Education, Language, and Culture (EDULEC)
e-ISSN : 2809-3135
p-ISSN : 2809-6088
Volume.2, Issue.3, December 2022: 244-252
DOI: https://doi.org/10.56314/edulec.v2i3

Error Analysis on Passive Sentences Construction Made by the Eleventh Year Students of MA Assulaimaniyah Mojoagung

Ana Ainurrohmah[1*], Adi Yusuf[2], Binti Qani'ah[3], Wim Banu Ukhrowi[4]
[1]Prodi Pendidikan Bahasa Inggris, Universitas Pesantren Tinggi Darul Ulum (Unipdu) Jombang, Indonesia
*E-mail: ainurrahmahana@gmail.com
[2]Prodi Pendidikan Bahasa Inggris, Universitas Pesantren Tinggi Darul Ulum (Unipdu) Jombang, Indonesia
E-mail: adiyusuf@fbs.unipdu.ac.id
[3]Prodi Pendidikan Bahasa Inggris, Universitas Pesantren Tinggi Darul Ulum (Unipdu) Jombang, Indonesia
E-mail: bintiqaniah@fbs.unipdu.ac.id
[4]Prodi Pendidikan Bahasa Inggris, Universitas Pesantren Tinggi Darul Ulum (Unipdu) Jombang, Indonesia
E-mail: wimbanuukhrowi@staf.unipdu.ac.id

***Received**, 03 December 2022; **Accepted**, 06 December 2022; **Published**, 07 December 2022*

Abstract

This research analyzed on passive sentences construction in the form of present and past tense. It focused on what types of passive sentences error made by students and how do the students made errors. The aims of this research were to describe the types of passive sentences error and how the students made the errors. Qualitative research was the method of this research. The participants of this research were the eleventh grade students of MIA at MA Assulaimaniyah Mojoagung consisting of 18 students. The data of this research was the sentences of passive voice containing errors made by students. The findings showed that there were four types of error identified in passive sentences construction made by students: omission, addition, misfomation, and misordering. Most of students got difficulties in differentiating between regular and irregular verb in passive sentence construction. It can be concluded that the students are still lack of understanding of verb usage in passive sentence construction.

Keywords: Error analysis, passive sentence, types of error

Lisensi Creative Commons Atribusi 4.0 Internasional.

INTRODUCTION

There are four skills in learning language. The skills are listening, speaking, reading, and writing. It is supported by good grammar as well. Cowan (2008) defines that grammar is a rule that explains how words can be set into a sentence in a certain language so that grammar is an English fundamental knowledge (p.3).

Grammar has some topics to be discussed. One of them is passive voice. Passive voice is often used in writing to have a deep information (Menenti, L., Gierhan, S. M., Segaert, K., & Hagoort, P. 2011). Unfortunately, some students do not use it. They felt more comfortable using active sentences than passive sentences. The use of passive sentences is very important for both spoken and written English. It is usually useful in writing (Jubhari, et al., 2022) because the writers usually highlight the most important events instead of the person who does the action. So it is very important for students. It is because the information of their writing can be recieved well for the readers.

However, constructing passive sentences often make students confused. This case is also found at MA Assulaimaniyah Mojoagung, most students especially the eleventh year students were still lack of grammar understanding, especially on constructing passive sentences.

They still get difficulty in understanding grammar rules of passive sentence in many tenses form (Diessel, H., Dąbrowska, E., & Divjak, D. 2019), especially in present and past tense; it also includes changing "verb form", in using singular and plural form of "to be", etc. The students do the errors in changing "verb form" for example: *The assignment is **gived** by the teacher* (the error showed in the "verb form" that is added "**-d/-ed**") because the irregular verb does not need it, so the right form is ***given***. They are also still unable to determine the correct "be verb" of a noun for example: *People **was** asked to keep the environment clean.* The error showed in using to be '*was*', the correct form is '*were*' because the subject is plural.

