ANALYSIS ON THE DIFFICULTIES IN USING PASSIVE VOICE FORMS 
IN TWO TENSES: SIMPLE PRESENT AND SIMPLE PAST.

(A Case Study of the Tenth Year Students of SMA Miftahussa’adah Tangerang)

A “skripsi”

Presented to the Faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment 
of Requirements

for the Degree of S.Pd (Bachelor of Arts) in English Language Education

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER’S TRAINING

‘SYARIF HIDAYATULLAH’ STATE ISLAMIC UNIVERSITY

JAKARTA

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Approved by the Advisor;

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ABSTRACT

Hasanah, Uswatun. 2010. *Analysis on the Difficulties in Using Passive Voice Forms in Two Tenses: Simple Present and Simple Past (Case study of the twelfth year students of SMA Miftahussa’adah Kota Tangerang)*, Skripsi, English Education Department, Faculty of Tarbiya and Teachers Training, Syarif Hidayatullah Jakarta State Islamic University, Jakarta.

Advisor: Sunardi Kartowisastro, Drs. Dipl.Ed

Key words: Error analysis, Passive voice in simple present and simple past.

The aim of this study is to describe the objective condition about student’s error in using passive voice forms in two tenses simple present and simple past at second grade students of “SMA Miftahussa’adah kota Tangerang”. Based on the purpose the writer intends to answer this question “is the passive voice in simple present or in simple past the most difficult to students of SMA Miftahussa’adah and are the two tenses, simple present and simple past, the cause of their problem?”. In doing study the writer uses essay and multiple choice designs in form of qualitative. She analyzes the data to find out the kinds of error that the students’ made. The writer took the sample from the second grade students of SMA Miftahussa’adah kota Tangerang. There are 2 classes of the students which are divided into two specifications; the science class (IPA) and the social class (IPS), and the total population is about 49 students. The sample of this research is 49 students, which is divided into two classes; 25 students in class science and 24 in class social. The findings of the study are errors in using passive voice in two tenses in simple present and simple past. And the most students make errors in changing active sentence into passive voice in simple past and the errors are caused by interlingual where the learners make a rule based on their experience of other rules in the target language. The reasons why they made these errors are because of their lack knowledge on the use of tenses in passive voice form.

Based on the finding above, it is suggested the teacher should explain passive voice clearly and then give the students many exercises about forming passive voice especially in different tenses. Besides, the teacher should give more emphasis and attention to the materials which are quite difficult for the students. In fact, it can give more advantages on the student’s English proficiency. The teacher absolutely should master the material that will be taught to the students well and should enrich more techniques in teaching and should know the problems faced by students in learning English.
ACKNOWLEDGMENT

*Bismillahirahmanirrahim*

In the Name of Allah, The Beneficient the Merciful

All praises be to Allah SWT, Lord of the Universe, peace and blessing be upon the prophet Muhammad SAW, his family, his companions and all of his followers.

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Finally, the writer realizes that this “skripsi” is still far from being perfect. Any positive or constructive comments are welcome.

Jakarta, December 05, 2010

The writer
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BAB I

INTRODUCTION

A. Background of the Study

Language is the instrument of communication\(^1\), Language is a means of communicating among people and it also helps them to learn and share the experience with other people, we can talk and understand each other by using a language in the world communication, and we as a social human always needs a communication among each other. There are two kinds of communication, formal communication and informal communication. Formal communication usually uses written form while informal one mostly uses oral form. Each form has its own advantages and disadvantages. An advantage of written form is that the reader can read the information at a pace that suits them. A disadvantage of it is that we have no immediate response or feedback while in oral form we may have that one from which a person we communicate with.

Language also has important roles in intellectual, emotional, socialization and it is necessary to be mastered in the era of globalization. The need of mastering a foreign language, especially English as an in International language, is very urgent for Indonesia as a developing country to communicate with other countries that use

English language. In addition a foreign language provides great opportunities in work places which need foreign language ability.

So, it is very important to learn a foreign language, especially spoken English, that is getting more and more important. As a language which is used by more than a half of population in the world, either as a first or second language, English holds the key as an international language. English is also the key which opens door to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world. Moreover, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who don’t. Therefore, students need to understand and use English to confirm their confidence to face the effect of global competition.

Undoubtedly one of the international languages that have important role in the world is English. In schools of our country, English becomes one of the important subjects taught, even it includes as one of material of national examination. In Indonesia, English is considered to be the first foreign language and it becomes a compulsory subject to be learned by all students from the Elementary school or even in the kindergarten up to University level.

As we know, the goal of teaching English in Indonesia is to enable students to use English as a means of communication with other people. If the students want to have good mastery of English, they have to master of English skills. There are two skills which are taught in English, the first is language skills and the second is sub skills. The language skills are Listening, Speaking, Reading and Writing. The sub skills are Grammar, Vocabulary, Spelling and Pronunciation. Both of the skills are very important that should be mastered by the students to accomplish the basic language communication. Also those skills should be practiced, by students without separating each other.
English is different from Indonesian language, as every language has its own system, skills, and grammar, the difference between the grammars of those two languages, English and Indonesian may become one of the factors that can trigger students to make errors. The errors include inter-lingual and intra-lingual errors:

"Inter lingual error happens because the learner's native lingual habit (L1). Pattern, system, and rules-interfere to prevent him or her, to some extent, from acquiring the patterns and rules of the second language, intra-lingual error is an error caused by the language being learnt (L2). Thus, error can be caused by both L1 and L2".  

Meanwhile, students who learn English meet a number of problems, one of them is grammar. Some students think of grammar as rather boring subjects, when they learn English they try to avoid the grammar, because it is confusing and hard to understand. Students who are lack of knowledge in grammar, of course, will get confused why the verb of a sentence must change, either in present or past, beside that, they will also wonder why there is a sentence which is in passive form, etc. in order to make them not confused anymore, they have to master grammar. By mastering grammar, they will understand the rules and know how the sentences are constructed.

There are many aspects discussed in English grammar. One of them is passive voice. According to Dixon "the passive voice is formed by using the verb to be, used as an auxiliary and the past participle of the main verb". Azhar said that “passive voice is used when it is known or not important to know exactly who performs an action”.

---

In English, as in many other languages, the passive voice is a grammatical voice in which the subject receives the action of a transitive verb, passive voice emphasizes the process rather than the one who is performing the action, passive or passive verb; refers more generally to verb using this construction and the passages; that means it doesn’t have a one-word form, but consists of an auxiliary verb plus the past participle of the transitive verb. The auxiliary verb usually is a form of the verb, but other auxiliary verb, such as get, is sometimes used. The passive voice can be used in any number of tenses.

Students usually make mistakes or errors in using ‘to be (is, am, are, was, were, has, had, have been, has been being) as a main verb or auxiliary verb corresponded with the subjects as its attendance in a sentence. Therefore, when they change an active sentence into a passive one, they should be more careful with the transformation of “to be” because there is no such ‘to be” or auxiliary verb in their native language (Indonesian language) in “to be” transformation from the active voice to the passive one.

Hence in forming passive voice there are some students who may still make errors in the pattern, either in changing subjects and object or in using relative pronouns (and) by using the correct tenses forms.

