

## Students' Error in Transforming Active Voices into Passive Voices in Simple Past Tense

Ratna Sari<sup>1</sup>, Ihda Husnayaini<sup>2</sup>, Supiah<sup>3</sup>, Dody Sugiarto<sup>4</sup>

<sup>1</sup> IAIN Syaikh Abdurrahman Siddik Babel

<sup>2</sup> IAIN Syaikh Abdurrahman Siddik Babel

<sup>3</sup> IAIN Syaikh Abdurrahman Siddik Babel

<sup>4</sup> IAIN Syaikh Abdurrahman Siddik Babel

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### ABSTRACT

This study was carried out to analyze errors made by eleventh grade students in transforming active voices into passive voices. Specifically, it was carried out to identify common errors and obtaining the causes of errors made by the students in transforming active voices into passive voices. The research used descriptive qualitative method. The data were collected through tests and interviews with an English teacher and a number of students. The data test was identified, classified, and analyzed by using Dulay's surface strategy taxonomy and the causes of errors were analyzed by using Petter Hubbard's theory. The research revealed two major findings, (1) the most common errors made by students was misformation, which was most frequently produced by the students with a total error of 247 or 52%. It is followed by an error in omission with a total error of 115 or 24%. Misordering with 98 errors or 20%, and the lowest is addition with 19 errors or 4%, (2) Based on Petter Hubbard's theory, mother-tongue interferences, overgeneralization, and error was encouraged by the learning materials and methods used causing those errors.



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### Correspondence:

Ratna Sari,

Email: ratnasr@gmail.com

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### Introduction

When we talk about grammar, it cannot be separated from the error. Many students tend to make errors (Indrawati, 2017). Errors are events that are not expected, predictable, and can be handled. Error is a form in the language of the learner that is inaccurate. An error is a systematic deviation when the learner has not learned any of it and consequently gets it wrong. The error is probable to appear repeatedly and is not recognized as an error by the learner (Yasim, Hasnawiah, & Roni, 2018).

According to Dulay, four categories of error are classified as surface strategy taxonomy, namely the error of omission, the error of addition, the error of misformation, and the error of misordering. The error of omission is signed with the absence of a morpheme or an item that must appear in a well-formed sentence. The error of addition is signed with the presence of a morpheme or an item that must not appear in a well-formed sentence. The error of misformation is signed by using the wrong form of morpheme or structure. The last error category is the error of misordering which is signed with incorrect placement of morpheme (Dulay, 1982).

In this case, errors also often occur when an active voice is transformed into a passive voice. Transform is the process of converting (such as inserting, deleting, or permuting) one grammatical string (such as a phrase) into another to comply with the grammatical rule. In the passive voices, the object of the active verb becomes the subject of the passive verb, and the pattern in the passive voice in the English form is "be + past participle." Active voice and passive voice refer to the form of a verb. In the active, the subject of the verb is the person or thing acting, while in the passive, the action is done to the subject (Leech & Svartvik, 2013).

The students have learned about passive voice and simple past tense, but they still made errors in transforming active voices into passive voices. The errors occur in the use of the active to the passive voice.

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This can be caused by several factors, such as lack of vocabulary mastery and having less knowledge of regular and irregular in the past participle. So, they make incorrect passive voice because they did not understand the meaning of some words in the active voice. Besides, they also have low motivation to read books and feel reluctant to look up dictionaries. In addition, they still have difficulties when transforming the active to passive voices. Sometimes they did not understand what the teacher explained. In other words, the cause of errors in constructing passive voice are 1) students have low motivation in learning English, and 2) they have difficulties in using past participle and be.

This study was aimed to identify the common errors made by students in transforming active voices into passive voices of simple past tense and the factors affecting them. This study is significant for students to get proper treatment in decreasing their errors so they can use simple past tense effectively and correctly in their communication whether spoken or written. While teachers can get clear information about the types of students' error in active and passive voices, then use the information to give proper treatment to decrease students' errors.

