

CHAPTER I

INTRODUCTION

1.1 Background of Problem

Nowadays, capability to use foreign language is very important. English is one of the foreign languages and an international language. As an international language, English is taught in many countries including Indonesia and it is given great concern by putting English as the first foreign language to be taught in Indonesia that has been taught to students from kindergarten until university. The purposes of learning English are order to students can communicate in English that in orall and written and get a job early after graduate. English is a top requirement of those seeking good jobs - and is often the language in which much of the business of good jobs' is conducted (Quirk et al, 1972: 9).

MTsN 3 Kuantan Singingi is one of junior high school level in Kuantan Singingi that studied passive voice in second semester of third grade that the material was suitable with syllabus of 2013 curriculum and the teacher used 2013 curriculum. Students were expected to master passive voice because it is often found in academic writing. Swan (1996:410) said that passive without “agents” are common in academic and scientific writing. Based on the syllabus, passive voice in third grade of junior high school level was only taught in two tenses which were present and past tense.

As foreign language learners, the learners faced several problems in learning English. Based on the interview with English teacher of MTsN 3

Kuantan Singingi, many students of MTsN 3 Kuantan Singingi were difficult to differentiate between passive and active voice and confused about the rules of passive voice, namely the using of *to be* and *past participle*. For the examples, almost all of the students omitted *to be* of the sentence. Even though, *to be* is important part in passive voice. e.g. *Ani eats apple* (active form) becomes *Apple eaten by Ani* (passive form). Students omitted *is* (to be) in the passive form. Even though, *is* (be) must appear in the well-formed sentence. Then, the students had less knowledge about the using of regular and irregular verb in past participle, they made wrong form of verb. They must make irregular form but made regular form by adding *-ed* at the end of verb, e.g. *eaten* became *eated*. *Eated* was not past participle of *eat*. And then, students were difficult in differentiating between passive and active voice, passive voice uses *be* (are, is, am, was and were) and followed by past participle and one of tenses in active voice, progressive sentence also uses *be* (are, is, am, was and were) but followed by present participle.

The problems above were quite possible for students to make errors. Actually, in teaching and learning foreign language every teacher found out the errors made by the students both oral and written form because error was an indicator of the learners' stages in their target language development. As stated by Saputro (2017:3), errors in language learning are sometimes natural and tend to occur frequently.

Almost all of the students cannot make passive sentences correctly because they had difficult to differentiate between passive and active voice and confused about the rules of passive voice, i.e. the using of *to be* and *past*

participle that they are important parts in passive voice. According to Hewings (1999:58) stated that passive verb forms have one of the tenses of the verb *to be* and *past participle*.

In this research, the researcher analyzed the students' errors in changing active voice into passive voice that made by third grade of MTsN 3 Kuantan Singingi. By analyzing the students' errors in changing active voice into passive voice, the students knew their ability in passive voice and error analysis also helped to improve the teaching and learning process. Error analysis it also improves the process of second language learning and develops more information for developing the second language acquisition theory (Sutomo, 2010:36). Based on the explanation above, the researcher was interested in conducting a research entitled "*An Error Analysis of Using Passive Voice at Third Grade Students of MTsN 3 Kuantan Singingi*".

1.2 Identification of the Problem

Based on the background of the problem supported by the above phenomena, it can be seen clearly that most of students still have hindrance in making passive voice that produced by active voice, hence the problems of this research were identified in the following identification:

1. Students cannot change active voice into passive voice correctly
2. Many errors were made by students in changing active voice into passive voice

1.3 Limitation of the Problem

The study focused on error analysis in using passive voice that made by third grade students of MTsN 3 Kuantan Singingi. There are seven passive voice in Azar's book (*Fundamentals of English Grammar*), namely passive in simple present, passive in simple past, passive in present progressive, passive in past progressive, passive in present perfect, passive in future, and passive modal auxiliaries. Writer gave limitation with all the tenses. The tenses were limited to the simple present tense, and simple past tense within positive sentences because the students only learnt passive voice in two tenses, present and pas tense.

1.4 Research Questions

Based on the problems above, this research can be formulated as follows :

1. What types of errors made by third grade students of MTsN 3 Kuantan Singingi in using passive voice?
2. What kind of errors frequently occurred?

1.5 Objective of the Research

There are some the objectives of this research. They are :

1. To find out what types of errors made by third grade students of MTsN 3 Kuantan Singingi in using passive voice.
2. To find out what kind of errors frequently occurred.

1.6 Significance of the Research

The significance of this research are:

1. For the teacher, the result of this study gives the specific data about his students' competence of passive voice. So he can be more concern to help the students to master passive voice later.
2. For the students, this research gives feedback and evaluations for themselves and hopefully do not make the same errors when they change active sentences into passive sentences in learning process.
3. For the readers, the writer hopes this research can be useful for English learners and it can be helpful resource for everyone who is intrested in this subject to investigate the same topics in depth.

1.7 Definition of the Key Terms

1. Error

Brown (2000:217) states that error as noticeable deviation from the adult grammar of a native speaker.

2. Analysis

Oxford Advanced Learner's Dictionary, 8th ed, s.v. "The detailed study or examination of something in order to understand more about it".

3. Error Analysis

Error analysis is sought to predict the errors that learners make (Ellis, 1999:58).

4. Passive Voice

According to Murphy (1985:82) states that passive verb is used to say what happens to the subject.