The Analysis of Students' Common Errors in Constructing Passive Voice in Explanation Text by English Department Students in Universitas Negeri Padang

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Article History	Abstract
	This study was aimed to describe students' common errors in constructing passive voice in explanation text by English Department Students of Universitas Negeri Padang who took Academic Writing class. It was aimed to find students common errors in writing explanation text. This research was descriptive method research. The sample of this research was the K2-K5 2019 students. The research was taken based on simple random sampling. This research was conducted by using students' final writing test in academic writing from 27 students in order to find the common error in students' writing. The finding show that the most common error made by the students' in constructing passive voice were omission error with 47 errors with 22 omission errors in auxiliary be, 20 omission errors in auxiliary to be and 5 omission errors in preposition. Misinformation errors 24 errors in total with 18 errors in misinformation auxiliary, 5 errors in misinformation past participle

INTRODUCTION

Grammar is one of the essential points that should be mastered by the students, especially in English Language Program. Using and constructing a good grammar form is a must for students, and they also need to know the fundamental way or basic knowledge from grammar itself. As Purpura (2004) stated, grammar is a set of basics used to shape well-structured sentences in the language. The students have learned grammar in senior high school and know the basic and essential things about grammar.

In grammar, we usually talk about "voices" that separate into two: active voice and passive voice. In active voice, we only focus on the verb and its relationship to the action, and passive voice focuses on how the object does the action. Voices in grammar are vital to know by the students, the voices which should

be understood by the students, in the case who and whom the object in a sentence and who is the doer in the sentences, use those active voices in the four skills are common for the EFL students. Still, sometimes they can get distracted, and hard to use passive voice.

The passive voice itself is usually used in writing. For the EFL students in Universitas Negeri Padang, several texts are usually written using the most passive voice. In this research, the researcher will only focus on the explanation text usually written using the passive voice form on the text.

Constructing passive voice itself is not a new thing in writing explanation text. The researcher explained previously that explanation text is a writing text with passive voice as one of the form or language features used in the text. Besides the passive voice, students also need more preparation to write down their ideas and do such good writing. Jung (2006) stated that many factors work together to cause the errors; for example, constructing the passive voice sometimes students cannot use it properly to improve their writing. Students do not understand what passive voice itself means, and the passive voice itself uses and occasionally makes some mistakes or errors. Norrish (1983) stated that error is inconsistent when the students get it right but sometimes make a mistake and use it wrong it means that students are common in making errors and mistakes.

One of the texts learned by the students in the writing course is explanation text. As Bennet, Carter & Marino (2013) stated, explanation text is a factual genre used to explain the sequenced or cause or the understanding of a phenomenon or event. The primary purpose of the explanation text is to define and then describe the events that happen in the world in logical order.

Many researchers have done studies about students' ability to change active voice into passive voice, such as the study by Qodir (2006), who analyzed the highest frequency of students' errors in changing active into passive voice. Then. Yasim et al. (2018) analyzed students' percentage in changing active voice into passive in simple past tense. Then the last one, Lubis et al. (2019), analyzed junior high school students' ability in changing active voice into passive voice and the highest percentage of the errors made by the students. This study intends to investigate and find some common errors or we can say with the most errors made by the students in constructing passive voice. Due to the different findings of some research before, the researcher wants to focus more on common errors that are made by the students in Universitas Negeri Padang. Several types of research that the researcher finds are conducted for senior high school students, and in this research, the researcher will conduct the research on the higher education level. This study presents to fill the gap by analyzing the common errors made by the students in university for some reasons. First, in the previous research, some research conducted their study in senior high school, where students' ability to construct passive is different from students in the university. Second, some research focused on whether or not the students write passive voice in their text. Third, the researcher wants to focus on the explanation text made by students. Based on the previous research above, the researcher intends to investigate English department students' common errors in constructing passive voice in the explanation text.