There were some studies presenting errors in this kind of transformation. A study by Saputro, which described the errors in using passive voice in report text and the causes of errors in writing report text made by students of high schools showed that there were only four of the five error categories were committed. They are errors in the 'subject-object' category, be, 'verb' and 'pronoun' and no errors in the 'phrase' category (SAPUTRO, n.d.). Another study by Fawzah was focused on identifying the types of students who struggle with changing active voice to passive voice in simple present tense and simple past tense, and the causes of these difficulties. They found that the students had difficulty in determining pronoun, past participle, misordering and omission (Fawzah, 2018). A study by Manurung suggested that students' errors were found in changing active to passive voice in simple present and past tense, mostly in misformation, followed by omission, addition, and misordering (Manurung, Lestari, & Manik, 2020).

### **A. Error**

Learning a second language is not the same as learning a first language or mother tongue (Indrawati & Resti, 2020). Learning the first language is not influenced by other languages while learning the second language is influenced by mother tongue or first language and it is as feedback for teacher and learning process. In learning a foreign language, it's natural for students to make some errors. The error can indicate the process of the formation of a new system of language. The definition of error is proposed by some experts.

The error is the use of words, speech acts, or grammar in such a way that seems imperfect and significant from incomplete learning (Richards & Schmidt, 2013). According to Dulay, errors are a flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norms (Dulay, 1982). Brown also defined error as a noticeable deviation from the adult grammar of the native speaker, reflecting the competence of the learner (Brown, 2000). In addition, Gass et.al point out an error that, "it is likely to occur repeatedly and is not recognized by the learner as an error" (Gass, Behney, & Plonsky, 2020). From the definition above, it can be concluded that error is the deviation form of language performance because of the influence of learners' first language system in learning a second language process.

When we talk about error, people may also think about mistake. In language learning, error and mistake have different meanings. So, we have to pay attention to the distinction between error and mistake. Mistakes are akin to slips of the tongue; that is, they are generally one-time only events. On the other hand, mistakes are an accident. You know it is wrong, but the wrong word slips out (Gass et al., 2020). While Ellis explored that errors reflect gaps in a learner's knowledge; they occur because the learner did not know what is correct. An error is something you don't know. Errors are interesting because it gives you a chance to learn something for the first time. In other words, the error and mistake have different meanings. Mistakes occur because of some aspects of performance, such as lack of attention and carelessness. Whereas, errors occur when there is incomplete learning of the target language, so the learner cannot do self-correction (Ellis & Barkhuizen, 2005).

### **B. Error Analysis**

Error analysis is designed to identify the kinds of learners' errors in second language learning. The function of error analysis is to give information on how they learn a language, how well they know the language, and what difficulties faced in achieving the objective. Error analysis can be a useful device both at the beginning and during various stages of a foreign language teaching program.

According to James, error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language (James, 2013). Brown stated that, error analysis is the fact that learners do make errors, and these errors can be observed and analyzed. Error analysis is a method that can be used to help the learner and teacher to avoid making errors (Brown, 2000). In addition, error analysis is a procedure that is usually used by writers and teachers which covers the collection of samples, identification of errors, explanation of errors, classification of errors according to their sources, and evaluation or justification of the seriousness level of the errors (Qodir, 2006).

### 1. Types of Error

Based on surface strategy taxonomy, Dulay classifies types of error, such as omission, addition, misformation, and misordering (Dulay, 1982).

#### a. Omission

According to Oxford Advanced Learner's Dictionary, omission is an act of omitting something that has not been included or done (Dictionary, 2000). The error of omission is signed with the absence of a morpheme or an item that must appear in a well-formed sentence but do not appear such as, the omission of s/es (Dulay, 1982).

Example:

Active sentence : We ate the biscuits.

Passive sentence : The biscuit~~s~~ were eaten by us. (Omission 's')

It should be : The biscuits were eaten by us.

#### b. Addition

It is a phenomenon in which a certain aspects of language rules is added into the correct sentence. The error of addition is signed with the presence of a morpheme or an item that must not appear in a well-formed sentence. In other words, some elements are presented which should not be presented.

Example:

Active sentence : Jackie scored the winning goal.

Passive sentence : The winning **goals** was scored by Jackie. (Addition 's')

It should be : The winning **goal** was scored by Jackie.

