

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

2.1.1 The Concept of Error

In language learning process, error can not be avoided by students and already become part of student learning process. Error that occurs is a process or step to improve the understanding better in language acquisition especially in second language. According to Norrish (1987) error is systematic deviation, when a learner has not learnt something and consistently gets it wrong. Hendrickson (1987:357) states that error is “signal” that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well structured in the target language. Hubbard (1983:134) defines that error cause by lack of knowledge about the target language or by incorrect hypothesis about it. Based on 3 experts’ statements, we can conclude that error is caused because the students have not understood well during the learning process, the students ignorance is the cause of error and usually error occurs when the students try to learn in target language.

2.1.2 The differences between Error and Mistake

Both error and mistake are different. Though, it can be said that both of them are still synonym in discussing something wrong or deviations. But actually these two words have a different meaning context. In more detail, some experts have given statements between error and mistake. According to Ellis (1997) that errors reflect gaps in the learner’s knowledge; they occur because the learner does

not know what is correct. Mistake reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows. While Corder in James (1998:78) states that error with failures in competence determine grammatically and mistake with the failures in performance determines acceptability. According to Ancker (2000), making mistakes or error is an natural process of learning and must be considered as part of cognition.

2.1.3 Classification of Error

This research uses Surface Strategy Taxonomy from Dulay et al (1982: 150-163) It is focused on 4 types of error such as Omission, Addition, Misformation and Misordering. The detail explanation will be explained as following :

1. **Omission** is the part of item word missing which is include phrase, clause in a sentence or others that must appear in a well formed utterance. The part of content morpheme such nouns, adjective, verbs and adverb those are content morphemes which can carry the meaning of sentence, while grammatical morpheme such as noun, verb inflection, verb auxiliaries, articles and preposition. Though, the learners frequently omit the grammatical morpheme in a sentence but the meaning of sentence can still understand.

Example :

1. The sunset view is very(**awesome**)
2. The sunset view ...very awesome (**is**)

Based on the sentence above, if the word “ awesome’ is omitted. It influences on the meaning of sentence and makes the sentence unclear. It is called the omission of adjective (awesome) and be part of content morpheme. While if the word “is” is omitted, it can still be understood.

But the structure of grammar in a sentence will be wrong though, the use of verb play minor in conveying something in a sentence. We can say that it is the omission of verb auxiliaries. Even though, if there is one part of morpheme is missing in a sentence both content or grammatical called error. These are the classification of content morpheme and grammatical morpheme in omission as following :

Table 2.1 Content Morpheme

Nouns	I, she, cat, house, they
Verbs	Kill, eat, throw, study, earn, cut
Adjective	Kind, handsome, cute, delicious, awesome
Adverb	Actually, happily, quickly, often, outside

Table 2.2 Grammatical Morpheme

Verb inflections	Looking (the-ing), played (the-ed) women’s day (the’s) and flies (the-ies)
Verb auxiliaries	Am, are, will, would, do, did, must
Preposition	On, in, at, under, below, up
Article	A, an, the

Semantic Feature	Error	Example
Past Tense	Past tense is marked in the auxiliary and the verb	She <i>didn't went /goed</i>
Present Tense	Present tense is marked in the auxiliary and the verb	He <i>doesn't eats</i>
Negation	Negation is marked in the auxiliary and the quantifier	She <i>didn't</i> give him <i>none</i> They <i>don't hardly</i> eat

	Negation is marked in the auxiliary and the adverb	
Equational Predicate	Equation is marked in two copula positions	<i>Is this is a cow ?</i>
Object	The object is both topicalized and expresses in the object pronoun	That's <i>the man</i> who I saw <i>him</i>
Past Tense	The auxiliary is produced twice	Why <i>didn't</i> mommy <i>don't</i> make dinner ?

