CHAPTER I

INTRODUCTION

1.1 Background of the Study

Passive voice is a voice that indicates that subject is the patient or recipient of the action denoted by the verb, or passive voice is a grammatical construction (a "voice") in which the subject of a sentence or clause denotes the recipient of the action rather than the performer. Ed swick (2005:49) says that Passive voice is a structure that allows you to make a statement without knowing who performed the action of sentence.

Passive voice, sometimes called passive sentence, is usually used by speaker of a languages written or spoken, in communication. The aim of using it is to show that the action is more important than the doer of an action. Language (Wasson, 1966:5) is the supreme means of formulating and expressing thought. Human communicates by producing sounds or the combination of words which represent the object ideas and emotions of human thought. While Crystal (1980:202) states, “language is a particular variety or level of speech or writing and people use language for special purpose”.

Based on Wasson and Crystal ideas we can conclude that the main function of language is to communicate with others. The communication can reach its goal when the language used is understood by the communicants, listeners and speakers.
Language plays an important role not only in communication but also in education, especially in the process of teaching and learning. In communication and education, we usually use our mother tongue or first language. Richards (1985:106) says that first language is a person’s mother tongue or the language acquired first. The first language may be used to communicate with family members. Other people of the same ethnic group or it is the language of the country where we are living. But we will face some problems when we have to speak in or learn the other languages which are different from our first language. Therefore, we need to learn Second language.

The word “Second” in Second Language Acquisition may refer to any language that is learned subsequently to mother tongue on first language. Our mother tongue is Indonesian language while other language that we want to learn is called Second Language. Selinker (1994:6) says that Second Language Acquisition and Second Language learning are interchangeably, irrespective of whether conscious or subconscious. There are probable mistakes and errors in studying second language.

Cambridge Dictionary ([www.dictionary.com](http://www.dictionary.com)) defines Errors as an act, assertion, or belief that unintentionally deviates from what is correct, right, or true: the condition of having incorrect or false knowledge; the act or instance of deviating from an accepted code of behavior. While Ellis (1997:17) says, “Errors reflect gaps in a learners knowledge: they occur because the learner does not know what is correct.”
Strevens (1969) in Richards (1974:4) hypothesized that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. He conjectured that if a regular pattern of errors could be observed in the performance of all learners in a given solution, and if a learner were seen to progress though this pattern, his errors could be taken as evidence not of failure but success and achievement in learning.

Brown (1987:204) cites that learners do make errors and these errors can be observed, analyzed and classified to reveal something of system operating within the learner lead to a surge of study of learner’s errors called errors analysis. The term “errors analysis” in second language acquisition means the investigating of Second Language Acquisition by collecting and describing samples of leaner’s language.

Ellis (1985:296) says that errors analysis is a procedure used by both researcher and teacher. It involves collecting samples of learner’s language. Identifying the error in sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness. While Richards in Longman dictionary of applied Linguistics (1985:96) defines errors analysis is the study and analysis of the errors made by second and foreign language learners. Errors analysis may carried out in order to find out how well someone knows a language, how a person learns language, and to obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching material.
Another concept of error analysis is given by Brown (1980:166). He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. It seems this concept is the same as the one proposed by Crystal (1987:112) who says that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

The three definitions above clarify that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing, which should be noticed is the procedure of error analysis.

Cause of errors (Norrish, 1983:21-26) is classified into three types: (1) Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and or style of presentation do not suit him, (2) First language is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new one, and (3) Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.
Richards in his article “Error Analysis and Second language Strategies” (in Schummann and Stenson, 1978:32) classifies sources of errors into: (1) interference that is an error resulting from the transfer of grammatical and or stylistic elements from the source language to the target language, (2) overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply, (3) performance error, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion, (4) markers of transitional competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition), (5) strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so, and (6) teacher-induced error, that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.

Ellis (1997:15) says that there are four kinds of errors: (1) Omission is the error of leaving item that is required for an utterance to be considered grammatical, (2) misinformation is the error of using one grammatical form in place of another grammatical form, (3) misordering is the error of putting the words in an utterance in the wrong order, and (4) overgeneralization is the error of using over grammatical form in an utterance.

The eleventh year students of MAN I Panyabungan are second language learners, because they study English based on our Government curriculum no. 412. As the second language learners, they will also make errors in using the
language, written or spoken, especially in using passive tenses. For examples: (1) A bridge *building* across the canal next year. The sentence is in the future tense, based on time signal used (next year). There is an error in this sentence. Since to make future sentence the formula /will + V1/ is needed in active form. While in passive form the formula is /will + be + V3/. Based on this rule students made error. So the right sentence is A bridge *will be built* across the canal next year. The kind of error is omission. (2) These buildings *is designed* by the architects from our firm. This sentence contains error. The error is subject verb agreement. Students use ‘is’ instead of ‘are’ in making passive sentence. The kind of error is overgeneralization. So the right sentence is “These buildings *are designed* by the architects from our firm”.

Researcher has considered that the object of this research is error made by eleventh year students of MAN I Panyabungan in making passive tenses. Since the purpose of this research is to study errors and to know what generally causing the students make errors.

Based on the explanation above, I am interested in doing research entitled “An Error Analysis in Using Passive Tenses made by Eleventh Year Students of MAN I Panyabungan”.

1.2. Scope of the Study

In this study, it is important to limit the scope of the analysis, that is the errors of using passive voice. Almost all tenses in English have passive voice. In this study I only discuss passive voice that covers: simple present tense, present
continuous tense, simple future and past tense. I chose the above tenses for students in grade two is still less understanding of other tenses, tenses, tenses which sample just so that I discussed here and most importantly they understand about the tense.

1.3. Problem of the Study

Related to that case and based on the background stated above, I formulated the problems of study as follows:

1. What kinds errors do students make in using passive tenses?

2. What is the most dominant errors in using passive tenses made by the students?

3. What are the errors characteristic made by the students in using passive tenses?

1.4. Objectives of the Study

The researcher tries to find out:

1. What kinds of errors made by the students of MAN I Panyabungan in using passive tenses.

2. The most dominant kind of errors made by the students of MAN I Panyabungan in using passive tenses.
3. The errors characteristic made by the students of MAN I Panyabungan in using passive tenses.

1.5. Significances of the Study

This thesis will give the readers clear information and understanding dealing with errors analysis. This research may also be useful for English teacher, both theoretical and practical purpose. Theoretical purpose is it is useful for developing teacher’s study. While practical purpose is after a systematic analysis, the teacher can determine the level of every learner and the knowledge that is still to be taught. In others words, it tells the teacher how far towards the goal the learner has progressed and what remains for him/her to learn. It can be also a feedback for the teacher reflecting how effective he/she is in his teaching style and what changes he/she has to make to reach higher performance from his/her students.

I also hope that the result of the research would be useful for other people who are interested in learning English to understand their problems and difficulties especially in using passive voice.