#### c. Misformation

Misformation is the error of using one grammatical form in the place of another grammatical form. The error of misformation is signed by using the wrong form of morpheme or structure.

Examples:

Actives sentences : The news did not suprise Sara.

We ate the biscuits.

Passive sentences : Sara was not **suprise** by the news. (Misformation V3)

The biscuits were eaten by **we**. (Misformation object pronoun)

It should be : Sara was not **surprised** by the news.

The biscuits were eaten by **us**.

#### d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. It is a sentence in which its order is incorrect. The sentence can be right in presented elements but wrongly sequenced.

Example :

Active sentence : The mouse ate the cheese.

Passive sentence : The cheese **was eaten not** by the mouse.

It should be : The cheese **was not eaten** by the mouse.

### 2. Causes of Error

To find out why certain errors occur, we must know about the cause of errors that learners made. According to Hubbard, there are three major causes of errors made by foreign language learner. First mother tongue interference, second overgeneralization, and third error was encouraged by teaching material or method (Hubbard, Jones, Thornton, & Wheeler, 1983).

#### a. Mother-tongue interference

The early stages of learning a second language are marked by a high level of mother tongue interference (from the nature language). The native language is the only familiar language system at this early stage, before the system of the second language is familiar. In learning foreign languages,

young children learn to be able to produce new sounds more easily and effectively than older learners. It is caused by the influence of older learners' experience in learning their first language.

b. Overgeneralization

Overgeneralization occurs when students acquire one structure that is already saved on their minds, and they use the structure into a new structure that differs from the preview structure. For example, when a student masters one structure (simple present tense) then the teacher asks him/her to change into present continuous tense which she/he hasn't mastered yet, so she/he might write "The window was cleaned by someone" into "The window is cleaned by someone".

c. Error was encouraged by teaching material or method

Errors can appear to be induced by teaching itself. Error is also evidence of the failure of ineffective teaching or lack of control. For example, when the teacher teach tenses, he only emphasizes one structure, so the students will use the emphasized one for all structures. If the material is carefully chosen, graded, and presented, there should never be any errors that the student will find difficult to accept.

### 3. Procedures of Error Analysis

The procedure for analyzing errors includes five steps, they are (Ellis & Barkhuizen, 2005).

a. Collecting the data of learner's language

Most samples of learner language which have been used in error analysis include data collected from many speakers who are responding to the same kind of task or test. Some studies used samples from a few learners that are collected over for weeks, months, or even years to determine a pattern of change in error occurrence with increasing L2 exposure and proficiency.

b. Identification of errors

The identification of error involves a comparison of what the learner has produced and what a native speaker counterpart would produce in the same context.

c. Classification of errors

Classification the errors into error types. For purposes of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g. auxiliary system, passive sentence, negative construction), or more specific linguistic elements (e.g. articles, prepositions, verb form).

d. Explanation of errors

Accounting for why an error was made is the most important step in trying to understand the process of second language teaching. Two of the most likely causes of L2 errors are interlingual and intralingual factors.

e. Evaluation of error

This step involves the analysis of what effect the error has on whoever is being addressed. Moreover, in the evaluation of errors, the teacher may ask the addressees of the error to try to correct the error by themselves.

## C. Active and Passive Voice

### 1. The Use of Active and Passive Voice

Like a two-sided coin, passive voice is the opposite of active voice in sentence patterns. Both show different understanding and functions that have dissimilar rules in use. In an active voice, the subject (the one who did the action in the sentence) the thing that the subject does something to (the direct object) comes after the verb. While passive voice is sentences that do not take action but receive action (Field, 2009). In addition, passive voice is used when we want to say that the subject (I, You, We, They, He, She, It) is not the doer, but receives an action (Riyanto, 2012).