Source: These examples are taken from raw data collected by Dulay and Burt via the Bilingual Syntax Measure

- b. **Regularization Error** is categorized of class of linguistic items include the main verbs or noun class and usually used to apply the rules of regular to irregular class

Example :

1. They orders a large pizza

Based on the sentence above, the verb “**Order**“ can not be added “**Orders**”. Because the subject “ They” as plural. It should only” Order”

It is called regularization error. If it want to change into the correct sentence, it should pay attention the rules of regular and Iregular

Table 2.4 Regular Forms and Irregular Forms

	Verb 1	Verb 2	Verb 3
Regular Form	Close	Closed	Closed
	Imagine	Imagined	Imagined
	Invite	Invited	Invited
	Compare	Compared	Compared
	Jump	Jumped	Jumped
Irregular Form	Bend	Bent	Bent
	Break	Broke	Broken
	Begin	Began	Begun
	Forget	Forgot	Forgotten
	Sing	Sang	Sung
	Drink	Drank	Drunk

- c. **Simple Addition** is error which have no particular features in all addition

Table 2.5 Simple Addition Errors Observed in Child L2 Production

Linguistic Item Added	Example
3 rd person singular –s	The <i>fishes doesn't</i> live in the river
Past tense	The train is gonna <i>broke</i> it
Article a	<i>A</i> this
Preposition	<i>In over</i> there

Source: A study of Second Language Learning in Children by G.P Venable
(1974)

3. **Misformation** is the wrong form morpheme or structure usage in a sentence. This Misformation Error is divided again into 3 types such as Regularization Error, Archi Form and Alternating Form.

a. **Regularization Error** : It frequently occurs on student's comprehension of grammar.

Example :

(a) **Does** they play football in the field ? (wrong)

(b) **Do** they play football in the field ? (right)

In grammatical, the sentence above is wrong. Due to the use of auxiliary “**does**” only use for the singular subject “(She, He and It) “ whereas in the sentence used the subject “ **they** “ that refers to the plural subject. So for being the right sentence, we need to put auxiliary “**do** “in sentence. The use of auxiliary “ **do** “ refers to the subject (**I, We, They**)

b. **Archi Form** : Error in selecting of member of class in a sentence. It common occurs when selecting the determines such as “(That, This, These and Those) “

Example :

(a) **This books** are really heavy (incorrect)

(b) **These books** are really heavy (correct)

(a) **Those** pen is belong to me (incorrect)

(b) **This** pen is belong to me (correct)

Plural of word “ **this** “ become “ **these**”. For determining the use of right determine, need to analysis the nouns of sentence first whether that is singular or plural , as the example above the word “ **books**” referred to plural with (the-s). So, we use the determine “**these**” to appropriate with sentence and make the grammatical correct. Second example, we can see the noun mentioned in that sentence is “ **pen**” (singular noun) so we only need the determine “**this**” due to refers to singular form.

- c. **Alternating Form** : This error is similar to archi form, only difference occurs on the learning’s vocabulary and grammar grow in L2

Example :

- (a) Subject “**She** “ refers to “**Her** “ in object (correct)
- (b) Subject “ **They** “ refers to “ **Them**” in object (correct)
- (a) Subject “ **She** “ refers to “**Him**” in object (incorrect)
- (b) Subject “ **They** ” refers to “**Us**” in object (incorrect)

- d. **Misordering** is usually occurs due to incorrect placement of morpheme in an utterance . it indicates error on student’s both in L1 and L2

Example :

- (a) I know where **is syifa** (incorrect)
- (b) I know where **syifa is**(correct)

It indicates there is incorrect placement between word “ is” with “ syifa”. The word “ syifa “ should be placed after word” where” due to it is positive sentence .

According to Burt et al (1975 :191-192) Types of errors are divided into two :

1. **Local Error:** This is caused because there are errors in syllable like nouns, adverb inflections, articles, auxiliaries, verb inflections of a sentence and it does not hinder the communication and even it can be understood easily with controlling the local grammar. This local error is a type of error can be tolerant.

Example :

- (a) Why **you** are so beautiful ? (wrong)
- (b) Why **are** you so beautiful ? (right)

Based on the sentence above, both of them can still understand the meaning but based on the grammatical, the first sentence occurs error due to the sentence shows the question sentence. The word “are” should be placed after question word “why”. For the correct sentence is marked in the second sentence.

2. **Global error :** Global Error does not look same like Local Error, global error can not be tolerant and considered to be serious error and effect the whole meaning. It is caused by the wrong word order in a sentence.