There are some previous studies which are related to this research. The first study was conducted by Saputro (2017). It was found that the error students made in passive sentence construction was 4 errors from 5 errors categories made. The error categories were combined between linguistics category taxonomy and surface category taxonomy. The highest error was in *be - form*, followed by *verb- form*, then *subject – object form* was the error made by students. The last was *pronoun* and *phrase* were not found. Another finding of the students' lack of passive voice was also found by Rasyid (2017). She found that the respondents of this research made some errors in passive and active sentences. It is about the use of *tenses*, *verb form*, *to be* and *preposition*. Mostly the students were error in wrong tenses when they made sentences. And that was the highest error made by students. The second most errors found in using *verb form*. Some students used present verb in simple past tense and past form in simple present tense, in simple present tense they did not add the suffix –s/ - es in verb when the subject he or she as well. Then the use of *to be* is the next error made by students. The use of *preposition* is the lowest error.

Based on the problems, this research uses error analysis to find out the types of error on passive sentences construction made by students. Therefore, the researchers want to conduct a research entitled "*Error Analysis on Passive Sentences Construction Made by the Eleventh Year Students of MA Assulaimaniyah Mojoagung*". Here, the theory proposed by Dulay, et al. (1982: p.146) is used to analyze the types of errors.

METHOD

This research used qualitative descriptive research design to analyze the data because it did not use statistic formula in analyzing the data. This research identified the types of error in passive sentences construction made by students and give description. It is supported by Moleong (2012) "in the descriptive qualitative, the data collected from words, images, and not numbers" (p.11). Bogdan and Taylor in Moleong (2012) stated "qualitative method as a research procedure that produces descriptive data in the form of written or oral words of the persons and behavior that can be observed" (p.4). This research uses error analysis procedure by Corder in Ellis (1999: p.48).

1. Participants

The eleventh grade students of MIA at MA Assulaimaniyah Mojoagung were the participants of this study that consisted of 18 students. There were two classes, XI MIA and XI IIS.

2. Instruments

The instrument of this research was using a test. The test was consisted of 3 parts, and each part was consisted of 5 questions. The first part, the students did the test by circling the correct words; the second part, the students did the test by filling in the blank. Changing sentences from active into passive was the last part that students should did. This research was done for six months.

3. Data Analysis

To analyze the data, this research used Miles and Huberman's theory (2014). The first step, the researchers selected the data from the students by identifying the types of error. After the data were found, they were shown into a table to know the identification errors in passive sentences construction made by students, after that the data were explained based on the types of error made by students. The last step was making conclusion. After the data of types of error were displayed, the researchers made the conclusion of types of error that were made by students in passive sentences constructionof the eleventh grades at MA Assulaimaniyah Mojoagung.

RESULTS AND DISCUSSION

This research focuses on analyzing students' errors in passive sentences construction. in the eleventh grade students of MIA at MA Assulaimaniyah Mojoagung. The researcher gave the students fifteen items that was divided into three parts and each part were consisted of 5 questions which focused on Passive Voice in Present and Past Tense. The test was given for 22 students but only 18 students

followed the test. After that, researcher selected the sentences that contained errors in passive sentences construction. Then the researcher identified the errors in passive sentences construction made by students based on surface strategy proposed by Dulay et al. (1982: p.146).

The researchers identified the errors made by students in passive sentences construction. The researchers found the types of errors they made are *omission*, *addition*, *misformation*, and *misordering*. After selecting and identifying the errors on passive sentences construction made by students, the researcher explained the errors made by students based on the types of error. For the next, researcher described how students made the errors on passive sentences construction.

Types of Error Made by Students

1. ***Errors Based On Omission***

Omission error happens when one of the components of the sentence structure which should be there is omitted. The components should be in the form of "to be" (is, am, are, etc.), in the form of regular verb (*-d/-ed*), preposition (in, on, under, etc.), auxiliaries' verb (will, can, is, etc.), articles (a, an, the,). Based on the data found, it showed that students made this kind of errors, the following were the examples of the students' error:

Table 1. Error Based On Omission

Students' Errors	Corrections
The music was really beautiful. It **played** by the best musician. (Student 2)	The music was really beautiful. It **was played** by the best musician.
Carolina is a student. She is **delegate** to take part in Math Competition. (Student3)	Carolina is a student. She is **delegated** to take part in Math Competition.