Based on the description above, the writer intends to analyze some errors in making passive voice, using error analysis, especially simple present and simple past form, therefore, the title of the research is “Analysis on the Difficulties in Using Passive Voice Forms in two Tenses: Simple Present and Simple Past”.

B. Limitation of the Problem

To avoid misunderstanding and to clarify the problems, it is important to set some limitation of the problems. The research is focused on student’s errors in passive voice in two tenses, which are divided into the passive voice in the simple
present form and simple past. The writer limits the problem in learning passive voice at the second grade students of SMA Miftahussa’adah Tangerang.

C. Statement of The Problems

Based on the background above the writer conducted a study concerning the analysis the student's' errors in using passive voice in the tenses of present tense and past tense at Ten year students of SMA Miftahussa’adah Tangerang. The general question of this research is "The student's' errors using in passive voice in the tenses of simple present tense and simple past tense which is commonly used". This main question can be formulated into more specific question as follow:

Is the passive voice in simple present or in simple past the more difficult to students?

D. Objective of the study

The Purposes of the research are:

1. To clarify the errors of passive voice in simple present and simple past.
2. To describe the students' difficulties in using passive voice in simple present and simple past.

E. Significance of the Study

The finding results of this study are expected to be useful to provide both teacher and students with information about teaching and learning English as a local content at Ten year students of SMA Miftahussa’adah, and it is expected that these results can contribute to the capacity for all students who are still facing the problems in learning passive voice.

In addition, the writer hopes that this writing will be useful especially for herself in improving her own English, and in general, for English students and teachers at the school mentioned above, as well.
F. **Method of the Study**

The methods of the research and in collecting data are taken in two ways: Primary research and Secondary research.

1. **Primary Research:** This is used to collect data by taking some simple from the school. The ways to analyze this experiment are interview and test, and then the data will be analyzed.

2. **Secondary research:** that is used to find out some supporting material taken from theories related to the topic discussed.
A. ERROR

It is impossible that learners never make any errors in language learning process. Error is natural part of language learning. This is true of development of child’s first language as well as of second language learning by children and adult. To achieve the English acquisition, the students must get through some errors first then automatically they are supposed to learn from their own errors.

Actually, the learner’s errors do not always have feedback for themselves, the result of the test that they have produced is an evidence for the teachers of researchers in order to know how far the language is acquired. In learners' errors, the teacher will also know in which part of the subject matter that most students make errors and most students do not.

1. Definition of Error

There are many definitions of Error.

Making errors in learning language are made not only by L2 learners but also by children when they learn their first language (L1) even adult native speakers occasionally make errors. Such as Rod Ellis claims that, “L2 learners are
not alone in making errors, children learning their first language (L1) also make errors; even adults’ native speakers sometimes make errors”. ¹

Dullay defined error as the flawed side of learner speech or writing, they are those parts of conversation or composition that deviate from some selected norm of mature language performance.² It means that there is something wrong in norms of language performance; the making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without making errors.

Meanwhile Douglas Brown also stated that errors as a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learner. The key term in this definition is “interlanguage”. As someone learns a foreign language the errors she or he makes indicate her level of proficiency clearly, the errors of a beginner are different from the errors of advance a students, and what were once errors can become make mistakes.

When we talk about errors, we may also think about mistakes. Errors and mistakes are not the same; it is important to make difference between error and mistake, otherwise, some people still have misunderstanding about the definition of them. To clarify between error and mistakes, Rod Ellis says “Error reflects gaps in a learner’s knowledge; they occur because the learners does not know what is correct. While mistakes, reflects occasional lapses in performance they occur because in a particular instance, the learner is unable to perform what he or she knows.”³

Carl James stated “Errors cannot be self corrected until further relevant input has been provided and converted into intake by the learner, whereas,

¹ Rod Ellis, second language acquisition, (oxford:oxford university press 1977) p.17
² Heidi Dullay, Language two, (New York: Oxford University Press, 1982), P.138
mistake can only be corrected by their agent if their deviance is pointed out to him or her.4

From several statements above, we can take conclusion that error and mistake are different. Error is unacceptable and inappropriate forms caused by the learner’s lack of knowledge and because of their weakness in understanding the pattern the important things is we cannot avoid it. So if the students can not correct him when he was challenged, it means he made an error. But he made a mistake if he can correct himself when he was challenged because a mistake is caused by temporary lapses of memory, confusion, slips of the tongue and so on.

2. Causes of Errors

According to Norrish, error occurs for many reasons; one obvious cause is interference from the native language. In this case, a learner may make errors because he assumes that the target language and his native language are similar, but in fact, they are different. Another obvious cause is an incomplete knowledge of target language and the complexity of target language.

Native speakers make lapses when using their own language but these are different from the errors made by foreign language. In learning a foreign language the learner is influenced by his first language, but there are other psychological factor affecting the learner.

a. The learner does not necessarily learn what the teacher think he is teaching, since the learners processes the data presented to him by the teacher in his own way. This may be partly determined by the learner’s cultural background, his previous learning experience, his aptitude for language and his age.

b. Students have different learning strategies which respond to different teching techniques.

c. Personal factors outside the classroom may cause the learner to make redundant errors.

d. The learner’s motivation may be integrative or instrumental.

e. Pronunciation errors may relate to the learner’s personality and reluctant to identify with the native speakers of the new language by acquiring their accent.⁵

Douglas Brown distinguishes the causes of error into four causes. He labels: *Interlingual transfer, intralingual transfer, context of learning and communication strategies.*

a. Interlingual transfer

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

b. Intra-Lingual transfer

The early stage of language learning is characterized by a predominance of inter-lingual transfer, but once the learner’s have begun to acquire parts of the new system, more and more interalingual – generalization within the target language – is manifested, and their previous language experience begin to include strictures within the target language itself.

c. Context of Learning

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

da. Communication strategies

Communication strategies were defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at time these techniques can themselves become a source of error.\(^6\)

Meanwhile, Rod Ellis distinguishes three causes of error as follows:

a. Interference errors as a result of the use of elements from one language while speaking another.

b. Intralingual errors reflect the general characteristics of rule learning such as faulty generalizations, incomplete application of rules and failure to learn condition under which rules apply.

c. Development errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.\(^7\)

From the opinion above the writer can conclude that errors commonly happen because of both the interference of the native language and developmental errors.

3. **The Goal of Error**

One of the purposes of researcher or teacher in doing analysis of error is to know what errors that are made by learners and why the learners make errors.

Brown stated that studying the learner’s errors serve two major purposes, namely it : a). Provides data from which interference about the nature of language learning process can be made, b). Indicates to teachers and curriculum developers, which part of the target language students have most difficulty producing correctly and which error types detract most from learners ability to communicate effectively.\(^8\)

Besides, Corder said that the purposes of error analysis are:

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\(^6\) H. Douglas Brown, op.cit., P.21

\(^7\) Rod Ellis, Op.cit., P.58

\(^8\) H. Douglas Brown, op.cit., P.25
a). To tell the teacher about the effectiveness of his teaching materials and his teaching techniques.

b). To show the teacher what parts of the syllabus he has been following inadequately learned or taught and need further attention.

c). To enable the teacher to decide whether he can move on the next item on the syllabus or whether he must devote more time to the item he was working on.  