These examples are taken from Burt and Kiparsky

(a) Wrong order of major constituents

1. **English language use many people**

The sentence above can not be understood and unclear meaning. If the word placement in a sentence is correct and the sentence is written like this

“Many people use English language” so that both of grammatical and meaning can understand easily.

(b) Missing, Wrong or Misplaced sentence connectors

1. *(If)*. not take this bus, we late for school
2. He will be rich *until (when)* he marry
3. He started to go to school since he studied very hard

The omission of one part in a sentence have a big impact on the understanding of a sentence. Also if in a sentence put the wrong connector will also impact to the meaning of sentence, based on the second sentence, the connector of “ when” appropriate to the sentence than the connector of “until”. And the last example there is misplace in sentence, if we analyze the sentence above, we probably think the sentence is inaccurate placement. So, for producing a clear meaning, we need to change the position of first sentence between the last sentence. So it is written as “ *he studied very hard since he started to go to school* “

(c) Missing cues to signal obligatory exceptions to pervasive syntactic rules

1. The student’s proposal **(was)** looked into **(by)** the principal

We can see the sentence above shows the passive sentence, but in writing still occurs error. We need to put to be “**was**” due to the sentence is asimple past tense, then put the preposition “**by**” after verb, if we put

the preposition “ **into**” is not appropriate to the sentence and even the rules of passive voice .

(c) Regularization of pervasive syntactic rules to exceptions (in transformational terms, not observing selectional restrictions on certain lexical items)

(a) We amused that movie very much

(b) (That movie amused us very much)

2.1.4 Causes of Error

According to Norrish (1983 : 21-27)

1. **Carelessness:** The lack of motivation is the main cause that occurs on students. It is from the student selves or other influence factors like teacher learning style strategy. If the students feel it is not appropriate, it can influence to their motivation in learning and the teacher’s motivation is also important to encourage the student’s interest in learning.
2. **First language:** Students’ first language can effect the students’ target language. If they still bring out the language habit in first language into the target language. this is mostly happen because the student still engaging their mother tongue Bahasa Indonesia to the target language English
3. **Translation:** This third error cause is the common error made by the students when learn the target language. Most of students still translate word by word of a sentence or when they students want to deliver something, they still do not know how to do it due to of not knowing the structure and grammar to transfer into the target language .

2.1.5. Error Analysis

According to Richard et.al (1985:96) error analysis is an activity to reveal errors committed by students both in writing and speaking. While Brown (1980:166) stated that error analysis is the process to observe, analyze and classify the deviations of the rules of the second language and then to reveal the system operated by learner. Sompong (2014) states, conducting error analysis is therefore one of the best ways to describe and explain errors committed by the second language learner. Based on the experts' explanation. It can be concluded that error analysis is a study for observing, analyzing every error occurs and find out the causes of error in learning process.

2.1.6. Active and Passive Sentence Definition

According to Hartono (1986) active sentence is a sentence which the verb has active and reveals that the subject does activity. According to Carling and Jervis (2003: 2) the passive form and active form are structure by entering the verb **to be** for the equal tense as the active verb and adding the active verb's past participle. The subject of the active verb shows the "agent" of the passive verb. The agent is frequently not mentioned when It is exposed initiated **by** then positioned at the end of the sentences or clause. According to Nelson (2001 p.21) passive voice is form by adding the passive auxiliary be and using a different form of the verb.

Rizka and Hidayanti (2015) mentioned from active sentences are applied to show the position of the subject while acting so that the subject position as an actor of the activity, whereas the passive applied to show that the subject not in a

position of the actor however as activity recipient. It can be concluded that active and passive are part of English, both active or passive sentence are used in our daily life in communication, the way for distinguish both of active and passive are located on the use of subject in a sentence. Active is the subject perform the action while passive is subject who experienced or receiver an action.

2.1.7 The Form of Passive Voice

A. Tenses

In English, there are 16 tenses of English such as simple present tense, present continuous tense, past tense, past continuous tense, past perfect tense, past perfect continuous tense, present perfect tense, present perfect continuous tense, future tense, present future perfect, present future continuous tense, present future perfect tense, past future, past future perfect, past future continuous tense, past future perfect continuous tense. Frank (1972) defines that tense is a special verb ending or accompanying auxiliary verb signaling the time an even take places.