This error showed omission error where it is lack of an item that should appear. As it is seen based on the table above, a sentence written by a student (student 2) showed error in using "to be" which must appear in passive sentence form, that is to be"was" (s. past tense). And for the second sentence, the student (student 3) misses of adding -d/-ed in that verb, that must be appear as the form of regular verb.

2. ***Errors Based On Addition***

Addition error happens when one of the components of the sentence structure appear that should not present. It is is the opposite of omission. The components should be both of *verb auxiliary* and *verb*, it was also in exceptional words that added an item like *foods*, *sugars*. Based on the data found, it showed that students made this kind of errors, the following are the example of the students' error:

Table 2. Error Based On Addition

Students' Errors	Corrections
The rubbish **doesn't is** thrown by someone in the trash can. (Student 1)	The rubbish **is not** thrown in the trashcan.
The novel of Laskar Pelangi **did was** written by Andrea Hirata, a famous writer in Indonesia. (Student 14)	The novel of Laskar Pelangi **was** written by Andrea Hirata, a famouswriter in Indonesia.

This error showed addition error where some items are present that actually should not appear. As it is seen based on the table above, two sentences written by students 1 and 14 showed error in using both of "**does**"/"**did**" and "**is**"/"**was**" in a sentence, but it must be only one of them in a sentence. Here those sentences is a passive form that must use "to be", in present tense (is, am, are) or past tense (was, were). The sentence written by student 1 is present tense so it must use "is". And the sentence written by student 14 is past tense so it must use "was".

3. Errors Based On Misformation

Misformation error was made by some students. They used the wrong form of morpheme or structure. It could be categorized as misformation when it was incorrect on changing the irregular verb form into past participle, lack of using singular and plural form of "to be", it was also where the learners select one member of a class offorms to represent other. Based on the data found, it showed that students made this kind of error, the following are the example of the students' error:

Table 3. Error Based On Misformation

Students' Errors	Corrections
The highest building in the world **were** built by someone in 2005. (Student 5)	The highest building in the world **was** built in 2005.
The novel of Laskar Pelangi was **wrote** written by Andrea Hirata, a famous writer in Indonesia. (Student 6)	The novel of Laskar Pelangi was **written** written by Andrea Hirata, afamous writer in Indonesia.
Those vegetables were **buyed** by thehouse maid because they were still fresh. (Student 9)	Those vegetables were **bought** by thehouse maid because they were still fresh. (Student 9)
A pair of cute shoes **are** washed by a beautiful girl in the river. (Student 10)	A pair of cute shoes **is** washed by a beautiful girl in the river.

This error showed misformation error where student makes the wrong form of morpheme or structure. As it is seen based on the table above, two sentences written by students 5 and 10 showed error in using singular or plural form of "to be" in simple past and present tense. And for the next sentences which are made by students 6 and 9showed error in changing the verb form. The word "**wrote**" (past tense) it must be changed into past participle form "**written**"; and the word "**buy**" is irregular verb, so itmust be "**bought**" in past participle form not "**buyed**".

4. Errors Based On Misordering

Misordering error happens when it is incorrect position of group of morpheme. It could be categorized as misordering if some components presented are correct but incorrect in systematically. Based on the data found, it showed that students made thiskind of error, the following are the example of the students' errors.

Table 4. Error Based On Misordering

Students' Errors	Corrections
Teacher is told **the Indonesia history** clearly. (Student 6)	**The Indonesia history** is told by **teacher** clearly.
The highest building in the world **in 2005** was built by someone. (Student 7)	The highest building in the world wasbuilt **in 2005**.
The highest building was built by someone **in the world** in 2005. (Student9)	The highest building **in the world** was built in 2005.