4. The Classification of Error

According to Corder, errors fall into four main categories; omission of same required element, addition of unnecessary or incorrect element, selection of an incorrect element and misordering of element.  

a. Omission

Certain linguistic forms may be omitted by the learner because of their complexity in production. Omission also occur in Morphology, learners often leave out the third person singular morpheme -s, the plural marker -s and the past tense inflection -ed. For example: “a strange thing happen to me yesterday”. Instead of: “a strange thing happened to me yesterday”.

b. Addition

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

I thinks

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10 Nsakala Lengo, What is an Error, English teaching Forum .. PP. 22-24
c. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary, due to the selection of the wrong phoneme, structure vocabulary item. For example: “my friend is order than me”. Instead of: My friend is older than me”.

d. Ordering

Misordering can occur in morphological level misordering of bound morpheme in English is perhaps less frequent, given their limited number; but in the example “he is getting up now”, the learners attaches the inflection-ing to the words verb “get up”. 11

5. Identifying and Analyzing the Errors

One of the common difficulties in understanding the linguistic system of both first and second language learners is the fact that such system cannot be directly observed. 12 Sridhar arranges the steps in error analysis as follow:

1. Collection of data (either from a ‘free’ composition by students on given them or from examination answer.

2. Identification of errors

3. Collection into error types (e.g. errors of agreement, articles, verb forms, etc).

4. Statement of relative frequency of error types.

11 Nsakala Lengo., op.cit. P.22-24
12 H. Douglas Brown, Principle of Language Learning and Teaching...pp.207-208
5. Identification of the areas of difficulty in the target language.
6. Therapy (remedial drills, lesson, etc). \(^\text{13}\)

**B. PASSIVE VOICE**

1. **The Meaning of Passive Voice**

   English has two voices, active and passive, to indicate a subject's relationship to the action expressed by its verb. As a two-sided coin, passive voice is the opposite of active voice in sentence pattern; both show different understanding and function and have dissimilar rule in use. In case of this research, there will be only passive voice is explained more rather than one.

   In another word, we can say that the subject of the sentence in receiving the action rather than doing the action, to get technical, the direct object becomes the subject of the sentence. For example:

   **The paper was written by Bob.**

   This sentence is passive because the paper isn't doing anything even though it is the grammatical subject of the sentence. If you type that sentence into word, it will be underlined because the program recognizes it as passive.

   The following are descriptions about active and passive voice.

   e. Active voice a sentence where the subject is the doer.
   f. Passive voice is a sentence where the subject receives the action.

\(^{13}\) Jacek Fisiak, *Contrastive Linguistics and Language Teacher: Contrastive Analysis, Error analysis* (pergamon Press Ltd, 1981), P.222
g. Only a sentence which has transitive verb that can be changed from the active sentence into the passive one.

h. By voice grammarians mean a grammatical category that shows whether the subject is an actor. If the subject of a sentence is the recipient of the action described by the verb then we talk about passive voice.

i. The active voice is simplest and most straightforward way to give information about the actor or doer and the doing. It is also the most commonly used in the English language.14

2. The Use of the Passive Voice

As it has already indicated in the previous section, that the passive is used when the writer wants to defocus the agent. According to Celce-Murcia:

a). The Passive is used when the agent is not mentioned because;

1. It is redundant or easy to supply; it means that the agent of the action is not to be mentioned because the number of the agent is redundant. Everyone could be the agent of the action. See the example of passive voice below.

**Pineapples are grown in Hawaii**

There was no agent in the sentence above. The reason for not mentioning the agent is because the agent is redundant. If the agent of the sentence above is mentioned, the sentence will become:

**Pineapples are grown in Hawaii by every one.**

14 Ical online TESL/TEFL training 'active voice' the article was accessed on August 1st 2010 from http://www.icalweb.com.
2. It is unknown; it means that the actor or the agent of the sentence is unknown, thus, the agent is not to be mentioned. See the following example of passive voice.

The bank was robbed yesterday

From the sentence above, it can be known that there was nobody who robbed the bank yesterday. Thus, the agent is not mentioned. If the agent of the sentence above is mentioned, the sentence will become.

The bank was robbed by someone yesterday.

Sometimes the actor may be known but there may be reasons for not mentioning him. Below is an example of a passive voice where the actor is known but is not to be mentioned to avoid some troubles.

A newspaper reporter might be telling the truth if he were to write the following statement which is in the active form:

John A. Serogum murdered Joseph meek at 7:45 this morning in the hot spot lunch.

The statement above is libelous, because John A. serogum which is considered as the agent of the action; the doer of murder has not been legally convicted as the man of murder. Thus, the reporter and the newspaper which publish the sentence can be sued for accusing a man of murdered and they will get trouble.\(^\text{15}\)

Therefore, in this kind of statement, the agent is not to be mentioned although it has already known. Accordingly, the reporter should use passive voice and write something like the following:

**Joseph meek was shot and killed at 7:45 this morning in the hot spot lunch.**

The actor in the sentence above which is John A. Schrogum has now been deleted or is not mentioned, and the reporter or the newspaper are able to publish the statement without getting trouble. Thus, the passive voice is used in this statement.

3. It is being tactful: the agent of the action is considered being tactful, therefore, it is not mentioned. Below is the example of passive voice where the agent is not mentioned because it is being tactful:

**Margaret was given some bad advices about selecting courses.**

There was no agent in the sentence above, because as stated before the agent is being tactful. If the agent is mentioned the sentence will become:

**Margaret was given some bad advices about selecting courses by the lecturer.**

4. It is being evasive. The agent is being evasive, therefore, it is mentioned in the sentence below is an example of a passive voice where the agent is not mentioned because it is being evasive:
An error was made in the budget

There is no agent in the sentence above because as stated before the agent is being evasive. If the agent of the passive voice is written the sentence will become

An error was made in the budget by the accountant manager.\textsuperscript{16}

b. A passive construction is desirable for stylistic reason; one of the elements of the actor-action pattern must be moved from its normal position for stylistic reason.

For instance, when a writer wants to avoid inserting complicated material between the subject and verb to make it easier to understand the sentence, a writer may write a passive voice like the following.

The hearing opened by the chairman of the committee, who was know for his ruthlessness in smirching the reputation of innocent witness and for his cleverness in beclouding the issue by his own witticism and innuendoes.

In the sentence above, there is nothing between the subject and verb. The subject, which is the hearing, is exactly followed by its verb which is was opened, thus, it is easy to understand because there is no complicated material between the subject and verb.

Different from the sentence above, there is a complicated material between subject and verb in the following sentence:

The chairman of the committee, who was known for his ruthlessness in smirching the reputation of innocent witnesses and for his cleverness in beclouding the issue by his own witticism and innuendoes, opened the hearing.\footnote{Robert M Gorrel op.,cit. P.288}

The complicated material between the subject and the verb of the sentence above is in the bold type. It can make the reader confuse to distinguish the subject and the verb of the sentence and difficult to understand the sentence because of its length. Thus, it will be better to use the first sentence than the second one.

