

CHAPTER I

INTRODUCTION

This chapter presents the general account of the present study. It covers background of study, research question, objective of the study, significance of study, key term, and Limitation of the problem.

A. Background of study

As an international language, it is known that English is undoubtedly one of the well known languages in the world. It has become the most widely studied foreign language on the earth. As Richards and Rodgers said, “English is the world’s most widely studied, five hundred years ago it was Latin”. (Rodgers, 1986, p.1). However, English has become the most widely studied foreign language today.

In the Holy Quran, 22nd verse of surah Arrum, Allah said about the importance of language, that we have to know each other in this world with language.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ

وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

To master the development of science and technology, it is necessary to master English. Therefore, English must be learnt comprehensively. Learning English as a

foreign language is an integrate process that the learners may not ignore one or more aspect of four basic skills, they are listening, speaking, reading and writing. Cowan states (2008, p.3) in English subject, there are many skills that should be mastered by students which is called the four basic language skills. They are listening, speaking, reading, and writing. Besides of the four skills, they also have to master grammar properly. Besides they must also be capable of grammar. Cowan believes that grammar is “the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language” (Cowan, 2008, p.3). Thornburry comments that “grammar is a description of the rules that govern how a language’s sentences are formed. Grammar attempts to explain why the following sentence are acceptable” (Thornburry, 1999, p.1). The statements persuade that grammar will help students to communicate properly because it is the basic knowledge of English.

According to Rodman (1998, p.14) every human being who speaks a language should know its grammar. When linguists wish to describe a language, they attempt to describe the grammar of the language that exists in the minds of its speakers. (Rodman, 1998, p.14). There may be some differences among speaker knowledge, because it is this grammar that makes it possible to communicate through language.

From the theories above we have known that grammar should be taught appropriately because it is the basic element of a language. Without the proper knowledge of grammar, the learners will find many problems to express their ideas and built up sentences for communication.

According to Azar (1989, p.123) there are many aspects discussed in English grammar. One of them is passive voice. The passive voice is most frequently used when it is not known or not important to know exactly who performs an action. (Azar, 1989, p.123).

Swan (1980, p.457) the passive voice is often used both in spoken and written English. Where, according to Swan “Passives are very common in scientific writing, and other kinds of expression where we are most interested in events and processes: in things that happen”. (Swan, 1980, p.457). Therefore, it is important for English learners to have a good understanding on it.

Some errors that happen in students' English writing are caused by differences in English and Indonesian structure and also they do not understand how to make a good writing. And error made by the students because errors grammatically aspect made by them as follow singular-plural, word form, word choice , verb tense, add a word, omission , meaning not clear and run on sentences. In other words, the students have not mastered the knowledge or they do not understand those rules of the language, while the error are caused by factors such as tired, doubt, nervous, or unfocused.

Azar (1999, p.13-51) defines Grammar is a central point. It includes the tenses as a core of the skill, such as: Simple Present Tense, Simple Past Tense, Simple Future Tense, Present Perfect Tense, and Present Continuous Tense. Simple present tense is used to express habitual or everyday activities, the simple present say something was true in the past, is true in the present, and will be true in the future. It expresses general

statement of fact and timeless truths. Simple present continuous tense expresses an activity that is in progress in the moment of speaking. It is temporary activity that began in the past, is continuing at present, and will probably end at some point in the future. Often the activity is of a general nature: something generally in progress this week, month, this year. Simple past tense indicates that an activity or situation began and ended at a particular time in the past. Present perfect tense expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. If there is specific mention of time, the simple past is used: *they moved into a new apartment last month*. The adverbs **ever**, **never**, **already**, **yet**, **still**, and **just** are frequently used with the present perfect. Simple future tense (**will** or **be going to**) is used to express future time. (Azar, 1999, p. 13-51). These are tenses the most used in scientific work that is used to tell main idea or explain general information as fact in knowledge and explain the important result of research.

The reason why researcher is interested with this research because the language learners it is very important to learn correct grammar, and grammar is one of the supporting aspects in English skills especially writing and speaking. In English subject, there are many skills that should be mastered by students which is called the four basic language skills, considering that active voice to passive voice is one of grammar aspect needs more understanding and mastery with learning active voice to passive voice is important in helping students to understand meaning and pattern. They are listening, speaking, reading, and writing. Besides of the four skills, they also have to master grammar properly. Besides they must also be capable of grammar. Cowan (2008, p.3)

believes that grammar is “the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language” (Cowan, 2008, p.3). Thornbury comments that “grammar is a description of the rules that govern how a language’s sentences are formed. Grammar attempts to explain why the following sentence are acceptable” (Thornbury, 1999, p.1). From the this experts we have known that grammar should be taught appropriately because it is the basic element of a language. Without the proper knowledge of grammar, the learners will find many problems to express their ideas and built up sentences for communication.

In the process of language learning, learners will get more problems and face great difficulties when they learn foreign language. For example it might be in their pronunciation, vocabulary, grammar and other aspects of language, and of course this problem will cause the errors, it sometimes happens due to the interference from mother tongue. Grammar is one important aspect that should be mastered in order to make a well structured writing. And why the researcher chooses active voice and passive voice because active voice and passive voice always be side by side. Our action does now can be passive voice appropriate 12 tenses even in scientific writing often uses passive voice. The passive voice occurs in the spoken and written English, and it is used frequently in technical writing, then the fifth semester of English Department students still confuse in using them and remembering that many students still have difficulties in changing active voice to passive voice. Passives are very common in scientific writing, and other kinds of expression where we are most interested in events and process in

things that happen. So, they must know pattern and meaning if they do not understand about the meaning and pattern, learners are going to make mistake.