In producing passive sentences, not all the verbs can be turned into passive. As it has been viewed that only transitive verbs are can be changed to passive. Swan has told that, "some transitive verbs cannot be used in the passive, at least in certain of their meanings." (Swan, 2017). Broukal and Wisniewska mention some of the usages of the passive voice as follows (Milada & Amy, 2004):

a. The passive voice is used when the agent is not known or unimportant.

b. The passive voice is used by + an agent, it is usually because the subject of the sentence is more important than the agent, but we want to express them both.

c. The passive voice is used to make a sentence more impersonal, in situations involving rules, instruction, announcements, advertisements, or processes.

d. The passive voice is used when the agent is obvious from the meaning of the sentence.

## 2. The Form of Passive Voice

While transforming an active voice into a passive voice, the subject of active voice is moved into the position of object preceded by the preposition 'by' (optional), and the object in passive voice is moved into the preposition of a subject. Sometimes instead of using the preposition 'by', you may have to use other prepositions (at, in, with, for) (Joshi, 2014). The subject from active becomes the object when we transform into passive voice as follows:

**Table 1**  
**Form of Passive Voice**

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

### D. Passive Voice of Simple Past Tense

The simple past tense sentences are simple sentences that show events in the past. Some of the time signals used in the simple past tense are yesterday, last week, last year, a month ago, this morning, in 2010, etc. The use of the simple past tense is divided into verbal and nominal. A verbal sentence or what is usually called an "affirmative" sentence is a sentence that used a verb (did). A nominal sentence is a sentence that used to be (were, was). The form of passive voice of simple past tense, use was or were + past participle. The passive voice subject determines whether the verb 'be' is singular or plural. The agent can be concluded in the passive voice is a phrase with by (Azar, 2002).

**Table 2**  
**Passive Voice of Simple Past Tense**

Tense	Active	Passive
Simple Past Tense	The Dutch invented a simple telescope	A simple telescope was invented by the Dutch

The active sentence : The Dutch invented a simple telescope  
 Subject Verb 2 Object

Analysis : The sentence has a subject (The Dutch), verb 2 (invented), and object (a simple telescope). Its verb is simple past tense, and it is a transitive verb because there is an object that follows it. Thus, it may become passive, and it is shown as follows:

The passive sentence : A simple telescope was invented by the Dutch  
 Subject be + past participle by phrase object

Analysis : The subject in the passive sentence (A simple telescope) is derived from the object of the active sentence as shown above. The object (The Dutch) in passive is taken from the subject of the active sentence. Then to be (was) decides the subject. Whether it is singular or plural. Therefore, the subject (a simple telescope) used to be "was". Besides that, as it has been shown above, the transformation of the verb is from a simple past to the past participle (invented). "By" as a phrase it is used because the object is important to know. So, the passive voice is used to make the object which is important to know to get more emphasis. The common patterns for transforming an active voice into passive voice in the simple past tense are as follows (Manurung et al., 2020):

**Table 3**

Simple Past Tense		
Form	Active Voice	Passive Voice

+	S + V2 + O/C	S + be (was/were) + V3 + by + O/C
	He wrote a letter	A letter was written by him
-	S + did not + V1 + O/C	S + be (was/were) + not + V3 + by + O/C
	He did not write a letter	A letter was not written by him
?	Did + S + V1 + O/C	Be(was/were) + S + V3 + by + O/C
	Did he write a letter?	Was a letter written by him?

## Method

In this research, descriptive qualitative research method and Surface Strategy Taxonomy by Dulay's theory were used in describing errors made by the students in transforming active voices into passive voices. This method was used because it is appropriate to the objectives of the research which focuses on students' errors in transforming active voices into passive voices in simple past tense and the possible causes of the errors made by the students in transforming active voices into passive voices in simple past tense. The results of the research emphasize more toward the data interpretation found in the field. In this research, the writer classified the errors based on surface strategy taxonomy by Dulay's theory. The four errors are the error of omission, the error of addition, the error of misformation, and the error of misordering.

Eleventh grade students of a public high school in Bangka (Bangka Belitung Province) were taken as the sample (54 students). The data were collected by using test and interview. Then they were analyzed by using the steps of grammatical errors analysis which were identifying, classifying, and quantifying errors in terms of omission, addition, misformation, and misordering in transforming active voices into passive voices. After collecting the data, the student's answer sheets were analyzed by using the formula by Bluman (Bluman, 2012).

$$P = F/N \times 100\%$$

P : Percentage

F : Frequency of false answer

N : Number of total errors of sample

## Results and Discussions

Each student's errors were analyzed based on Ellis' steps, they are: collecting the data of the learner language, identifying the errors, classifying the errors, and explaining the errors.

