correct
21	Nur Indah Sari	Correct	Correct
22	Resky Ramadhani	Incorrect	Incorrect
23	Richard Dwi Agung	Incorrect	Incorrect
24	Sherina Aprilia Damayanti	Incorrect	Incorrect
25	Sindi Klaudia	Incorrect	Incorrect
26	Sri Rahayu R	Incorrect	Incorrect
27	Sutireski Ibrahim	Correct	Correct
28	St. Aisyah Basri	Incorrect	Incorrect
29	Wisnu Resky Apriliansyah	Correct	Correct
30	Wawan	Incorrect	Incorrect

Affendix 11 The Result of The Students Test in Changing Active  
to Passive Voice in Future Perfect Tense

Nu	Name of The Student	Question Nu. 9	Question Nu.17
1	Ade Aryanti	Correct	Correct
2	Arfah	Correct	Correct
3	Asriana	Incorrect	Incorrect
4	Chairila Arun Putra	Correct	Correct
5	Diki Meldianto	Correct	Correct
6	Fahri Kafrika Umar	Correct	Correct
7	Fajar Ardi Utomo	Correct	Correct
8	Firdayanti	Correct	Correct
9	Fitriani	Correct	Correct
10	Habibi Umar Tiro	Correct	Correct
11	Hasnah	Incorrect	Incorrect
12	Hasma	Incorrect	Incorrect
13	Irma Lestari	Correct	Correct
14	Karmila	Correct	Correct
15	Klarisa	Incorrect	Incorrect
16	Nur Andini	Correct	Correct
17	Nur Azizah	Correct	Correct
18	Nur Azzahra Zalzabila	Incorrect	Incorrect
19	Nurlela N	Incorrect	Incorrect
20	Nur Hikmal Asyuni	Incorrect	Incorrect
21	Nur Indah Sari	Correct	Correct
22	Resky Ramadhani	Correct	Correct
23	Richard Dwi Agung	Correct	Correct
24	Sherina Aprilia Damayanti	Correct	Correct
25	Sindi Klaudia	Correct	Correct
26	Sri Rahayu R	Incorrect	Correct
27	Sutireski Ibrahim	Correct	Correct
28	St. Aisyah Basri	Correct	Correct
29	Wisnu Resky Apriliansyah	Correct	Correct
30	Wawan	Correct	Correct



Affendix 12 The Result of The Students Test in Changing Active  
to Passive Voice in Past Future Perfect Tense

Nu	Name of The Student	Question Nu. 2	Question Nu.12
1	Ade Aryanti	Correct	Correct
2	Arfah	Corect	Correct
3	Asriana	Correct	Correct
4	Chairila Arun Putra	Incorect	Incorrect
5	Diki Meldianto	Correct	Correct
6	Fahri Kafrika Umar	Incorrect	Incorrect
7	Fajar Ardi Utomo	Correct	Correct
8	Firdayanti	Corect	Correct
9	Fitriani	Incorect	Incorrect
10	Habibi Umar Tiro	Correct	Incorrect
11	Hasnah	Corect	Correct
12	Hasma	Correct	Correct
13	Irma Lestari	Incorrect	Incorrect
14	Karmila	Correct	Correct
15	Klarisa	Incorect	Incorrect
16	Nur Andini	Correct	Correct
17	Nur Azizah	Incorect	Incorrect
18	Nur Azzahra Zalzabila	Incorrect	Incorrect
19	Nurlela N	Correct	Correct
20	Nur Hikmal Asyuni	Incorrect	Incorrect
21	Nur Indah Sari	Incorrect	Correct
22	Resky Ramadhani	Incorect	Correct
23	Richard Dwi Agung	Correct	Correct
24	Sherina Aprilia Damayanti	Incorect	Incorrect
25	Sindi Klaudia	Correct	Correct
26	Sri Rahayu R	Incorect	Incorrect
27	Sutireski Ibrahim	Incorrect	Incorrect
28	St. Aisyah Basri	Correct	Correct
29	Wisnu Resky Apriliansyah	Correct	Correct
30	Wawan	Correct	Correct

Affendix 13 The Result of The Students Test in Changing Active  
to Passive Voice in Present Perfect Continuous Tense

Nu	Name of The Student	Question Nu. 23	Question Nu. 24
1	Ade Aryanti	Incorrect	Incorrect
2	Arfah	Incorrect	Correct
3	Asriana	Incorrect	Incorrect
4	Chairila Arun Putra	Correct	Incorrect
5	Diki Meldianto	Correct	Incorrect
6	Fahri Kafrika Umar	Incorrect	Incorrect
7	Fajar Ardi Utomo	Incorrect	Correct
8	Firdayanti	Correct	Correct
9	Fitriani	Incorrect	Incorrect
10	Habibi Umar Tiro	Incorrect	Incorrect
11	Hasnah	Correct	Correct
12	Hasma	Correct	Incorrect
13	Irma Lestari	Incorrect	Incorrect
14	Karmila	Correct	Incorrect
15	Klarisa	Incorrect	Correct
16	Nur Andini	Incorrect	Incorrect
17	Nur Azizah	Correct	Correct
18	Nur Azzahra Zalzabila	Correct	Incorrect
19	Nurlela N	Incorrect	Incorrect
20	Nur Hikmal Asyuni	Correct	Correct
21	Nur Indah Sari	Incorrect	Incorrect
22	Resky Ramadhani	Incorrect	Incorrect
23	Richard Dwi Agung	Incorrect	Incorrect
24	Sherina Aprilia Damayanti	Incorrect	Incorrect
25	Sindi Klaudia	Correct	Incorrect
26	Sri Rahayu R	Correct	Incorrect
27	Sutireski Ibrahim	Incorrect	Incorrect
28	St. Aisyah Basri	Incorrect	Incorrect
29	Wisnu Resky Apriliansyah	Correct	Incorrect
30	Wawan	Incorrect	Correct

## Appendix 14 Documentation



Picture 1 : the students started to do the test



Picture B : The students were doing the test



Picture 3 : The writer was looking the students doing the test



Picture 4 : the students were still doing the test

**BOSOWA**