It may be illustrated for the summary of passive voice's usage shown by Patrick Kameen:

1. Use the passive to place a short object and verb before a long subject thus avoiding front-heavy sentences. Ex: The IRS has been cheated by otherwise honest individuals who feel too large a percentage of their salaries goes for taxes and who believe that the government is wasting their tax dollars.
2. Use the "it" or "second passive" form to sound objective or to indicate that there is no absolute proof for the statement. Ex: It is said that the governor is a high-stakes gambler.
3. Use the agent less passive when the agent is well known, unknown, or unimportant. Ex: Cars are manufactured in Detroit
4. Use the agent less passive to describe technical process and to report research procedures and results. Ex: Hydrogen and Chlorine were combined, and the resulting chemical reaction was observed.\footnote{Robert M. Gorell and Chartlon Laird, op., cit. P 288-289}
5. Use the passive with the by-agent phrase when referring to historically or socially significant works. Ex: "Gone with the Wind" was written by Margaret Michael.\(^{19}\)

Besides, passive are very common in scientific writing and other kind of expression where the writer are most interested in events and processes in things that happen.\(^{20}\)

3. **The Form of Passive Voice**

The passive voice in English is composed of two elements: the certain form of the verb “to be” + the past participle of the verb:

<table>
<thead>
<tr>
<th>Subject</th>
<th>to be</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The house</td>
<td>was</td>
<td>built</td>
</tr>
</tbody>
</table>

There is a rule must be noticed in forming passive voice, dissimilar with active, in producing passive sentence, not all the verbs are able to be turned into passive. As it has been viewed that only transitive verbs are able to be changed to passive. But, not all transitive verbs can be a verb for passive. Michael swam has told that “some transitive verbs cannot be used in the passive, at least in certain of their meanings, Most of these are" Stative’ verbs (verbs which refer to states, not action, and which often have no progressive forms). Example: They have a nice house. (But not: a nice house is had)”.\(^{21}\)

When someone wants to make a passive voice, he or she should know first whether the sentence to can be changed into passive voice or not.

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Therefore, one who want to make a passive voice must keep notice on the facts of passive voice as stated above, below is an example of a sentence that can be changed into passive voice:

*She cooks soup*

The verb in the sentence above *cooks* is in the simple present tense. Besides, the verb is transitive where it is followed by object. Thus, the sentence above has fulfilled all the requirements needed to be changed into passive voice. The tense is used in this sentence also proves that the passive voice can occur.

To change the sentence above into passive voice, firstly, is by placing the object of an active sentence into the subject of passive voice, then the main verb is changed by using be + past participle which is appropriate with the tense used in the sentence which is in this sentence simple present form. Thus, the passive voice from the sentence above is:

*Soup is cooked by her*

From the example above, it can be known that there are several steps which have to be followed to make an active sentence into a passive sentence, there are.

1. Place the object of the active sentence at the beginning of the passive sentence.
2. If there are any auxiliaries in the active sentence, place them immediately after the new subject agreeing in number with the subject.
3. Insert the verb be after the auxiliaries in the same form as the main verb in the active sentence.
4. Place the main verb form the active sentence after the auxiliaries and be in the past participle.
5. Place the subject of the active sentence after the verb in the passive sentence preceded by the preposition by. (this can be eliminated completely if it is not important or understood).  

4. Difficulty in Learning Passive Voice

As it mentioned in the chapter one, the students usually find the difficulties when they learn passive voice. Martin Parrot in his book *Grammar for English Language Teachers* said that, “Teaching materials often concentrate on the form of standard passive construction into passive ones. Learners sometimes end up with the impression that passive construction are some kind of optional, deviant version of active construction.” Because the form of passive construction is quite complex, the most students usually find the difficulties to understanding about the using of auxiliary verb “be” and distinguishing the past tense form and the past participle.

Based on the description above, the writer concludes that there are two main difficulties in learning and constructing passive voice, they are: the difficulty in using of verb “be” (auxiliary verb) and distinguishing the past tense form and the past participle.

a. Difficulty in Using of Auxiliary Verb Be

   The verb is the most complex part of speech. Its varying arrangements with noun determine the different kinds of sentences - statements,
question, command, exclamations. A verb is a word that asserts something about person, things or ideas and is essential to sentence meaning.

Indonesian students are exposed to the form of the verb "be" almost immediately in their earliest English classes. The forms are easy to describe and understand yet the post problems for learners at all levels.

The special verb “be” (is, am, are, was, were, been) can be used as verb itself and as auxiliary verb. Auxiliary verb forms are arranged in certain position with verbs signal the time (tense) an event take place.

Be function as an auxiliary verb as well as a copula, the copula, links nonverbal predicates (i.e., nouns, adjectives and certain adverbials), with their subjects and serves as a carrier for tense and subject-verb agreement.

Many students often confused in using active and passive verb forms. This is no suprising. Because:

1. Be is used to make both passive verb – forms and active progressive tenses.
2. Past participle are used to make both passive verb-forms active perfect tenses.

Compare:

He was calling   (Active – Past Progressive)

He was Called    (Active – Simple Past)

He is Called     (Active – Simple Present)

The most common problem in the use of auxiliary verb be is that students have a tendency to omit it. Second language learners have been observed to omit the copula regardless of whether or not their native

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27 Marianne celce Murcia, op., Cit, P.53
language has an equivalent form. The other problem involves use of wrong form of be. The multiplicity of form explain why learners sometimes use the wrong form of the verb be in their speech or writing.28

b. Distinguishing the Past Tense Form and the Past Participle.

Other difficulty in learning passive for students is the distinguishing simple past and past participle both in regular or irregular verbs.

The passive voice is form of the verb be (be, am, is, are, was, were, being, been). And past participle (usually a past tense verb). If the verb works with “have” as in “have” then it is past participle.

English verbs have two participles. One called variously the present, active, imperfect or progressive participle, is identical in form to the gerund, and indeed the term present participle is sometimes used to include the gerund. The term gerund participle is also used the other participle, called variously the past, passive or perfect participle, is usually identical to the verbs preterite (past tense) form, though in irregular verbs the two usually differ.29

According to L.G Alexander, “For regular verbs the past participle has the same form as the simple past tense: e.g., arrive, arrived and arrived. For irregular verbs the simple past and the past participle can be formed in a variety of ways e.g drink, drank, drunk.30

In another sources stated that”most verbs in English from their various tenses consistenly: add-ed to the base of averb to create the simple past and past participle. He walked; he was walked there are, however, a number of so – called irregular verbs, including, unfortunately some very common verbs such as to be and to have whose various forms must be memorized.31

28 Marianne Celce Murcia, Op., Cit, P. 47
Lindsay Clandfield in one site defined that... memorizing the list actually works. I have lost count of the number of students I have met who can recall past tense verbs by saying them along with their infinitive forms. Nevertheless, I also know students who could recite the list of all the past tense irregular verbs off by heart and yet have great difficulty putting together in a sentence, at least verbally.  

Because irregular verbs more difficult than regular verbs, that is way there are many students who still get difficulty in distinguishing simple past and past participle in learning passive voice.

D. Simple Present

a. The Understanding of Simple Present Tense

In general, related to Betty Azar simple present is the events or situations that exist always, usually, habitually: they exist now, have existed in the past and probably exist in the future.  