This error showed misordering error where it is about incorrect position of group of morpheme. As it is seen based on the table above, a sentence written by a student (student 6) showed error in changing the subject becomes the object in passive sentence. For the second sentence, the student (student 7) showed error in incorrect placement of adverb of time. And the next sentence, the student (student 9) showed error in the word "**in the world**". It is not suitable put after verb because it is modifierof the word "**The highest building**".

Based on the data found (see table 4.6), the eleventh year students of MIA at MA Assulaimaniyah Mojoagung made many errors on passive sentence construction for example changing "verb form", using "to be" including use of singular and plural form of "to be", and the subject – object of passive sentence.

The following are the example of the error students made on passive sentences construction:

Table 5. Students Errors on Passive Sentence Construction

Students' Errors	Corrections
A glass of milk is **drinked** by my nephew. (Student 9)	A glass of milk is **drunk** by my nephew.

The Indonesia history is **tell** by teacher clearly. (Student 11)	The Indonesia history is **told** by teacher clearly.
The highest building in the world was **builted** by someone in 2005. (Student12)	The highest building in the world was **built** by someone in 2005.
Many sun flowers **was** planted by Nadia in the back yard. (Student 1)	Many sun flowers **were** planted by Nadia in the back yard.
The highest building in the world **were** built by someone in 2005. (Student 5)	The highest building in the world **was** built in 2005.
The rubbish **does not** thrown by someone in the trash can. (Student 13)	The rubbish **is not** thrown in the trash can.
My nephew is drunk **a glass of milk** before he goes to school. (Student 6)	**A glass of milk** is drunk by **my nephew** before he goes to school.
Teacher is told **the Indonesia history** clearly. (Student 4)	**The Indonesia history** is told by **teacher** clearly.

From the table above, it could be seen that three sentences written by students9, 11, and 12 showed error in changing the "verb form" into past participle. For students 9 and 12, they made errors in the verb "**drinked**" it must be changed into pastparticiple form "**drunk**" because it is irregular verb; and the verb "**builted**" is irregular verb, so it must be "**built**" in past participle form. Then for student 11, the verb "**tell**"it must be change into past participle "**told**". The next sentences written by students 1, 5, and 13 showed error in using singular or plural form of "to be" in present and past tense. And the other sentences written by students 6 and 4 showed error in in changingthe subject – object as the passive sentence form.

From the findings above, the eleventh year students of MIA at MA Assulaimaniyah Mojoagung made errors on passive sentences construction. It's based on the findings above, the students made many errors in changing "verb form", using "to be" including use of singular and plural form of "to be", and the subject – object of passive sentence.

Some students made errors in using "to be", as in sentence "The rubbish *does not* thrown by someone in the trash can". The student omitted the "to be" that must be presented in passive form that was "to be" *is* (present tense), because the subject wassingular subject. So the correct form of the sentence was "The rubbish *is not* thrown by someone in the trash can". The other error in using "to be" in singular and plural form could be seen in sentence "The highest building in the world *were* built by

someone in 2005". The student did not use "to be" *were* (past tense), because the subject of the sentence was the third singular person, so it must use *was* as singular form of "to be". The correct form of the sentence was "The highest building in the world *was* built in 2005". It also happened in sentence "Many sun flowers *was* planted by Nadia in the back yard". The student missed the use of "to be" *was* (past tense), because the subject of the sentence was plural subject, so it must use *were* as plural form of "to be". Therefore the correct form of the sentence was "Many sun flowers *were* planted by Nadia in the back yard".