Based on the recapitulation of the errors made by the students, it could be known that the highest errors made by the students was misformation with the total errors 247, 115 errors in omission, 98 errors in misordering, and the lowest error of students' errors is addition with the total errors 19. Then, the frequency and the percentages of students' error types were calculated in the table 4 below:

**Table 4**  
**The Frequency and Percentages of Error Types**

No	Types of Error	Frequency of Error	Percentage of Error
1	Omission	115	$\frac{115}{479} \times 100\% = 24\%$
2	Addition	19	$\frac{19}{479} \times 100\% = 4\%$
3	Misformation	247	$\frac{247}{479} \times 100\% = 52\%$
4	Misordering	98	$\frac{98}{479} \times 100\% = 20\%$
Total		479	100%

As seen in the table 4 the calculation of frequency and percentages of error types above, it can be concluded that the total error of omission was 115 errors with the percentage of 24%, addition was 19 errors with the percentage 4%, misformation was 247 errors with the percentage 52%, and misordering was 98 errors with the percentage 20%. Therefore, the highest frequency and the percentage of errors made by the students is misformation with 247 errors or 52%.

### 1. Types of Errors Made by Students

Every student was given a 17-item test. The students must transform the active voices into passive voices in simple past tense. It means there are 901 total sentences collected from 53 students. From the total sentences, the writer collected 479 errors. After presenting the error types based on Dulay, the writer would like to explain the highest until the lowest frequency of error, the percentage of each error that occurred in students' writing.

#### a. Misformation

The highest frequency of error was misformation. Almost all of the students did it with a total error of 247 or 52%. Misformation errors are distinguished by the use of the incorrect form of morphemes or structure. It occurs when a learner provides information that is incorrect (Hendrawati, 2018). It means the students did grammatical errors in morpheme and structure. The students almost get difficulty in the irregular and regular verb, subject, object, and be. The rest of misformation error was attached in the appendix H. The examples of misformation errors made by the eleventh-grade students can be seen in the table 5 below:

**Table 5**  
**The Examples of Misformation Errors Made by the Eleventh Grade Students**

Sentences	Explanation and Correction
1) Active sentence: Tom did not open the door.  Passive sentence: The door was not <b>open</b> by Tom.	It should transform the active into passive voice. Verb 3 of the sentence is incorrect.  It should be revised: The door was not <b>opened</b> by Tom.
2) Active sentence: Mr. Smith painted our house.  Passive sentence: Our house <b>is</b> painted by Mr. Smith.	The "to be" is incorrect because the form of passive voice in simple past tense was used "was/were".  It should be revised: Our house <b>was</b> painted by Mr. Smith.

#### b. Omission

The second highest errors made by students was omission. The total error of omission was 115 or 24%. An omission error is characterized by the absence of an item that must appear in a properly formed utterance. There are two types of morphemes that are omitted more frequently than others. They are content and grammatical morphemes. Content words are those that carry the majority of a sentence's referential meaning, such as nouns, verbs, adjectives, adverbs, and so on. Grammatical or function words are little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing), the article (a, an, the), verb auxiliaries (is, will, may, can, etc.), and preposition (in, on, at, etc).

Most of the students did not know the basics of passive voice. They had no idea what should appear in the correct sentence so they omit something that should appear in the sentence. Sometimes they forgot to put such an item in correct sentences and did not pay attention or careless when transforming a sentence. The rest of omission error was attached in the appendix H. The examples of omission errors made by the students can be seen in table 6 below:

**Table 6**  
**The Examples of Omission Errors Made by the Students**

Sentences	Explanation and Correction
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1) Active Sentence: The Egyptians built pyramids.  Passive sentence: Pyramids <u>o</u> built by the Egyptians.	It should transform the active into passive voice. This sentence is incorrect because omission of to be.  It should be revised: <b><u>Pyramids were built</u></b> by the Egyptians.
2) Active sentence: Shakespeare wrote that play.  Passive sentence: That play was written <u>o</u> Shakespeare.	It should transform the active into passive voice. This sentence is incorrect because of omission of “by phrase”.  It should be revised: That play was written <b><u>by</u></b> Shakespeare.
3) Active sentence: Bob didn’t mail the package  Passive sentence: <u>o</u> Package was not mailed by Bob.	This sentence is incorrect because omission of article “the” before word package.  It should be revised: <b><u>The</u></b> package was not mailed by Bob.