The present tense shows clearly that in English; tense is not the same time. The present tense is not usually used to describe present time. Instead, it describes activities and states which are generally and universally true. The present tense is the tense for description, definition, and statement of general truth.  

From the definition above it can be concluded that simple present tense is present verb form used to describe an activity they exist now, habitual action and for general statement of fact.

b. Form of the simple present:

Subject + VI (Subject: I, you, we, and they)

Subject + VI + S/ES (Subject: She, he and it)

33 Betty Azar, op., Cit, P.2
34 Patricia Wilcox Peterson, Changing Times Changing Tenses. (United States Information agency, Washington, D.C. 1985) P.10
Example:

- She studies English every day.
  She doesn’t study English every day.
  Does she study English every day?

- They play football every week.
  They don’t play football every week.
  Do they play football every week?

**c. Use of Simple present**

1. Repeated action

   Use the simple present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a schedule event or something that often happens.

   **Example:**
   - I play football.
   - The trains leave every morning at 7 AM.

2. Facts or Generalization

   The simple present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalization about people or things.

   **Example:**
   - Cats like milk.
California is in America

3. Schedule Events in the Near Future

Speakers occasionally use simple present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

The train leaves tonight at 6 PM
The party starts at 8 o’clock

4. Now (Non-Continuous verb)

Speakers sometimes use the simple present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.

Examples:

I am here now
She is not here now.

45

d. The Passive Voice of simple Present tense

To form the passive voice of the simple present tense use, am, is and are + Past participle. The passive voice subject determines, whether the verb be is singular and plural.

35 George E. Wishon and Julia M. Burks; *Let’s write English* (American Book Company), P.193-194
<table>
<thead>
<tr>
<th>Simple</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>I make a composition</td>
<td>A composition is made by me</td>
</tr>
<tr>
<td>Tense</td>
<td>We kill the snakes</td>
<td>The snake are killed by us</td>
</tr>
</tbody>
</table>

Here there will be a classification of sentence as an example according to its word composition.

The Sentence:  

Subject  Verb          Object

Analysis: The sentence has subject (I), verb (make) and object (a composition) it may become passive and is is shown as follow:

The Sentence: A Composition  is made by me

Subject  To be+V3 byobject

Analysis: Subject in passive sentence (a composition) is derived from object of active sentence as shown above, and object in passive is taken from subject of active sentence. Object may be involved or not. It is based on the purpose whether the original doer is important or not to be known. Furthermore as it has been demonstrated, the transformation of verb based on to passive simple present tense, it is recognized that the formula is subject + to be (am, is, are)+Past participle+by agent. To be is decided by subject whether it is singular first person (I), plural first person (we), singular second person (you), singular third person (she, he, it), or plural second person (they). Subject (a composition) is singular first person, therefore it applies to be illustrated below:
Singular first person (I) am

Plural first person (we) are

Singular second person (you) are

Singular third person (she, he, it) is

Plural third person (they) are

Therefore, subject (a composition) uses to be “is”.

In terms of the purposes, sentence can be divided into four types: declarative, imperative, interrogative, and exclamatory sentence. In this occasion there will be only explained declarative, containing affirmative, negative sentence, and interrogative sentence.

### A. Affirmative Sentence

<table>
<thead>
<tr>
<th>Subject</th>
<th>To Be</th>
<th>Past participle</th>
<th>Object</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The book</td>
<td>Is</td>
<td>read</td>
<td>by Marina</td>
<td>every night</td>
</tr>
<tr>
<td>The glasses</td>
<td>Are</td>
<td>washed</td>
<td>by my sister</td>
<td>every morning</td>
</tr>
</tbody>
</table>

### B. Negative Sentence

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be</th>
<th>Not</th>
<th>Past Participle</th>
<th>Object</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The book</td>
<td>Is</td>
<td>not</td>
<td>read</td>
<td>by Marina</td>
<td>every night</td>
</tr>
</tbody>
</table>
The glasses are not washed by my sister every morning.

**C. Interrogative Sentence**

<table>
<thead>
<tr>
<th>To be</th>
<th>Subject</th>
<th>Past Participle</th>
<th>Object</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is</td>
<td>the book</td>
<td>read</td>
<td>by Marina</td>
<td>every night?</td>
</tr>
<tr>
<td>Are</td>
<td>Glasses</td>
<td>washed</td>
<td>by my sister</td>
<td>every morning?</td>
</tr>
</tbody>
</table>

**E. Simple Past**

a. **The Understanding of Simple Past Tense**

The simple past is concerned with specific events which happened at a certain time in the past, and its principle use is therefore in stories and reports. Specific indications for use of this tense are reference time (adverbial, like yesterday, last week, some time ago, and years, e.g. in 1888.

Some grammarians define the simple past tense, so there is several definitions of it. According to Wishon (1980:195), simple past tense is (tense) that is used to report a state or activity which can be ascribed to a definite past time.\(^{\text{36}}\)

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\(^{\text{36}}\) Betty Azar, op.,cit. P.5
On the other hand W.D. Bald, D.J. Cobb and A. Schwarz in their book "Active Grammar", the simple past is concerned with specific events which happened at a certain time in the past.\textsuperscript{37}

From the various definitions above we conclude that the simple past tense is a form that indicates an activity or situations before now or in the past or at one particular time in the past. This happened, it began and ended in the past and time signal are yesterday, this morning, two days ago, last week, etc.

b. Form of the simple past:

In English, a main or lexical verb is any word that can be conjugated, i.e., that can add the morphemes /ing/, /ed/, and /e/ to mark, respectively, present participle, past tense / past participle and third person singular present tense.

English verbs are divided into two classes; they are regular form and irregular form. These classifications come from the way the verb forms its simple past and past participle. The form of simple past is:

Subject + Verb+ed / Irregular verb + Object

Example:

They went to Bali last week

They didn’t go to Bali last week

Did they go to Bali last week?

c. Use of the simple past:

\textsuperscript{37} W-D.Bald, D.J. Cobb and A. Scwarz, Active Grammar (England: Longman House, 1987), P.52
1. Complete action in the past

Use the simple past to express the idea that an action started and finished at a specific time in the past. Sometime the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

   I saw movie yesterday.

   I didn’t see a play yesterday

2. A series a completed action

We use the simple past to list a series of completed action in the past. These actions happen, 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd}, and 4\textsuperscript{th} and so on.

Example:

   I finished work, walked to the beach and found a nice place to swim.

   He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00

3. Duration in Past

The simple past can be used with a duration which starts and stops in the past. Duration in a longer action is often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

   I lived in Brazil for two years

   Shauna studied Japanese for five years

4. Habits in the Past
The simple past can also be used to describe a habit which stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

I studied French when I was a child
He played the violin

5. Past facts or generalizations

The simple past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the simple past is quite similar to the expression “used to”.

Example:

She was shy as a child, but now she is very outgoing.
He didn't like tomatoes before.\(^5\)

d. The Passive Voice of simple Past tense

To form the passive voice of the simple past tense use, was and were + Past participle. The passive voice subject determines, whether the verb be is singular and plural.