But this time, the researcher only discusses of 4 tenses and modal which found in narrative text.

1. **Simple Past Tense:** According to Cowan (2008 : 359) the simple past tense is used for activities or situation that began and ended in the past.

Ex: I went to Japan

2. **Simple Past Continuous Tense:** According to Badiatul Raziqin (2008 p. 75) this is used to express the activity was happening in the past when the another event happened

Ex: Ryner was sleeping when I visited him

3. **Simple Present Perfect Tense:** According to Panca Prastowo (2010 p.132) this is used to express an activity has been done in past and still related to the present time.

Ex ; I have been Belgium since 2020

4. **Simple Past perfect Tense:** According to Panca Prastowo (2010 p.139) this tense is used to express an event that has finished when another event occurred in the past.

Ex : when I got home, I found that someone **had broken** into my apartment and **had stolen** my fur coat

5. **Modal:** According to Badial Raziqin (2008 p. 119) modals auxiliary divided into 10 such as can (express capability, permission, possibility), could (past form of can), May (express polite request, express hope), might (past form of may), will (express an action will be done, polite request), would (past form of will), must (express a strong desire, it can be changed with “ Have to “), shall (polite question for giving suggest or offer), should (express suggestion or advice) ought to (natural expectation)

Ex :

- a. He can speak in 5 languages
- b. May i come in ?
- c. You should take a rest

B. The Pattern of Passive Voice

Table 2.6 The Pattern of Passive Voice in Tenses

Tense	Active Sentence	Passive Sentence
Simple Past Tense	S + Verb 2 + O + C	S + To be (was were) + Verb 3 + By + O + C
Simple Past Continuous Tense	S + To be (was were) + Verb- ing + O + C	S + To be (was were) + being + Verb 3 +By+ O + C
Simple Present Perfect Tense	S + Has/Have+ Verb 3 + O + C	S + Has/Have + Been + Verb 3 + By + O + C
Simple Past Perfect Tense	S + Had + Verb 3 + O + C	S + Had + Been + Verb 3 + By + O + C
Modal	S + Modal + Verb 1 + O + C	S + Modal + Be + Verb 3 + By + O + C

Description

S: Subject

O: Object

C: Compliment

By: Preposition

C. Interchange Subject to Object

Subject is the basic grammar in English. Subjects consist of 7 such as I, You, We, They, He, She, It. Subject is usually placed at the beginning of sentence while object is placed after verb. In passive voice, subject which found in passive voice is the result of exchange between subject and object in active sentence

Table 2.7 Interchange Subject to Object

Subject	Object
I	Me
You	You
We	Us
They	Them
He	Him
She	Her
It	It

D. The Use of To Be in Subject

Every unit of subject have a different “to be”. These are the classification of to be in subject as following below:

Table 2.8 The Use of To Be Based on Subject in Tenses

Subject	Present Tense	Past Tense	Past Perfect	To be has/have
I	Am	Was	Had	Have
You	Are	Were	Had	Have

We	Are	Were	Had	Have
They	Are	Were	Had	Have
He	Is	Was	Had	Has
She	Is	Was	Had	Has
It	Is	Was	Had	Has

E. Verb

According to Redaksi Pm (2012 p. 25) verb is all words that express action and behavior or dynamic meaning. So it means that verbs is used to describe an action of subject is doing

Table 2.9 Verb Forms

Verb 1	Verb 2	Verb 3	Verb-ing
Take	Took	Taken	Taking
Play	Played	Played	Playing
Learn	Learned	Learned	Learning
Hunt	Hunted	Hunted	Hunting
Buy	Bought	Bought	Buying
Watch	Watched	Watched	Watching

2.1.8 The Use of Passive Voice

So in passive voice usage, these are some things to be considered in changing active to passive sentence. It is also discussed in pervious sub.