**c. Misordering**

The total error of misordering was 98 or 20%. Errors of misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Based on the interview, the students got difficulty when determining the subject and object in sentences, so the students cannot transform the subject becomes an object in passive voice. Besides that they still carry the quirks of the mother tongue structure to L2 which can cause misordering errors. The rest of misordering error was attached in the appendix H. The examples of errors of misordering made by the students can be seen in table 7 below:

**Table 7**  
**The Examples of Misordering Error Made by the Students**

Sentences	Explanation and Correction
1) Active sentence: The mouse didn’t eat the cheese.  Passive sentence: The cheese <b><u>was eaten not</u></b> by the mouse.	It is incorrect placement or wrong position of ver 3 and word not of the sentence.  It should be revised: <b><u>The cheese was not eaten</u></b> by the mouse.
2) Active sentence: Did my mother prepare the salad?  Passive sentence: <b><u>Was my mother prepared by the salad?</u></b>	It is incorrect placement or wrong position of subject and object of the sentence.  It should be revised : <b><u>Was the salad prepared by my mother?</u></b>

**d. Addition**

The lowest error was addition with a total error of 19 or 4%. Where the element is present and which should not be there in a sentence. Sometimes the students added certain aspects of language rules into the correct sentence. Based on the result of the interview, they did not know what should appear in the correct sentence so they add something that should not appear in the sentence. Beside that the students were careless and inattentive to the sentences that will be transformed by them, so they made errors of addition such as the addition of words, articles, or letters. The rest of addition error was attached in the appendix H. The examples of error of addition made by the students can be seen in the table below:

**Table 8**  
**The Examples of Addition Error Made by the Students**

Sentences	Explanation and Correction
1) Active sentence: Jackie did not score the winning goal.	The sentence is incorrect because of the addition of latter “s” that must not appear.



Passive sentence: The winning <b>goals</b> was not scored by Jackie.	It should be revised: The winning <b>goal</b> was not scored by Jackie.
2) Active sentence: I did not write that note.  Passive sentence: That note was not written by me <b>more</b> .	The sentence is incorrect because the addition of the word "more".  It should be revised: That note was not written by me.

## 2. The Causes of Errors Made by Students

In this study, the questions for the interviews were adapted from Hubbard's theory. According to him, there are three majors that caused the errors made by the students of foreign language learner (Hubbard et al., 1983). The questions of the interview for the teacher and students can be seen in the appendix I and K.

### a. Mother-tongue interferences

Mother-tongue interference refers to the influence of the native language of the learner on her/his acquisition of the target language. The first mother tongue that a person learns plays an important role in learning a second or foreign language. Students frequently face difficulties when learning a foreign language or a second language. Each language has its own distinct features and characteristics. This difference is partly due to the difference between the foreign language being studied (L2) and the learner's mother tongue (L1).

Some learner errors can be influenced by L1. These errors can occur in phonology, vocabulary, and grammar. This difference causes errors in the use of L2 by learners. Based on the interview, the first foreign language taught in the school is English. The students usually speak Indonesian and regional languages at home and school, such as Sundanese, Bangkanese, and Javanese. However, when learning English in the classroom, the students use Indonesian and the teacher sometimes uses English and Indonesian language because if the teacher uses full English when teaching in the class the students do not understand what the teacher is saying, so it must be mixed with Indonesian. Based on this statement, the writer concluded that mother-tongue interference has a significant impact on English learning and can lead to errors in foreign language learning.