<table>
<thead>
<tr>
<th>Simple</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>You drank a coffee</td>
<td>A coffee was drunk by you</td>
</tr>
</tbody>
</table>

\(^5\) [http://www.englishpage.com/verbpage/simplepast.html](http://www.englishpage.com/verbpage/simplepast.html)
<table>
<thead>
<tr>
<th>Tense</th>
<th>They built fences</th>
<th>Fences were built by them</th>
</tr>
</thead>
</table>

Here there will be a classification of sentence as an example according to its word composition

The Sentence: You read a magazine

Subject Verb Object

Analysis: The sentence has subject (you), verb (read) and object (a magazine) it may become passive and is is shown as follow:

The Sentence: A magazine was read by you

Subject To be + V3 by object

Analysis: Subject in passive sentence (a magazine) is derived from object of active sentence as shown above, and object in passive is taken from subject of active sentence. Object may be involved or not. It is based on the purpose whether the original doer is important or not to be known. Furthermore as it has been demonstrated, the transformation of verb belongs to passive simple past tense, it is recognized that the formula is subject + to be (was, were)+ Past participle+by agent. To be is decided by subject whether it is singular first person (I), plural first person (we), singular second person (you), singular third person (she, he, it), or plural second person (they). Subject (a magazine) is singular first person.

According to the purposes, sentence can be divided into four types; declarative, imperative, interrogative, and exclamatory sentence. In this occasion there will be only an explanations on declarative, that contains of affirmative, negative sentence, and interrogative sentence.
### D. Affirmative Sentence

<table>
<thead>
<tr>
<th>Subject</th>
<th>To Be</th>
<th>Past participle</th>
<th>Object</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The book</td>
<td>Was</td>
<td>Put</td>
<td>by me on the table</td>
<td>last night</td>
</tr>
<tr>
<td>The letters</td>
<td>Were</td>
<td>Sent</td>
<td>by Mr. Karim</td>
<td>Yesterday</td>
</tr>
</tbody>
</table>

### b. Negative Sentence

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<th>Subject</th>
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<th>Not</th>
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<td>Yesterday</td>
</tr>
</tbody>
</table>

### c. Interrogative Sentence

<table>
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<tr>
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<th>Subject</th>
<th>Past Participle</th>
<th>Object</th>
<th>Complement</th>
</tr>
</thead>
</table>
BAB III

RESEARCH METHODOLOGY

3. Objective of Research

As mentioned in chapter one that the objective of the study is to know the student’s error passive voice in two tenses, simple present and simple past and also in describing the student’s difficulties in using or constructing passive voice in simple present and simple past.

4. Place and Time of Research

The research was held at the tenth year students of SMA Miftahussa’adah kota Tangerang, which is located in Ketapang RT.004 / 04 Cipondoh Kota Tangerang.

The writer is doing this research from April 17 until May 31 2010. On May 17 2010, she asked the headmaster for permission to do a research. on May 19, 2010, then she continued her research to observe the learning
process by reviewing about passive voice, on May 25 2010 she gave a test about practising passive voice to the Ten year students of SMA Miftahussa’adah Kota Tangerang.

5. **Population and Sample of Research**

The population of the study is the first year of SMA Miftahussa’adah Kota Tangerang, which consists of two classes; once classes consisting of 25 students, and the other one is 24 students. therefore, there are 49 students in whole number.

In taking the sample of the research, the writer take random between two classes science and social classes. the writer just took 12 students from each class rather than the total sample that the writer took in this research is 24 students from the total number of the students from the two classes, science and social class.

6. **Instrument of the Research**

To collect the data, the writer gives a written test, to the Ten year students of SMA Miftahussa’adah Kota Tangerang focusing on passive voice. The test consists of 20 questions. The first question asks the students to change the active sentence into the passive, the second ten questions is a multiple choice test about passive voice in simple present and simple past.

7. **Techniques of data collecting**

The writer uses test. Test is a technique in collecting the data, to find out and identify the student's errors in passive voice forms in two tenses, simple present and simple past.

8. **Techniques of data analysis**
The technique of data analysis used by the writer in this research is descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with the number of cases.

The formula is:

\[ P = \frac{F \times 100}{N} \]

- \( P \) = Percentage
- \( F \) = Frequency of wrong answer
- \( N \) = Number of sample which is observed
1. Description of Data

The writer gave a test which is focused on passive voice as mentioned above. The questions made from two classification of passive voice, namely the passive voice in simple present and passive voice in simple past tense.

The writer gave the test to twenty five students to take an appropriate sample of the whole population, the test are about using passive voice in simple present and simple past tense. Then she counted the kinds of errors made by the student's by tabulating and calculating the result of errors in using passive voice in simple present and simple past tense.

The following table is the students score.
<table>
<thead>
<tr>
<th>No</th>
<th>Sample</th>
<th>Score</th>
<th>No</th>
<th>Sample</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>55</td>
<td>14</td>
<td>Student 14</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>55</td>
<td>15</td>
<td>Student 15</td>
<td>80</td>
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<td>3</td>
<td>Student 3</td>
<td>70</td>
<td>16</td>
<td>Student 16</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>40</td>
<td>17</td>
<td>Student 17</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>50</td>
<td>18</td>
<td>Student 18</td>
<td>75</td>
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<tr>
<td>6</td>
<td>Student 6</td>
<td>90</td>
<td>19</td>
<td>Student 19</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>45</td>
<td>20</td>
<td>Student 20</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>55</td>
<td>21</td>
<td>Student 21</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>85</td>
<td>22</td>
<td>Student 22</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>60</td>
<td>23</td>
<td>Student 23</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>60</td>
<td>24</td>
<td>Student 24</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>55</td>
<td>25</td>
<td>Student 25</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. Passive voice in simple Present

From the 25 students the writer classify 4 kinds of error on passive voice in simple present as follow:

Table 3.2
Table of Students’ Errors on Passive Voice in Simple Present Tense

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Error</th>
<th>Description of Errors</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a lot of money is payed by her</td>
<td>Omission</td>
<td>A lot of money are paid by her</td>
</tr>
<tr>
<td>2</td>
<td>The lesson is writing by Mr. Haryono on the whiteboard</td>
<td>Ordering</td>
<td>The lesson is written by Mr. Haryono on the whiteboard</td>
</tr>
<tr>
<td>3</td>
<td>The letters is sended by Mr. Karim every month</td>
<td>Omission</td>
<td>The letters are sent by Mr. Karim every month</td>
</tr>
<tr>
<td>4</td>
<td>Football are plays by the children in the yard everyday</td>
<td>Omission and addition</td>
<td>Football is played by the children in the yard everyday</td>
</tr>
</tbody>
</table>

b. Passive voice in simple Past

From the 25 students the writer classify 5 kinds of error on passive voice in simple past as follow:
### Table 3.3