There are still some problems related to the passive voice. The first, how the ability to change the sentence from active into passive. The second, how to write and include passive voice in a text. The third error that are usually made is to change the active voice into passive voice. The last one, students' ability in constructing passive voice.

RESEARCH METHOD

The type of research in this study is a descriptive method. In this study, the researcher described the *Analysis of Students' common Errors in Constructing Passive Voice in Explanation Text by English Department Student in Universitas Negeri Padang.* After the data are collected, the researcher described and analyzed the students' common errors and classify the data based on the need of the research and fond out the result of the research.

This study was conducted at English Department in Universitas Negeri Padang as the population was students who took academic writing class. English department students who took the academic writing class consisted of 5 classes in total which consist with 137 students. The researcher chose to take 20% sample from total of population 137 students. 20% sample from all of the population around 27 students, the research will take around 27 students as sample. In choosing the sample the researcher used the simple random sampling method. In order to analyze students common error the researcher do the rubric validity that has been validated by one of the English department lecturer, Dinovia Fannil Kher, M.Pd. In this validation result researcher gave the result of students' analysis to an English department lecturer, Lafziatul Himi. M.Pd to get the result validity

After collecting the data, the researcher analyzed the data in order to answer the research questions. The researcher checked to students' written product. In this data analysis the researcher is used the indicators adopted from Kristina (2017)

After classifying students' errors, researcher grouped the errors and found out in which errors students make the most, then after getting the number of errors, researcher counted the percentage of students' error to see which errors have highest percentage with using formula by Bungin (2006):

$$N = \frac{fx}{n} \text{ x } 100\%$$

N = the percentage
Fx = frequencies of students' errors
n =number of students' errors

Then, the researcher described the most common error in constructing passive voice, dealing with the error indicators that researcher used whether it was omission, addition, misordering or misinformation.

RESULT AND DISCUSSION

The data of the research were obtained from students' final writing task about constructing passive voice in Explanation text from academic writing class by 27 students from K2 - K5 2019. The research was done at English Department Universitas Negeri Padang on October - November 2021.

Based on students' writing in constructing passive voice there are two most common errors occurred. The two errors that occurred the most were omission error and misinformation error. The percentage of the error shown in the table below:

Table 1. Students' Percentage in Passive Voice Error

Types of Errors	Number of Errors	Percentage of Errors
Omission	47	66%
Misinformation	24	34%
Total	**71**	**100%**

Based on the table above it can be seen that more than half of the error was omission error with 47 errors in total and found three types of omission error they were 22 errors omission error in auxiliary be 20 errors in omission error auxiliary to be and 5 omission error in preposition. Misinformation error with 24 errors in total, in misinformation error found two types of misinformation error they were 18 misinformation error in auxiliary and 5 misinformation error in past participle.

The percentage the types of common error in students' writing can be seen in the table below:

Table 2. Students' Percentage of Subtypes Error

Types of Errors	Number of Errors	Subtype of Error	Number of errors	Percentage subtypes error	Percentage of Errors
Omission	47	Omission auxiliary *be*	22	31%	66%
		Omission auxiliary *to be*	20	28%	
		Omission preposition	5	7%	
Misinformation	24	Misinformation auxiliary	18	26%	34%
		Misinformation past participle	6	8%	
Total	**71**		**71**	**100%**	**100%**

a. Omission

Omission error is an error were indicated there is an absence of certain item that must appear in passive voice sentences, it means the omission or the absence can be the auxiliary, preposition, article, noun and verb inflection. In this research the researcher found three types of omission error, they were omission in auxiliary *be*, omission in auxiliary *to be* and omission in *preposition*. It means there are three certain items that are missing or absence in students' writing, they were auxiliary *be*, auxiliary *to be* and *preposition*. There were 47 omission errors in total found in

students' writing in the form of passive voice, with 22 errors in omission auxiliary be, 20 errors in omission auxiliary to be and 5 errors in omission preposition.