1. Determine the tenses of sentence
2. After that, adjust the pattern of passive voice based on tenses
3. Change the object into subject. (object : receiver an active), (subject: perform the action)
4. Use the verb 3, it is not allowed to use Verb 1, Verb 2 or using Verb -ing in passive voice. If it uses, so the sentence will be wrong
5. Put preposition “by” after verb 3 in passive sentence to make the sentence clear

Table 2.10 The Example of The Use of Passive Voice in Tenses

Tense	Active Sentence	Passive Sentence
Simple past tense	She watched Korean drama last night	Korean drama was watched by her last night
Simple past continuous tense	They were playing a doll	A doll was being played by them
Simple Present Perfect Tense	Dori has sent you a letter	You have been sent by Dori a letter
Simple past perfect tense	Jhonny had listened these songs many times	These songs had been listened by Jhonny many times
Modal	I must throw the coin in water fountain	The coin must be thrown by me in water fountain

2.1.9 Narrative Text

According to Rabecca (2003) a narrative text is a text which relates a series of logically and chronologically related events that are caused or experience by factors. Gerot and Wignell (1994) state that social function of narrative text is related to tell the actual experience as well those experienced by other people in different ways and narrative text involves problematic events that lead to a crisis or turning point. Finally found a resolution. In simple words, narrative text is a text which purpose to entertain the readers or audiences based on the writer's imagination or fiction. In narrative text also has a character, setting, theme, slot, point of view and action and even consist of generic structure such as orientation (In the beginning of text), complication (appears the problem) and resolution (problem solve).

Types of narrative are divided into :

Fable, Myth, Legend, Folktale, Fairy Tale, Love Story, Personal Experience, Slice of Life, Horror Story, Science Fiction

2.11 The Example How to Analyze The Active Sentence in The Narrative Text

a. The Ugly Duckling from Fable Story

Deep within the forest, **he saw a cottage in which there an old woman lady ,her hen and her cat.** The duckling stayed with them for a few times however he was sad there and shortly left.

From the text above, it can be identified that there is a simple past tense sentence where the subject “**he**” performs the action, “**saw** “ past form of “**see**” then there is object” **a cottage**” who does not do anything and for the complementary sentence is “ **in which there lived an old lady, her hen and her cat**”. (For the next step, we need to follow the rules of passive voice based on the tense)

The passive Sentence Form

A cottage was saw by him in which there lived an old lady, her hen and her cat

b. Cinderella from Fairy Tale

The step mother and step sister didn't like Cinderella (1) and treated her badly . Cinderella did the hardest works in the house such as cleaning the house and preparing the food for the family (2). one day, a ball was being held by the royal family of the kingdom to find a spouse for the prince (3)

From the first sentence, it shows the simple past tense. It can be seen from the auxiliary verb “ **did**” in that sentence. So, for changing them, it needs the rules of passive voice of simple past tense. So we need to change the position of object to subject and put the object “ **Cinderella** “ in first sentence then put to be “was” because the object is singular. After that put not and add verb 3 of like is “**liked**” then put preposition “by” after that and write the continued sentence.

The Passive Sentence Form

1. *Cinderella was not liked by the step mother and step sister*

Based on second sentence, we need to analyze the sentence first before changing into passive voice. Because it shows the simple past tense, we just need follow the rule of passive voice of simple past tense, for the complimentary sentence, it is placed after object and also notices the object of sentence whether it is singular or plural subject and make it sure for using the correct” to be “

The Passive Sentence Form

2. *The hardest works were done by Cinderella in the house such as cleaning the house and preparing the food for the family*

In the third sentence, it is not need to change into passive voice because the sentence is passive sentence where has object that experiences an action in sentence which it is the result of interchange between object to subject in active sentence and this sentence uses the simple past continuous tense. It can be seen the to be “ was “ and usage from “ being “ and verb 3 after.

2.2. Previous Studies

1. **Hendrik Rahyono (2020)** conducted the research entitled “An Analysis of Students’ Error in Using Passive Voice in Sentence of The Eleventh Grade Students at State Islamic Senior High School 2 Indragiri Hilir. A study of Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim, Riau Pekanbaru. The study was aimed to analyze students’ error in using passive voice sentence by involving 79 students as subject to be

researched. The researcher took one class as sample by using cluster sampling, selected by group not individually. The researcher also took the groups by using lottery. The researcher used descriptive quantitative design and used essay test with focused on simple present tense, simple present continuous tense, simple perfect tense and modals for collecting data which consist of 25 items questions. In his research, the researcher found there were 237 errors made by students, the highest error is “V3” usage and the lowest is conjunction “be “