**Table of Students’ Errors on Passive Voice in Simple Past Tense**

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of Error</th>
<th>Description of Errors</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A glass of water <em>is drank</em> by them at the restaurant</td>
<td>Omission</td>
<td>A glass of water <em>was drunk</em> by them at the restaurant</td>
</tr>
<tr>
<td>2</td>
<td>Many elephants <em>was finded</em> in Riau last month</td>
<td>Omission</td>
<td>Many elephants <em>were found</em> in Riau last month</td>
</tr>
<tr>
<td>3</td>
<td>The computer <em>buys</em> by my father for me last week</td>
<td>Omission and Addition</td>
<td>The computer <em>is bought</em> by my father for me last week</td>
</tr>
<tr>
<td>4</td>
<td>The car <em>is parked</em> in the garage last night</td>
<td>Selection</td>
<td>The car <em>was parked</em> in the garage last night</td>
</tr>
<tr>
<td>5</td>
<td>The 200 meters <em>is swam</em> by jack</td>
<td>Omission</td>
<td>The 200 meters <em>were swim</em> by Jack</td>
</tr>
</tbody>
</table>

2. **Analysis of Data**
From the data collected, the writer would like to identify the error of passive voice in simple present and simple past tense. The frequency of errors in change into passive form and frequency of errors in changing active sentence into passive form could be seen in the following tables:

<table>
<thead>
<tr>
<th>No</th>
<th>Tenses</th>
<th>Item Number</th>
<th>Frequency of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple Present</td>
<td>A2</td>
<td>11</td>
<td>19.64%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>A3</td>
<td>9</td>
<td>16.07%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>A4</td>
<td>7</td>
<td>12.5%</td>
</tr>
<tr>
<td>4</td>
<td>Simple Past</td>
<td>A1</td>
<td>15</td>
<td>26.79%</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>A5</td>
<td>14</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5</td>
<td>56</td>
<td>100%</td>
</tr>
</tbody>
</table>

Sometimes the student’s feel confused when changing active sentence into passive sentence by using appropriate tenses, there are simple present three questions and simple past questions.

The writer found there are many students who still have errors to change the sentences into passive one. The table shown that the highest frequency of errors in change active sentence into passive sentence is 51.79% passive voice using simple past, for the lowest frequency is 48.21% students who made an errors in learning passive voice using simple present.
Table 3.5

Frequency of Errors in Put the Verb in Brackets Into Passive Form.

<table>
<thead>
<tr>
<th>No</th>
<th>Tenses</th>
<th>Item Number</th>
<th>Frequency of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple Present</td>
<td>B7</td>
<td>6</td>
<td>14.28%</td>
</tr>
<tr>
<td>2</td>
<td>Simple Present</td>
<td>B10</td>
<td>8</td>
<td>19.04%</td>
</tr>
<tr>
<td>3</td>
<td>Simple Present</td>
<td>B6</td>
<td>8</td>
<td>19.04%</td>
</tr>
<tr>
<td>4</td>
<td>Simple Past</td>
<td>B8</td>
<td>10</td>
<td>23.80%</td>
</tr>
<tr>
<td>5</td>
<td>Simple Past</td>
<td>B9</td>
<td>10</td>
<td>23.80%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above shows the students errors in putting of the verb in brackets into passive forms. The test consists of five questions. First, the writer will discuss the errors made by the students in put the verb in brackets into passive form in simple present tense, there are six students or 14.28% in Question number B7 and question number 10 there are eight students or 19.04% who made errors.

For question number B6, there are eight students or 19.04% who made errors, and questions number B8 and B9 there are ten students or 23.80% who made errors in put the verb in brackets into passive forms in simple past tense.

So we can find the highest and the lowest errors made by the students in put the verb in brackets into passive forms, for the highest
frequency there are ten students who made errors and six students for the lowest frequency from twenty five students.

Table 3.6

Frequency of the Errors in Multiple Choice.

<table>
<thead>
<tr>
<th>No</th>
<th>Tenses</th>
<th>Item Number</th>
<th>Frequency of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple Present</td>
<td>C2</td>
<td>9</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>C3</td>
<td>7</td>
<td>9.33%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>C6</td>
<td>8</td>
<td>10.66%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>C8</td>
<td>5</td>
<td>6.66%</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>C9</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>C1</td>
<td>10</td>
<td>13.33%</td>
</tr>
<tr>
<td>7</td>
<td>Simple Past</td>
<td>C4</td>
<td>9</td>
<td>12%</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>C5</td>
<td>11</td>
<td>14.66%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>C7</td>
<td>7</td>
<td>9.33%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>C10</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>75</td>
<td>100%</td>
</tr>
</tbody>
</table>

In this errors area, the students are asked multiple choice about passive voice in using simple present and simple past, there are five questions in simple present and 5 questions in simple past.

The writer found there are many students who still make errors in multiple choice. The table shows that, there are 12% in question number C2, 9.33% in question number C3, 10.66% in question number C6, question
C8 there are five students or 6.66% and 4% or three students who made errors for question number C9 in simple present.

In simple past there are 13.33% in question number C1, 12% making errors in question number C4, 14.66% in question number C5, in question number C10 there are six students or 8% who still made errors.

The highest frequency of errors in multiple choice is 13.33% or ten students for questions number C1 in simple past, for the lowest is 4% or three students for question C9 in passive voice using simple present

Table 3.7

Errors Made by the Students in Trying Change Active Voice Into Passive Form (Simple Present)

<table>
<thead>
<tr>
<th>No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A lot of money was paid by her</td>
</tr>
<tr>
<td>2</td>
<td>A lot of money is payed by her</td>
</tr>
<tr>
<td>3</td>
<td>The lesson are wrote on the whiteboard by him</td>
</tr>
<tr>
<td>4</td>
<td>Blue shoes is worn by them</td>
</tr>
<tr>
<td>5</td>
<td>Blue shoes were wear by they</td>
</tr>
</tbody>
</table>
Table 3.8

Errors Made by the Students in Trying Change Active Voice Into Passive Form (Simple Past)

<table>
<thead>
<tr>
<th>No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A glass of water were drank at the restaurant by them</td>
</tr>
<tr>
<td>2</td>
<td>The 200 meters is swum by him</td>
</tr>
</tbody>
</table>

Table 3.9

Errors Made by the Students in Putting the Verb in Brackets Into the Passive Form (Simple Present)

<table>
<thead>
<tr>
<th>No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Football are played by the children in the yard everyday</td>
</tr>
<tr>
<td>2</td>
<td>The letters is sent by Mr.Karim every Month</td>
</tr>
</tbody>
</table>
Table 3.10
Errors Made by the Students to Put the Verb in Brackets Into the Passive Form
(Simple Past)

<table>
<thead>
<tr>
<th>No</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Many elephants <em>was found</em> dead in Riau last month</td>
</tr>
<tr>
<td>2</td>
<td>The computer <em>is bought</em> by my father for me yesterday</td>
</tr>
<tr>
<td>3</td>
<td>The letters <em>was sent</em> by Mr. Karim every month</td>
</tr>
</tbody>
</table>

