

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction. They are the background of problem, the identification of problem, the limitation of problem, the formulation of problem, research questions, the purposes of research, the significance of research, and the definition of key terms.

1.1 The Background of Problem

Learning language consists of four skills that have to be mastered by students. The skills are speaking, listening, reading, and writing. Besides, the students should also be capable of grammar. Grammar is important because it provides language meaning. It is necessary to understand the grammar and meanings of a language in order to properly use it. Grammar can be used for analyzing the form and function of words or sentences. Grammar is the study of words and the way words work together; an invisible force that guides us as we put words together into sentences (Debata, 2013). Cowan (2008) comments that grammar is the set of rules that describes how words and groups of words can be organized to form sentences in a specific language.

In writing skills, it is critical to use correct grammar because writing is meaningful when it is correct. If the writer uses proper grammar, the reader will easily understand the ideas and meanings. Passive voice is one of the features of grammar that students should study. It's frequently used in both spoken and written forms. Furthermore, it is highly common in scientific writing and other

kinds of writing. According to Joshi in Agustini (2017), passive voice is a type of sentence in which the subject is affected by the verb's action. Students are frequently confused by tenses in passive voice. For example, the simple present tense in active sentence uses is/am /are and the simple past tense, was/were as to be and followed by the past participle of the verb. Then, to be and past participle follows the object. Students commonly make errors when constructing passive sentences because they ignore a few aspects required in arranging the form of passive sentences.

Learning English, especially passive voice is inseparable from errors but it doesn't mean that errors have a negative impact on learners. According to Amara (2015) errors is a sign of mislearning and regarded as undesirable to proper methods of language learning. Meanwhile, Sompong (2017) states that errors are indispensable to learners themselves because errors can appear as a tool learners use in order to learn. Errors can be an indicator of the learners' levels in their target language improvement even the teaching-learning process is better as errors exist. Students ought to learn through an error, and if they think that errors are the fault they must avoid, they will not get an improvement.

There are some previous studies that examined the students' errors in writing passive voice. Rahyono (2020) found that there were 237 errors made by the students. The highest error is past participle (48 errors or 20.25%), omission and by phrase which have same total error (40 errors or 16.87%), singular-plural (38 errors or 16.03%), subject-object (36 errors or 15.18%), addition (20 errors or 8.48%), and the lowest is be (15 errors or 6.32%).

Some errors made by students consciously/unconsciously can affect students' ability to master grammar. Nurlela (2015) found that misformation was the error which most frequently produced, it took 90% errors. Moreover, 7% errors are omission, and 3% errors of ordering.

Based on the explanation above, the researcher is interested in conducting a study entitled "*An Analysis of the Second Year Students' Errors in Transforming Active Voice into Passive Voice of Simple Past Tense at the English Department of Bung Hatta University*"

1.2 The Identification of Problem

Based on the background of the problem that the researcher has stated above, there are several errors that students have made in writing passive sentence. The errors are: omission, addition, misordering, subject-object, to be, by phrase, and singular-plural. Mahpudin (2021) states that learning passive voice is very difficult because the students get confused to change between subject (S) and object (O) from active voice to passive voice or vice versa. Furthermore, students still have lack of understanding about some English verbs such as base form, past simple, and past participle. In addition, they have some difficulties in memorizing the verb “be” such as, present (am, is, are), past (was/were), and so forth. In line with that, Sitorus (2015) states that students do not understand fully the rules of passive voice in changing active voice to passive voice. Sometimes the errors that the students make are the same. For example, in the use of tenses, auxiliaries, and past participle form. Those errors should be avoided. In the appropriate passive voice, students ought to understand: tenses, to be, and past participle. Moreover, Dulay et al., in Saputro (2015) classify four types of errors based on surface strategy taxonomy, they are omission, addition, misformation, and misordering.

1.3 The Limitation of Problem

Based on the identification of the problem above, the researcher limited her research to find out errors made by the second year students’ in transforming active passive voice into passive voice of simple past tense primarily based on surface strategy taxonomy; omission, addition, misformation, and misordering. There are many forms of sentences, namely: affirmative sentence, negative

sentence, interrogative sentence, declarative sentence, imperative sentence, and exclamative sentence and the researcher decided to choose affirmative sentence, negative, and interrogative sentence (Yes/No question).

1.4 The Formulation of Problem

The formulation of the problem in this research is: What are the errors made by the second year students at the English Department of Bung Hatta University in transforming active voice into passive voice of simple past tense?

1.5 Research Questions

Based on the formulation of the problem above, there are some questions to be answered in this research. They are as follows:

1. Do the second year students at the English Department of Bung Hatta University make omission errors in transforming active voice into passive voice of simple past tense?
2. Do the second year students at the English Department of Bung Hatta University make addition errors in transforming active voice into passive voice of simple past tense?
3. Do the second year students at the English Department of Bung Hatta University make misformation errors in transforming active voice into passive voice of simple past tense?

4. Do the second year students at the English Department of Bung Hatta University make misordering errors in transforming active voice into passive voice of simple past tense?

1.6 The Purposes of Research

The aim of this research is to find out the second year students' errors in transforming active voice into passive voice of simple past tense at the English Department of Bung Hatta University. The specific purposes of this research are:

1. To find out whether the second year students at the English Department of Bung Hatta University make omission errors in transforming active voice into passive voice of simple past tense.
2. To find out whether the second year students at the English Department of Bung Hatta University make addition errors in transforming active voice into passive voice of simple past tense.
3. To find out whether the second year students at the English Department of Bung Hatta University make misformation errors in transforming active voice into passive voice of simple past tense.
4. To find out whether the second year students at the English Department of Bung Hatta University make misordering errors in transforming active voice into passive voice of simple past tense.

1.7 The Significance of the Research

The results of this research are intended to be valuable for lecturers, students, and researchers in the future.

1. For the lecturers, they need to know how well their students understand passive voice in simple past tense and to identify common errors in transforming active voice into passive voice in simple past tense.
2. For the students, they know their errors in grammar especially in transforming active voice into passive voice of simple past tense.
3. For researchers, this research can also serve as a foundation, information and references for future researchers on the passive voice in the simple past tense.

1.8 The Definition of Key Terms

The researcher gives the definition of the terms to avoid misunderstanding in this research:

1. Error is a deviation from speech or writing due to differences in the language system between the first language and the second language.
2. Mistake refers to performance error that is random guess or slip to utilize a system correctly.
3. Passive voice is the term for a verb whose action is performed on the subject not by the subject.
4. Omission error is the absence of an item that must occur in a well-formed utterance.

5. Addition error is the occurrence of an item that should not appear in a well-formed utterance.
6. Misformation error is the usage of incorrect morpheme or structure.
7. Misordering error is the error of placing the words in an incorrect order in a sentence.