### b. Overgeneralization

Overgeneralization errors are caused by deviations from one's experience. The experience of using one's mother tongue or first language influences one's experience deviation, with that experience one creates creations for other languages. Overgeneralization errors in English are typically associated with the omission of subjects and verbs. Overgeneralization errors can also be seen in the omission of markers that have no meaning in English, such as (-ed) in the past tense, but have a significant impact on the context of the text as a whole (Parthama, 2016).

Some of the students did not understand the structure of sentences or the meaning of sentences, and the students got difficulty when determining the subject and object in sentences, so that make the students do errors when they are transforming active into passive voices. Furthermore, the students do not memorize or forget the use of verb 1, verb 2, verb 3, to be, and by phrases in English, but during the interview, the writer explained a little about sentence structure, the use of verbs, the use of to be, and the use of by phrases, the students understand what is meant.

### c. Error encouraged by material/method

Error was encouraged by teaching material/method is error happen of failure of ineffective teaching or a lack of control of material or method. The teacher plays an important role in helping students improve their English. In addition to the teaching materials or methods used as an external aspect of the teachers, their internal aspect or personal ability and competence also have a significant influence or determination. Based on the interview, the teacher taught English in the classroom using the lecture method, giving practice questions, and asking students to memorize formulas. When students do not understand the lessons given, students will ask the teacher or friends who understand, and the teacher will provide feedback to students if students make mistakes. The learning resources that they use are books and the internet like *Brainly* or *YouTube* to view relevant learning videos. In every lesson, the teacher who teaches will provide an evaluation or assessment by giving assignments or quizzes. It means that the method or material used when teaching greatly affects the level of student errors.

The findings of this study indicate that misformation is the most common type of error made by students. This is similar to the result of some previous studies. These errors can be caused by mother-tongue interferences, overgeneralization, and error encouraged by material/method. First, mother-tongue interference, this type of error occurs when the learner applied their mother tongue knowledge to a second language. Second, overgeneralization occurs when the learner applies the L2 rule without considering exceptions to the general rule. They apply or equate grammar rules that have been saved in their minds with other grammar rules. The last is error was encouraged by material/method, error is evidence of ineffective teaching or a lack of control. The teacher plays an important role in helping students improve their English. In addition to the teaching materials or methods used as an external aspect of the teachers, their internal aspect or personal ability and competence also have a significant influence or determination. Although the English concept in transforming active voices into passive voices is the same as the Indonesian language that is the preposition of the object in active sentences becomes subject in passive voice. English has more grammatical rules such as 'be', pronoun, and preposition that should be used properly in context.

It can be concluded that the students did not pay attention if these aspects when they transform active into passive voice, so the teacher need teach be, verb 3, object pronoun, determine the subject and object attentively. The students also did such errors because they might be still interfered by their mother tongue. In addition, when the students produce the new language, they also produce a new rule and often overgeneralization with it.

Therefore, if the teachers do not teach strategies to assist students in comprehending the basis rule of standard English, these students will continue to make such errors in their education even when they would like to continue their studies in the future. Furthermore, the study of the error analysis helps teachers to find out the problematic areas of headline language at different levels of instructions and then, it is crucial for the teachers to emphasize lessons and the number of assignments in improving student's ability especially in transforming active voices into passive voices in simple past tense.

The study of error analysis is like a clue for the teachers to pinpoint the learning problems that are faced by the students. Error analysis would help the teachers to understand the students' weaknesses and errors, and it informs the teachers to modify their teaching style based on the students' needs. Furthermore, this study is hoped to provide some informative input for further research.

## Conclusions

The result of this study suggested that there are four types of grammatical errors made by the students. Those are misformation, omission, misordering and addition. The highest error was the error of misformation with a total number 247 or 52%. It is followed by an error in omission with a total error of 115 or 24%, misordering with 98 errors or 20%, and the lowest is addition with 19 errors or 4%.

It is known that some errors occurred because the students were confused in transforming active voices into passive voices of simple past tense. They did not know how to transform verb one or two into verb three or past participle. In addition, they just added suffix -ed at the end of infinitive regardless it was a regular or irregular verb.

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