The other students had a problem in changing "verb form". It can be seen in sentence "The Indonesia history is *told* by teacher clearly". It showed error in changing the verb form of *tell* into past participle *told* as the form of irregular verb. So the correct form of the sentence was "The Indonesia history is *told* by teacher clearly". The other students' error was in sentence "A glass of milk is *drinked* by my nephew". The sentence was lack of changing the verb form *drink* (irregular verb) into past participle *drunk*. The students added the verb *drink* with "**d/-ed**", but it was not necessary to add "**d/-ed**" inirregular verb form. The correct form of the sentence was "A glass of milk is *drunk* by my nephew". It was also happened in sentence "The highest building in the world was *builted* by someone in 2005". The word build is an irregular verb, so it does not need a final –ed. The students added the verb *built* with "**d/-ed**", but it was not necessary to add "**d/-ed**". Therefore the correct form of the sentence was "The highest building in the world was *built* in 2005".

The other students' sentence were errors in changing subject – object in passive sentence form, as in sentence "*My nephew* is drunk *a glass of milk before he goes to school*". The student did not change the subject (in active sentence) become the object in passive sentence or the object (in active sentence) become the subject in passive sentence as the form of passive sentence. So the correct form of the sentence was "*A glass of milk* is drunk by *my nephew before he goes to school*". It was also happened in sentence "*Teacher* is told *the Indonesia history* clearly". The student did not change the subject (in active sentence) become the object in passive sentence or the object (in active sentence) become the subject in passive sentence as well. So the correct form of the sentence was "*The Indonesia history* is told by *teacher* clearly".

CONCLUSION AND RECOMMENDATION

Based on the findings and discussion of this research, the eleventh grade students of MIA at MA Assulaimaniyah Mojoagung some errors in passive sentences construction especially present and past tense form. There were four types of error identified in passive sentences construction made by students. Those were *omission*, *addition*, *misformation*, and *misordering*. Some students did the *omission* error. They forgot to put the "to be". And also they were lack of changing the verb into regular verb. In *addition* error, some students were use both "does" and "is" or "did" and "was" in a sentence. But that was not necessary using both of them in a sentence. The other students did misformation error in in deciding the "to be", whether it was sing singular

or plural form of "to be". In *misordering* error, some students did not change the subject (in active sentence) become the object in passive sentence or the object (in active sentence) becomes the subject in passive sentence, and also incorrect placement of adverb of time. Most of students still got difficulty in distinguishing between regular and irregular verb on passive sentence construction. It means that students were still lack in understanding of verb usage on passive sentence construction.

It is hoped that this research will be beneficial for other researches who deals with the grammatical errors, more specifically about passive construction and other possible factors affecting the errors. Practically, the teachers are able to find some strategies to anticipate the errors made by the students.

REFERENCES

Cowan, R. (2008). *The Teacher's Grammar of English*. New York: Cambridge University Press.

Diessel, H., Dąbrowska, E., & Divjak, D. (2019). Usage-based construction grammar. Cognitive linguistics, 2, 50-80.

Jubhari, Y., Sasabone, L., Nordin, T., & Kechik, T. (2022). The Students ' Perception on Teaching Narrative Writing Skills through Contextual Teaching and Learning (CTL) Approach. *Nternational Journal of Education and Humanities (IJOLEH)*, *2*, 140–151.

Menenti, L., Gierhan, S. M., Segaert, K., & Hagoort, P. (2011). Shared language: overlap and segregation of the neuronal infrastruc

Moleong, L. J. (2012). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.

Rasyid, R. F. (2017). *An Error Analysis of Sentence Structure of Using Active and Passive Voice in Students' Writing Composition (A Case Study toward the Second Year Students at SMA Pasundan 8 Bandung)*. Unpublished Thesis. English Departement. Faculty of Arts and Letters. Pasundan University, Bandung.

Saputra, W. A. (2022). Multilingualism In Indonesia : An Introduction To Makassarese Language. *Education , Language , and Culture (EDULEC)*, *2*(2), 161–169.

Saputro, F. W. (2017). *An Error Analysis on the Use of Passive Voice In Writing Report Text by Eleventh Grade Students of SMAN 1 Nganjuk 2016/2017*. Unpublished Thesis. English Language Eduction Departement. Faculty of Teacher Training and Eduction. University of Nusantara PGRI, Kediri.