CHAPTER I
INTRODUCTION

A  Background of The Study

English is one of the International languages and the second language. Recently, if we want to look for a job, we have to master English. That’s why English is important for us. Everybody uses it as their regular means of communication and to built relationship with other people from different parts of places and languages in all over the world. It makes English become important to be mastered by many people in this world. Especially for the students themselves, English is crucial to be learned although it is a foreign language in Indonesia. English is important since the students need to improve their knowledge by reading books which are mostly written by the students in English. After knowing this statement, the government puts English becomes one of the important subjects to be taught, as a compulsory subject at school from elementary until university level.

Many teachers use English in their teaching learning activities at school and students are expected to develop four language skills: reading, listening, speaking, and writing. In addition, the students are expected to develop three language components: structure, vocabulary, and pronunciation. The teaching of language components are important, although it is not aimed to master the components themselves independently, but it supports the mastery and the development of language skills. From this case, the students are expected to be able to communicate using
English as the target language fluently, oral, and written. Brown states that the ultimate goal of the second language learning is the attainment of communicate fluency in language.¹ Moreover, Brown states that in the process of learning the target language in English, the students often face difficulties.² Therefore, students errors can be caused by different understanding between the native language and the target language in English, errors are an important source of information about SLA because they demonstrate conclusively that learners do not simply memorize target language rules and then reproduce them in their own utterances and also it is a self contained system which is different from other languages. Besides, the students difficulties can be also caused by the interference of the native to the target language which are reflected on the errors they have made. In the other hand, in the second languages acquisition studies, one of the issues discussed is that the deviation form of English language learners errors are not systematic in simple way. The basic idea in the error analysis is although the learners have cognitive ability to learn and acquire the target language, they got difficulties to avoid errors. In fact, it shows that learners have their own system in producing errors; it is mostly caused by the influence of their first language acquisition (mother tongue). As Chastain states that errors in the process of language learning are due to the interference from the mother tongue.³ The interference of the first language is one of error sources in second language

acquisition. However, studies on error analysis contribute to the knowledge development of how people learn and use the languages and how this knowledge can be applied into teaching foreign language more effectively as well as developing more efficient instructional material.\(^4\)

Therefore, the teacher should pay attention to the students’ errors. The teacher can obtain feedback of difficulties which is faced by his students. So, by knowing those difficulties, the teacher can help his students to overcome the difficulties. The students can minimize or anticipate the errors in further learning. As Lie says that a teacher can choose and also modify the technique by himself in order to make it more appropriate with the situation of his class.\(^5\) Moreover, Dornyei notes that teacher skills in motivating learners should be seen as central to teaching effectiveness.\(^6\) In the other hand, the researcher has solution to overcome the students error is by giving exercise or worksheet to the students. Giving worksheet motivates the students do the best. Besides, the teacher should give students understanding and practicing continually, so that they are able to recognize the parts of speech and hopefully they can use of the function both in written and spoken. To know the result of the students’ achievement, they are tested based on the difficulties of the students. In addition, the teacher has to give feedback in his students’ writing by marking their writing right or


\(^5\) Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia, 2002), 54.

wrong, possibly penciling in the correct sentences for them to study, responding to the students’ work or giving comments.

Based on explanation above, the researcher intends to conduct a study on errors. The writer focuses on English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah Gresik. Moreover, the researcher chooses this level and this school because she has been well informed by the teacher there that the students sometimes confused when English teacher asked about passive voice lesson. When the English teacher has explained about the formula of passive voice, they still confuse to do the exercises if the teacher asked about it. Another reason is there are many students got difficulties to identify and analyze the English passive voice in learning activity.

The researcher also takes three research questions as a problem and very important that need to be discussed in this research because by knowing those problems which is faced by the students, the teacher can give the solutions from the problems that the students faced and the result of the research problems will be useful for the next education.

That’s why, the researcher uses the title An Analysis of English Passive Voice Errors at The Eleventh Grade Students of MA Islamiyah Ujungpangkah, Gresik because she wants to know the kinds of grammatical errors made by the eleventh grade students of MA Islamiyah Ujungpangkah Gresik, the types of errors, and the causes of errors.
B Research Questions

Based on the background above of the study above, the problems of this study are formulated in the following questions:

1. What are the types of English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik?

   The researcher uses this formulation because she wants to confirm the types of English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik.

2. What are the causes of English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik?

   The researcher uses this formulation because she wants to analyze the causes of passive voice errors made by the students as a kind of confidential. These are classified based on Jack C. Richard theory as a reset of overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.

3. What are the possible solutions to deal with English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik?

   The researcher uses this formulation because she wants to overcome the students’ errors in passive voice lesson and also for the teacher, she/he can use the appropriate method to minimize the students’ errors in passive voice lesson.
C  Objectives of The Study

Derived from the formulated problems above, the purpose of the study are formulated as follows:

1. To identify and classify the English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik
2. To describe the causes of the English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik
3. To look for solutions that have been made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik.

D  Significance of The Study

The result of this study gives clear description about the difficulties in learning English especially related to the formation of passive voice. For the students, it helps them to know their own weakness in language learning. So, from this case, the students will have motivation to improve their competence in mastering English. Besides, it is useful for the English teacher to choose the appropriate method to help and to overcome the students’ difficulties of passive voice especially at the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik.

E  Scope and Limitation of The Study

In this study, the researcher only describes the errors dealing with the formation of passive voice in terms of the position change (the subject and the
agent), and tenses (simple present tense, present continuous tense, present perfect
tense, present perfect continuous tense, simple past tense, past continuous tense, past
perfect tense, past perfect continuous tense, simple future tense, future continuous
tense, future perfect tense, future perfect continuous tense, past future tense, past
future continuous tense, past future perfect tense, past future perfect continuous
tense). The researcher analyzes the errors based on Surface Strategy Taxonomy.

F Definition of Key Terms

The definition of key term in this research is to avoid misunderstanding about
the problems, the terms are defined as follows:

Error : is a noticeable deviation from the adult grammar of a native speaker,
reflect the competence of the learner.7

Error analysis : is procedure, which deals with the collection samples of
learners language, identifying the errors according to their hypothesized causes and
evaluating seriousness.8

Passive voice : is a sentence in which the performer occurs in prepositional
phrase at the end or not at all. The grammatical subject names the person or thing,
which would normally occur in object position.9

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8Rod Ellis, Understanding Second Language Acquisition, (Oxford: Oxford University, 1999), 296.