2. **I Gusti Ngurah Bagus Yoga Widiadnya, I Gusti Ayu Agung Yuni Lestari (Jurnal 2021)** conducted the research entitled “An Analysis of Students’ Error in Using Passive Voice in SMK Nusa Dua Grade 10”. The researchers used Dulay’s theory to find the types of error and used the descriptive qualitative design with the cluster sampling technique. So, in their research explained that there were 352 errors from Omission 21 error, Addition 67 errors, Misformation 253 errors and Misordering 11 errors
3. **Juliana Basir (2021)** conducted the research entitled “An Analysis of Students’ Problems in Writing Passive Voice Made by The Second Grade of SMAN 9 Takalar. A study of English Department Education Muhammadiyah University of Makasar. The total number of the sample was 15 students. This research used descriptive quantitative design with the purposive sampling technique in the research. A test was used to get the data research and questionnaire with Google Form as a data collection. Based on the research, the researcher found there were 13 students with 86.67 % had a problem writing

passive voice in the simple present tense, and there were 12 with 80.00% had a problem writing passive voice in the simple past tense. Knowledge and understanding, less practice and educational background are the causes of students' problem in writing passive voice.

4. **Opan Siroj, Ikariya Sugesti, Hanif Nurcholish Adiantika** (2020) conducted research entitled "Students' Error Analysis in Transforming Active Voice into Passive Voice through Linguistic Category". A study of English Education Department, Universitas Muhammadiyah Cirebon, Indonesia. The research was designed in a case study. The researcher took 14 students at the second semester in Private University Cirebon. The data was collected through observation, test for students and interview for English lecture. Based on the Linguistic Category, the students error produced 16 or 73% for morphological error, 47 or 60 % for syntactical error. In the research, the errors occur when the students still confused and did not know how to change active to passive especially for changing and the verb two into the verb 3 (past participle) and used the regular and irregular correctly.
5. **Muhammad Hasyimsyah Batubara, Muhammad Gita Swara Mahardika** (2020) conducted research entitled " An Analysis on Students' Difficulties in Changing Active to Passive". The data was taken at fourth semester students' STAIN Gajah Putih Takengon Aceh in 2017/2018 Academic Year. This study was designed in qualitative research and also the research conducted observation, documentation and also interview for collecting the data. The data analysis were use the Miles and Huberman's models, including reduction of

data, display and conclusion : drawing and verifying. In the result, the researcher found there were three the most difficulties for students in changing active to passive such as difficulties in determining subject, difficulties in using auxiliary verb be and difficulties in using verb 3 in passive voice. The dominant difficulties was found in form of past continuous. So in the research, the researcher concluded that some students' have a fairly good ability in understanding passive voice, but some of the other students' must also improve their understanding in English grammar.

6. **Tira Nur Fitria and Dewi Muliasari (2022)** conducted the research entitled "Analysis of Students' Ability and Their Difficulties in Identifying Passive Voice". This research involved 51 students of the second semester from various study programs in ITB ASS Indonesia. Type of this research was qualitative research. Based on the result analysis shows that students' average is 49.71 of 100 points, the median is 46 of 100, and the students' range scores between the 20 (as the lowest score) up to 92 (the highest score). And based on the difficulties, the researcher summarizes (1) Difficulty in changing active to passive in active, negative and interrogative forms related to each tenses formula, (2) Most students believe that active sentences are easier than passive sentence because passive sentence are related to mastery of grammar especially tenses.
7. **Siska Bochari, Afrillia Angreini, Maf'ulah (2020)** conducted research entitled "Students' Grammatical Errors in Composing English Passive Sentence". A study of Teacher Training and Education Faculty, Tadulako

University, Palu. This study was designed in qualitative research. The researcher explained that students in learning grammar often experience difficulties, and are influenced by the first language, namely Indonesian. The students' difficulties in composing passive sentences resulted in difficulties in writing text properly. There were 50 students who become respondents. Based on the research, the research found 4 problems made students error in composing passive sentence include 1) changing the word order caused by not being able to distinguish between subject to object, 2) Not understanding the tense used in active sentences resulting in a change in the auxiliary verb form, 3) Reducing or eliminating one of the constituent elements passive, such as BY preposition, auxiliary verb be, or the suffix –ED to the regular verb, 4) Generalizing all passive patterns.