Most of the absence of auxiliary *be* occur after modal can, might, will, may, for example *anxiety in speaking the language can ... caused by a person's psychological factor which explains that the problems they face have a negative effect*. In this sentence student forget or missing to put auxiliary *be* after the modal *can* it should be written as following *anxiety in speaking the language can <u>be</u> caused by a person's psychological factor which explains that the problems they face have a negative effect.*

The next example of students' error in omission auxiliary *be* is *it will make the readers know of what problems that might ... faced from the implementation of MALL*. Student omitted to add auxiliary *be* after the modal might and it should be written *it will make the readers know of what problems that might <u>be</u> faced from the implementation of MALL.*

For the example in modal *may* for the example in the sentence *correspondence or communication dread may ... brought about by a sort of befuddlement between understudies' examinations and readiness to look into a conversation* in this sentence the student also omitted to put the auxiliary *be* in order to construct the right form of passive voice and it should be written as the following *correspondence or communication dread may <u>be</u> brought about by a sort of befuddlement between understudies' examinations and readiness to look into a conversation.*

Omission error in auxiliary *be* students not only omitted to put the auxiliary *be* after the modals that are already talk before. There was found one error in omission *be* where student omitted to put the auxiliary be after *to* for example *The government thinks that this corona virus needs to ... prevented the people, so that people not to be infected with this virus*. Student also omitted to put the auxiliary whereas it should be written as the following *The government thinks that this corona virus needs to <u>be</u> prevented the people, so that people not to be infected with this virus.*

Beside of omission error in auxiliary *be*, researcher also found omission error in auxiliary *to be*, for example *communication or correspondence fear ... created by a mismatch between students' thoughts and readiness to participate in a conversation*, the auxiliary *to be are* was omitted by the student in the sentence, whereas it should be written as *communication or correspondence fear are created by a mismatch between students' thoughts and readiness to participate in a conversation.*

Omission error in preposition also occured in students' writing, it means the students miss to write the preposition in the sentence. For example *Creativity in learning characterized [...] several characteristics such as thinking, open and spontaneous*. Student omitted to put the preposition *by* in the sentence it can be caused the misinterpreted by the reader. It should be written as follow *Creativity in learning characterized by several characteristics such as thinking, open and spontaneous*. The other example is *Speaking anxiety can be caused [...] a variety of factors, including the fact that it is a second language*. In this sentence student also

omitted to put the preposition *by*, it should be written as follow *Speaking anxiety can be caused by a variety of factors, including the fact that it is a second language*.

After analyzing all of students' error in omission researcher found that omission error in auxiliary be, the students' omitted to put the auxiliary be that should be written after the modal in a sentence in the form of passive voice, in omission error auxiliary to be the students also omitted to put the auxiliary to be in their sentences, the same with omission preposition students omitted to put the preposition by in their passive voice sentences and it can be caused ambiguous from the reader.

b. Misinformation

Misinformation error indicated the wrong usage or the incorrect form in the passive voice sentences. In this research the researcher found two types of misinformation error they were misinformation error in auxiliary and misinformation error in past participle. There were 18 misinformation auxiliary error in total found by the researcher. There are several forms of the examples misinformation error in auxiliary found by the teacher, they were in the present form and past form.

The example in the present form of misinformation is *FNE impact the conduct of learners straightforwardly during communication-arranged circumstances as they will in general restrict their interest in an undertaking that [are] presented them to companion or instructor evaluation*. There is no subject verb agreement with the auxiliary verb *are* in the sentence, student should write verb *is* instead, it should be written as *FNE impact the conduct of learners straightforwardly during communication-arranged circumstances as they will in general restrict their interest in an undertaking that [is] presented them to companion or instructor evaluation.*

Past form also found in misinformation error in auxiliary by the researcher. The example is *This community were founded by kinan finca who graduated from universitas negeri padang*. There is no subject agreement between the subject and the verb in the sentence, it should be written as *This community was founded by kinan finca who graduated from universitas negeri padang*. With all of the example students' error in misinformation it can be assumed that students also make error in subject verb agreement. Nicole (1997) states that subject verb agreement sometime occur because there is a singular head noun followed by a plural noun whereas between the subject and the verb must be both in singular or in plural. In the example *People is encouraged to do 3M, such as washing hands with soap; wear a mask; and keep the distance*. Sometimes *people* can have double meaning as a plural and also as a singular, but for the context of the sentence the subject should be a plural.