Table 3.11
Frequency Errors on Passive Voice in Simple Present and Simple Past

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Simple Present</th>
<th>Simple Present</th>
<th>Simple Past</th>
<th>Simple Past</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Item</td>
<td>Errors Made</td>
<td>Frequency</td>
<td>No Item</td>
<td>Errors Made</td>
<td>Frequency</td>
</tr>
<tr>
<td>A2</td>
<td>11</td>
<td>6.43%</td>
<td>A1</td>
<td>15</td>
<td>8.77%</td>
</tr>
<tr>
<td>A3</td>
<td>9</td>
<td>5.26%</td>
<td>A5</td>
<td>14</td>
<td>6.43%</td>
</tr>
<tr>
<td>A4</td>
<td>7</td>
<td>4.09%</td>
<td>B6</td>
<td>8</td>
<td>4.67%</td>
</tr>
<tr>
<td>B7</td>
<td>6</td>
<td>3.50%</td>
<td>B8</td>
<td>10</td>
<td>5.84%</td>
</tr>
<tr>
<td>B9</td>
<td>10</td>
<td>5.84%</td>
<td>B10</td>
<td>8</td>
<td>4.67%</td>
</tr>
<tr>
<td>C11</td>
<td>8</td>
<td>4.67%</td>
<td>C12</td>
<td>9</td>
<td>5.26%</td>
</tr>
</tbody>
</table>
3. Data Interpretation

After classifying the items into area tested and explaining the frequency and percentages of error on each items, the writer formulated the errors in learning passive voice based on the highest of error as follow:

There are 26.79% students who still make errors in changing active sentence into passive form. Students who still make errors in putting the verb in brackets into passive form is 23.80%, and 14.66% still get errors in doing the multiple choice in passive voice by using simple past tense. And then we can see in table 3.9. Errors on passive voice in simple present is 44.98% and errors on passive voice in simple past is 55.02%.

From the explanation above the writer analyzed that more of the students made errors in using passive voice in simple past tense. They made this error because they did not care the certain time that must be used in simple past form. They didn't realized if the verb2 in the passive voice form is simple past, They should uses “to be” (was or were) in passive voice forms in
simple past and sometimes the students forget about regular and irregular verb and also changing passive voice forms in appropriate tenses. So the more difficult to the tenth year students of SMA Miftahussa'adah kota Tangerang is the passive voice form in simple past.

That's why most of the students made many errors in changing active sentence to passive voice form especially in using simple past tense. In this error, most students exactly made errors on Omission. Omission means that students did not write sentence well. They often leave out the third person singular morpheme -s, the plural marker -s, and the past tense inflection -ed. The example of student's errors is "a glass of water is drank by them at the restaurant". This sentence is wrong. It should be "a glass of water was drunk by them at the Restaurant". They made error in "to be" and Verb should be changing Verb3 in the sentence.

According to the English teacher that the students still find difficulties in making lots of errors in learning passive voice because they are confused to determine the subject and the object of the sentence, they do not remember the verb and its changing (conjugation), and the pattern of the tenses because they are so many strange tenses.

Of course there are some factors why the students make these errors, due to its form being complicated enough. Therefore the students seem to encounter some difficulties in constructing it.

From the data analysis, there are some problems faced by students in constructing passive voice. First, the common is the tendency to generalize the different rules as if they are the same. This problem can be seen in almost the students' answer. Second, lack of knowledge of their related to passive voice construction such as sentence pattern, tenses, conjugation which brought misconception to the comprehension of passive voice.
According to the writer's observation at SMA Miftahussa'adah the school does not oblige the students to have English lesson books. The school only oblige the students to have English worksheet (LKS). The material of the worksheet is not sufficient enough, consequently, the students are hardly interested in English material anymore.

Beside the complexity of passive voice, the teaching method that the teacher used could be one of other factors why the students can not understand the subject material well. The effectiveness of the teaching method depends on how far the students master the material. But the teacher can not always be blamed for this problem. The students themselves also could be the reason why the still keep making some errors although the subject material has been explained by the teacher.
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in the previous chapter, the writer can take a conclusion that more students made errors on the passive voice construction with the highest frequency of errors that occurs in simple past, mainly at changing active sentence into passive form.

Those errors caused by difficulty in putting the right verbs and appropriate ‘to be’. Like the errors are made by the students at the item number 2, 6, 7, 8, 15, and 19. Other cause of error is false concept hypothesize where the errors happen as the result of faulty comprehension of distinction in the foreign language, Like the errors are made by the students at item number, 10, 12, 17, 14, dan 18.

The students still find difficulties in making lots of errors in learning passive voice because they are confused to determine the subject and the object of the
sentence, they do not remember the regular and irregular verbs and its changing (conjugation), and the pattern of the tenses because they are so many strange tenses.

B. Suggestion

In this section, the writer would like to give some suggestion to improve students English proficiency, especially in constructing passive voice. The suggestions below are intended to make the teaching learning process run successfully and increase its effectiveness, they are:

1. The students should master the transformation of the object of the active voice into the subject of the passive voice, the usage of the appropriate be on passive voice with the tense used in the active voice and with the number of subject, weather the subject is singular and plural, the transformation of tenses on the active voice into the passive voice, the usage of past participle (verb 3) weather the verb is regular and irregular.

2. The teacher should explain passive voice clearly and then give the students many exercises about forming passive voice especially in different tenses, especially on passive voice form in simple past of regular and irregular verb.

Besides, the teacher should give more emphasis and attention to the materials which are quite difficult for the students. In fact, it can give more advantages on the students English proficiency. The teacher absolutely should master the material that will be taught to the students well and should enrich more techniques in teaching and should know the problems faced by students in learning English.

Hopefully this paper will be useful especially for the writer in improving her English proficiency and the writer also has expectation that this research can give advantages to everybody who reads this paper.
BIBLIOGRAPHY


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http://grammar.ccc.commnet.edu/grammar/verbs
I. Change into Passive Form
1. Hafidz and ikhsan drank a glass of water at the restaurant

2. She pays a lot of money

3. Mr. Haryono writes the lesson on the whiteboard

4. They wear blue shoes on Monday

5. Jack swam the 200 meters

II. Put the Verb in Brackets into the Passive forms.
6. Many elephants (find) dead in Riau Last Month

7. Football (play) by the children in the yard everyday.

8. The computer (buy) by my father for me last week.

9. The letters (send) by Mr. Karim every month

10. The car (park) in the garage last night.
III. Choose the correct answer

11. I didn’t go to your house because my bicycle ................ by father.
   A. Drive          C. is driven
   B. Drives         D. was driven

12. In late fifteenth century peoples in England ............... By law from working on a Sunday.
   A. Forbid          C. was forbidden
   B. Forbidden       D. were forbidden

13. About 500 people ............... to graduate every year.
   A. Expected        C. is expected
   B. Are expected    D. were expected

14. Don Quixote ................. About 400 years ago.
   A. Was written     C. Written
   B. Is written      D. are write

15. The glasses .......... By my sister every morning
   A. Wash            C. Was washed
   B. Washes          D. Are washes

16. The book ...... by me on the table last night.
   A. Puts            C. Is put
   B. Puts            D. Was put

17. The teacher ......... the lesson in front of the class
   A. Explain         C. are explained
   B. Is explained    D. Explains

18. My mother ......... Carrot by using a knife in the kitchen yesterday.
   A. Cuts            C. Is cut
   B. Were cut        D. Was cut

19. The newspaper ........ by my father every morning.
   A. Is read         C. read
   B. Was read        D. are read

20. Ahmad ...... a letter for her sister in Australia yesterday
   A. Sent            C. was send
   B. Was sent        D. is sent