8. **Nindy Indah Pratiwi** (2022) conducted research entitled “ An Error Analysis on Students' Use of Passive Voice in Writing Report Text at SMAN 1 Pasir Penyu. A study of Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. The study was conducted by using descriptive qualitative which has only one variable. On the research explained the lack of knowledge is one by factors which influence the occurrence of errors. This research aimed to identify the types of error frequently appeared by grade X students of natural science in using passive sentences in writing report text and the cause of error made by students. There were 55 students be participants which selected through purposive sampling. There were 2 techniques used in this research such as documentation to identify

the type of errors appeared in passive sentence in report text and interview 10 students to identify the cause of errors. Based on the data analysis, the students made error in all types of error. Misformation and Omission are the most frequent errors done by students.

9. **Fendik Wahyoe Saputro (2017)** conducted the research entitled “ An Error Analysis on The Use Of Passive Voice in Writing Report Text by Eleventh Grade Students of SMAN 1 Nganjuk. This research was designed in descriptive qualitative. In the research explained that passive voice is one of the most important linguistic component in report text. For collecting the data, the researcher used test in report text writing and categorized by Linguistic Category Taxonomy and Surface Category Taxonomy. Based on the result, the researcher found there were 7 or 24% errors in subject- object, 12 or 41,38% errors in “be”, 9 or 31,03% in “verbs” and 1 or 3,45 % errors in “pronouns” and the error mainly caused by careless 52,17 %, first language interference 42,48 % and with the minority of translation causes 4,35%
10. **Ahmad Mudianor (2019)** conducted the research entitled “Problems of Using Passive Voice Made by English Students at IAIN Palangkaraya. The study was conducted by using mix method (qualitative and quantitative) The researcher used explanation sequential designs of mixed method which focuses at describing the problems and strategy in solving the problems made by English students at fifth semester in using passive voice. The qualitative data were used to explain descriptively toward the quantitative data showed based on the result of the test. Based on the result findings are (1) students’ ability in using passive

voice was categorized as “fair”, (2) solving the problems in using passive voice could be done by adjusting the aptitude, cognitive style, personality to students’ individual need to create appropriate learning strategies that suited them.

After reading all the previous studies, the researcher concluded that there were still many students had difficulty and even frequently made error in writing passive voice. So the researcher is interested in taking title but still related to the previous studies namely *An Analysis of Students’ Error in Using Passive Voice in The Narrative Text* with using a test which the researcher used 2 narrative texts entitled *Bawang Merah and Bawang Putih* and *The Princess of Roro Jonggrang*. Both of texts have 4 tenses and modal. The reason is the researcher wants to know whether the students can understand easily by using narrative text or they do not have many errors in passive voice. This research is also focused on students’ ability in analyzing and underlining the active sentence in narrative text and also measure the students’ knowledge in understanding tenses. Because the narrative text has many stories which can attract the students’ interest in learning English, give the understanding of moral value of each story given in the narrative text and also the students indirectly learn new vocabularies by reading the text

2.3 Conceptual Framework

This study is focused on the student’s error in using passive voice. In this study, the researcher used two theory based on Surface Strategy Taxonomy by Dulay et al (1982) and Burt et al (1975) for discussing and describing the types of error which classified into 6 such as Omission, Addition, Misformation, Misordering, Local Error and Global Error. Type of this research was descriptive qualitative. Narrative

Text was a text that will be analyzed by students to find the active sentences. The researcher thought that narrative text would encourage the students' interest because the students needed something new in order to they would not feel bored and understand easily in learning English especially in passive voice. Narrative text itself provided many story genres which made the students curious about the context in every genre in the narrative text.

The test of this study was to describe the students' error in using passive voice in the narrative text and also find out the causes why the error occurred. In collecting data, the researcher used test to obtain the data. As for the steps, 1) The researcher asked students to analyze the text then found the active sentences to be changed into passive sentences in the narrative text. 2) Identified and classified the error types made by students in using passive voice in the narrative text such as Omission, Addition, Misformation, Misordering and Local Error and Global Error. And also conducted the interview to the students to find out the causes and reasons in written form. The researcher took eleventh grade students of AKL 1 as subject of the study.