Thomas states that (2006, p.14-17) a person has to know the correct usage of English, and must avoid the common and uncommon errors while speaking and writing. There are a lot of difference between knowing English and knowing correct English. Every aspect of English grammar is prone to error if not used with diligence and care. Apart from the errors in the use of nouns, pronouns, adjectives, adverbs, prepositions, conjunctions. error can be committed with respect to tense, subject-verb agreement, tense formation. Error can also be committed in infinives, gerunds, and idiomatic verb expresions. Pronoun errors can be with respect to pronoun subject-object, subject-verb agreement. Errors can occur in position of relative pronouns and impersonal pronouns. Adjective-adverb errors include errors in comparatives, among various other mistakes. Noun errors include errors in countable and non-countable nouns, noun-adjective usage, etc. For example:

1. Singular-Plural

- He **have** been here for six month.
He has been here for six months.

2. Word Form

- I saw a **beauty** picture.
I saw a beautiful picture.

3. Word Choice

- She got **on** the taxi.
She got into the taxi.

4. Verb Tense

- He **is here** since june.
He has been here since june.

5. Add a word (+)

- I want ^ go to the zoo.
I want to go to the zoo.

Omit a word (-)

- She entered ^ to the university.
She entered the university

6. Word order

- I saw **five times** that movie.
I saw that movie five times.

7. Incomplete sentence

- **I went to bed. Because I was tired.**
I went to bed because I was tired.

8. Spelling

- An accident **occured**.
An accident occured.

9. Punctuation

- What did he say ^
What did he say?

10. Capitalization

- I am studying **english**.
I am studying English.

11. Article

- I had **a** accident.
I Had **an** accident.

12. Meaning not clear

- **He borrowed some smoke.**
(? ? ?)

13. Run-on sentence

- **My roommate was sleeping, we didn't want to wake her up.**
My roommate was sleeping. We didn't want to wake her up.

Based on the explanation above, the researcher is interested to research the error analysis in changing active voice to passive voice At UIN Antasari Banjarmasin to know about it, so the researcher conducted research entitle : **The Error Analysis in Changing Active Voice to Passive Voice at Fifth Semester of English Department Students at UIN Antasari Banjarmasin.** It is because there are many students who still face difficulty in understanding the meaning and the form of active and passive voice. The researcher tries to find out students error in changing active voice to passive voice.

B. Research questions

Based on the background of study above, the problem of these research are :

1. What are the errors in changing Active Voice to Passive Voice at the fifth semester of English Department students at UIN Antasari Banjarmasin ?

2. What are the students common error type in changing Active Voice to Passive Voice in each tense ?

C. Objectives of the study

1. To find out the errors in changing Active Voice to Passive Voice at the fifth semester of English Department students at UIN Antasari Banjarmasin.
2. To know students error common type in changing Active Voice to Passive Voice in each tense.

D. Significance of study

The research result is expected to give some contribution for :

1. The English Department students at UIN Antasari Banjarmasin to develop English learning process.
2. The English Department students at UIN Antasari Banjarmasin to improve their ability in mastering active voice and passive voice.
3. The researcher himself, to have more knowledge about active passive voice and can use it in writing correctly.
4. The next researchers who want to do research in this problem deeply.

E. Definition of key terms

To avoid some mistake in interpreting the title of this research, the researcher needs to explain the terms relating to it. The terms are as follow :

1. Error

Hubard, et.al. defined about error that Errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it. (Hubard, 1983, p.134) The researcher would like to define what error is. Error is an unacceptable permorfance of the student's work which find regularly and they cannot self corrected their own mistake. Errors discuss can be an indicator of the students' level in mastery their target.

2. Error analysis

Error analysis is a product, which is usually used by researchers and teachers that convers collection of the samples, identification of the errors, and classification of the errors according to their sources and evaluation of justification of seriousness level of errors, (Ellis, 2008, p.47) the researcher points out that error analysis is a way to get information from unacceptable performance by second language students which can be valuable source to help teachers whether the learning process is sucess or not. In the other words, error is believed as an indicator of the learner stages in their target language development.

3. Passive Voice

The passive voice is often used both in spoken and written English. Where, according to Swan “Passives are very common in scientific writing, and other kinds of expression where we are most interested in events and processes: in things that happen”. (Swan, 1980, p.457). Passive voice is a sentence which the subject is the receiver of an action. It refers to five tenses, they are; Simple Present Tense, Simple Past Tense, Present Perfect Tense, Simple Future Tense, and Present Continuous Tense. The researcher would like to define in the passive, the object of an active verb becomes the subject of the passive verb. In a passive sentence, the subject receives the action.

F. Limitation of the problem

In research, it is very important to limit the scope of analysis to get the relevant data. It will be better by limiting the analysis in this research into the errors of using passive sentences. Passive voice is one of important English grammar that has to be mastered by the learners actively or passively. To make the study clearly understood by the readers, the researcher limits the problems as follow:

1. The tense in passive voice only covers simple present tense, simple past tense, present perfect tense, simple future tense, and present continuous tense.

2. The population of the research is the fifth semester English department students at UIN Antasari Banjarmasin.
3. The researcher uses Surface Strategy Taxonomy in describing errors made by students in using passive voice.