Another example *This community were founded by kinan finca who graduated from universitas negeri padang*. In the example the subject is the community, if talk about community based on Cambridge dictionary it means a group of people, even it was consist of more than two person, the community means a place for a group of people to stick together, it means there is no subject verb agreement between the subject and verb.

Misinformation error in past participle also found in students' writing. There were 6 errors found in total students make a wrong form or the usage of past

participle in the sentences with passive voice form. From totally 6 errors in misinformation past participle there were some sentences in the wrong from of regular verb used by the students. Here is the example of misinformation error in past participle in regular verb, *today, passion is often regard as desired experience and assumed to be what "makes life worth living"*. The word *regard* in the form of passive voice it should be in past participle in the regular word form, it should be written as, *Today, passion is often [regarded] as desired experience and assumed to be what "makes life worth living"*.

The next example is *Find your passion which is often [hear] giving the illusion that there are one or two jobs out there that will not make you lazy to work, which will make you always happy to work*. Student also do not write down the verb *hear* in the form of past participle, and it should be written as *Find your passion which is often heard giving the illusion that there are one or two jobs out there that will not make you lazy to work, which will make you always happy to work.*

The other example is in the irregular verb, where the student not use the past participle form of the verb, for the *example Frog eggs are often find in a group situation*, the verb *find* in the sentence should write down in the form of past participle in passive voice form, and it should be written as *Frog eggs are often found in a group situation,*

There is one example where in a sentence there was two errors found, they were misinformation error in auxiliary and misinformation in past participle. The example *is a lot of raw talent are being ground through a very powerful stardom mill*. In this sentence the subject *talent* should be in the plural form to make it a subject verb agreement, also *being ground* in this phrase indicated with passive voice but the student did not write the verb into the past participle form and it should be written as follow, *a lot of raw talents are being grounded through a very powerful stardom mill" in the misinformation of noun researcher only found one error.*

Based on the analysis students' error in misinformation error, found that in misinformation error in auxiliary, students indicated make most of error corelated to the subject verb agreement, where most of the subject are not agree with the verb that used by the students in their sentences. Students make error in constructing the sentence when between the subject and the verb must be both in singular or in plural, but the students write it in the wrong form. in the misinformation error in past participle, students indicated use the wrong form of verb that should write in past participle but the students still used it in the form of present, in the misinformation error in past participle researcher also found students make error in write the regular and the irregular verb.

Research Finding (tentative)

After analyzing the data, certain findings were found. The data obtained from students' constructing passive voice in final task academic writing class in explanation text from k2 - k5 2019 English Department students. The passive voice was shown by using the rubric from Kristina (2017). The rubric was used in order to answer the research question about students' common errors.

Based on the analysis found 47 students' errors in omission, there were two of omission errors found by the researcher, they were omission error in auxiliary and

omission error in preposition. From all of the omission errors there were 44 errors found in omission auxiliaries with 22 errors in auxiliary be and 20 errors in auxiliary to be. In this error the students omitted to put the auxiliaries in the sentence. Students still fail to distinguish the use of the auxiliaries in passive voice. From the 42 total of errors in omission auxiliary, most of the errors that are omitted by the students put the auxiliaries "is, are, was, were, and be". The second omission error found is omission in preposition, error preposition is when the student omitted to put the preposition in the sentences. The absence of the preposition in the passive voice sentence can make the readers confused and misinterpret about what is going to delivered by the writer or the students. From all of the omission error there were 5 omission preposition errors.