An Analysis of Students' Error In Using Passive Voice In The Narrative Text

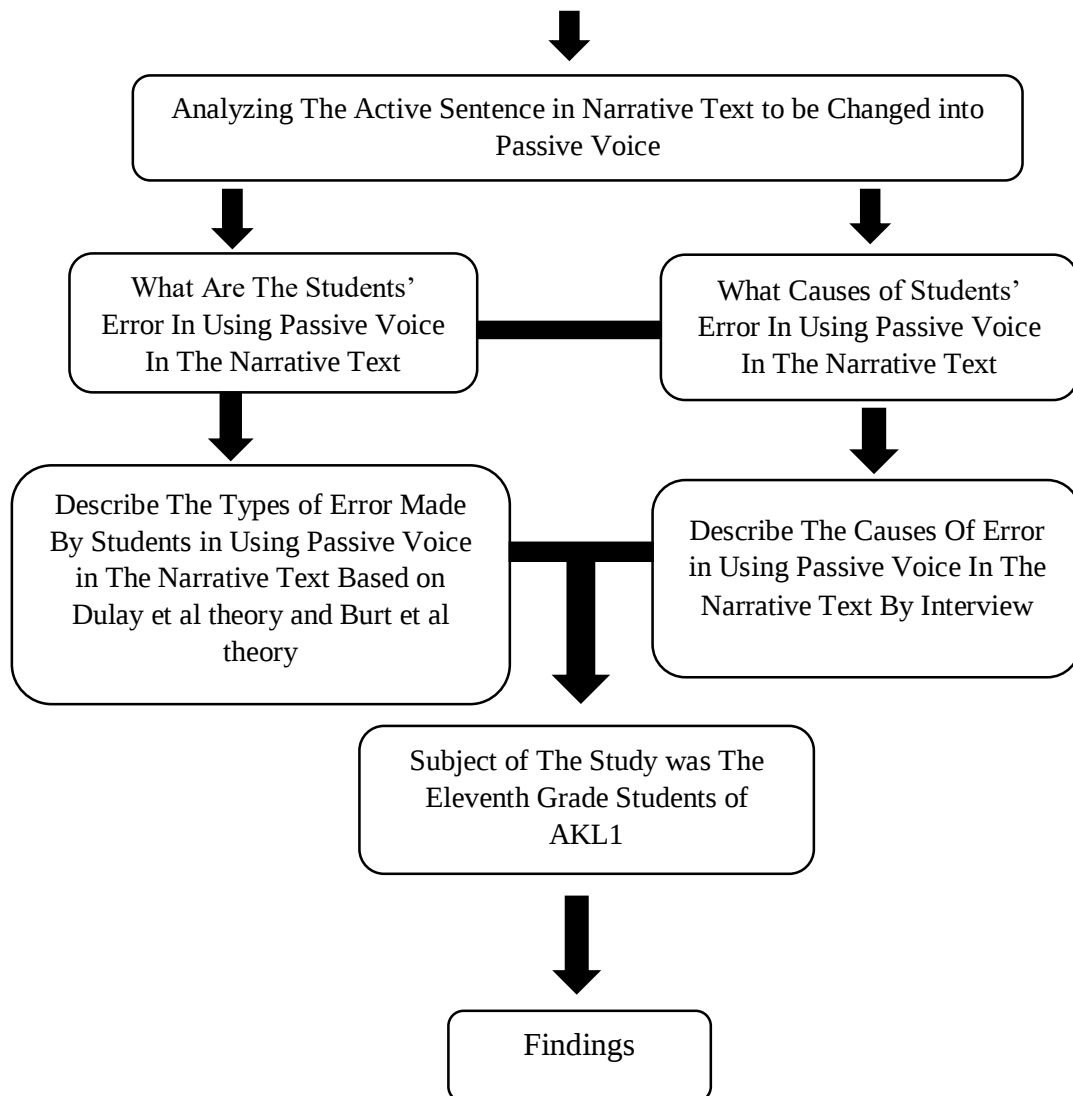


Figure 2.1 Conceptual Framework