The second most common errors were found by the researcher is misinformation errors, number of the errors in misinformation error are 24 errors in total. Around 34% from the total errors. From all of the misinformation errors there were two types of misinformation errors were found, they were misinformation error in auxiliary and misinformation in past participle. Most of errors is misinformation error is auxiliaries. Misinformation errors in auxiliary indicated when the students write the wrong usage or the wrong forms of the auxiliaries. Students indicated used the wrong auxiliaries in the passive voice sentences. The students used the wrong form of the verb, where the students seem fail to change the verb meanwhile in passive voice sentences it should be in the past participle.

The least of error found by the researcher are misordering and addition. In misordering error the researcher found none error from all of the students sentences. where misordering indicated the incorrect placement in passive voice sentences. In addition error there is no error was found by the researcher, its mean that there no unnecessary items in passive voice sentences made by the students.

From all of the errors were found by the researcher, it can conclude that more than half of the errors total is omission errors. For total 66% errors are the absence of certain item that must be occur in the passive voice sentence. And the next highest percentages are misinformation errors, for 34% from all of the sample are indicated the wrong usage or the wrong form in the passive voice sentence made by the students.

Discussion

Based on the finding of this research, it was indicated the most common errors in constructing passive voice in explanation text are the omission errors with percentage is 64% from the total of errors. It means that more than half of the total errors are the absence of the certain items in students' sentences. the second highest percentage in common errors is misinformation, with 34% from the total of errors.

The finding of this research is different from Kristina (2017). In her finding the most common errors occur is misinformation errors around 70% from the total of number errors, with the most occur are misinformation auxiliaries and misinformation infinitive verbs. Next the research finding from Yasim ((2018) in her finding the highest percentages of errors are misinformation error with 40.55% from the total number of errors, derived from the misinformation of infinitive verbs.

Furthermore, the findings of this research were similar with Paradise (2018). In her research the most common errors found are the omission errors with 59% from all of the total number students' errors. With the lowest percentage of the errors are the misordering errors.

It can be assumed that students still make errors in constructing passive voice, and most of the errors are the absences of certain item that must be occur in students' passive voice sentences. it means that students failed to recognize the important item and write it down. The certain items that absences are the auxiliaries and preposition. Based on the findings in omission error it similar with Kusumawardhani (2017) in her research, also found that students make omission error in their writing, the students were omitted to put the auxiliary and preposition in order to make the right form of their sentences in writing. Why the error can be occurred because of the students not understand and mastered the passive voice yet.

Most of the error in misinformation error occur in misinformation auxiliary, where the students used the wrong usage or the form in the sentences that they write. Most of the errors were indicated with subject verb agreement, where between the subject and the verb both that should in singular form or plural form but, in fact the students not write it in the right form. the findings of this research similar with Chele (2015), in his research he found that the subject agreement error classified as simple error, he also found that it was really common for students to make error in subject verb agreement because of the students still lack of the knowledge about how to make the right form of word that come between subject and the verb. In his research also found the wrong usage subject verb agreement with the community when in grammatically function as singular subjects

CONCLUSION

Based on the research findings in chapter IV, there are several conclusions that can be drawn. First, from all of the errors that made by the students, the most common errors were omission errors. From total errors 66% errors were omission errors, with 47 errors in total. With total 47 omission errors found three types of omission errors they were 22 omission errors in auxiliary *be*, 20 omission auxiliary errors in *to be* and the last one is omission preposition errors. Second, most common errors were misinformation errors, with percentage 34% and 24 errors in total. From 24 errors found four types of misinformation errors, they were misinformation error in auxiliary with 18 errors in total, misinformation infinitive verb with 4 errors in total.

However also there were two errors who did not found in students' writing, they were addition error and misordering error.so it can be conclude that the most common error in passive voice that made by students in writing explanation texts were omission error and misinformation error, also the least error in passive voice in students' writing were addition error and misordering error.

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