



**AN ERROR ANALYSIS OF PASSIVE VOICE IN
SIMPLE PRESENT TENSE AT GRADE VIII
STUDENTS OF MTS S AL-MAKMUR SIBITO
LABUHANBATU UTARA**

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for Graduate Degree Education (S.Pd) in English

Written By:

MELIANA SINAGA
Reg. Number : 17 203 00028

ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

2022



**AN ERROR ANALYSIS OF PASSIVE VOICE IN
SIMPLE PRESENT TENSE AT GRADE VIII
STUDENTS OF MTS S AL-MAKMUR SIBITO
LABUHANBATU UTARA**

A THESIS

*Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a partial Fulfillment of the Requirement
for the Degree of Educational Scholar (S.pd) in English*

Written By:

MELIANA SINAGA
Reg. Nnumber: 17 203 00028

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

2022



**AN ERROR ANALYSIS OF PASSIVE VOICE IN
SIMPLE PRESENT TENSE AT GRADE VIII
STUDENTS OF MTS S AL-MAKMUR SIBITO
LABUHANBATU UTARA**

A THESIS

*Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a partial Fulfillment of the Requirement for the Degree of
Educational Scholar (S.pd) in English*

Written By:


MELIANA SINAGA
Reg. Nnumber: 17 203 00028

ENGLISH EDUCATION DEPARTMENT

ADVISOR I


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

ADVISOR II


Zafnuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022**

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (Seven) examplars

Padangsidimpuan, 10 November 2022
a.n. **Meliana Sinaga**
To: **Dean**
Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Meliana Sinaga**, entitled "**An Error Analysis of Passive Voice in Simple Present Tense at Grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.


Thank you.

Wassalamu'alaikum warohmatullah wabarakatuh

Advisor I


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Advisor II


Zainuddin, S.S., M. Hum.
NIP. 19760610 200801 1 016

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Meliana Sinaga
Registration Number : 17 203 00028
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1
The Tittle of Thesis : An Analysis of Passive Voice in Simple Present Tense
at Grade VIII Students of Mts S Al-Makmur Sibito
Labuhanbatu Utara

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of Universitas Islam Negeri Ali Hasan Ahmad Addary Padangsidimpuan in article 14 subsections 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of Universitas Islam Negeri Ali Hasan Ahmad Addary Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, Desember 2022

Declaration maker



MELIANA SINAGA
Reg. No. 17 203 00028

APPROVAL AGREEMENT FOR PUBLICATION

As Academic Cavity of Universitas Islam Negeri Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Meliana Sinaga
Registration Number : 17 203 00028
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to Universitas Islam Negeri Ali Hasan Ahmad Addary Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **“An Analysis of Passive Voice in Simple Present Tense at Grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara”**

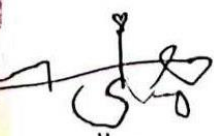
With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the Universitas Islam Negeri Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, Desember 2022

Signed




Meliana Sinaga
Reg. Num. 17 203 00028

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Meliana Sinaga
Registration Number : 17 203 00028
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1
The Tittle of Thesis : **An Error Analysis of Passive Voice in Simple Present Tense at Grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara**

Chief,



Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A
NIP. 19801224 200604 2 001

Secretary,



Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

Members,



Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A
NIP. 19801224 200604 2 001



Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007



Dr. Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002



Zafkuddin, S.S. M.Hum
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidempuan
Date : December, 12nd 2022
Time : 8. 30 WIB until finish
Result/Mark : 76,25 (B)
IPK : 3,26
Predicate : Memuaskan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080
Sihitang 22733 Padangsidempuan

LEGALIZATION

Thesis : *An Error Analysis of Passive Voice in Simple Present Tense at Grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara*

Name : Meliana Sinaga

Reg.Num : 17 203 00028

Faculty/ Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidempuan, Januari 2023
Dean of Tarbiyah and Teacher Faculty



Dr. Eelya Hilda, M.Si.
NIP. 19720920 200003 2 002

Name : Meliana Sinaga
Reg. Number : 1720300028
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
The Tittle of the Thesis : “An Error Analysis of Passive Voice in Simple Present Tense at Grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara”

ABSTRACT

This research talked about analysis of students' error of using passive voice at grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara in the year 2021. The problems in this research focused on the students' error at grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara in the year 2021 in passive voice.

There were two purposes of the research, the first is to know what are students' error in passive voice in simple present tense format grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara in the year 2021. The second is know what are English teacher' efforts to overcome students' errors in using passive voices.

This research used qualitative method, especially qualitative descriptive. The participants from this research are 27 students from Mts S Al-Makmur Labuhanbatu Utara in class VIII and English teacher of class VIII Mts S Al-Makmur Labuhanbatu Utara. This research used test and interview as the instrument in this research, the test were of 10 question about passive voices.

Based on the result of this research. researcher found that error made by students in using passive voices were omission, addition, misformation, and misordering. The number of omission error was 22 items error. The number of addition was 29 items error. The number of misformation error was 18 items error. The number of misordering was 28 items error. Total all of the error were 97 item error. Researcher concluded that dominant error made by students in using passive voice in simple present tense was in addition category with the percentage 29.98%. From the result of interview, the English teacher's give some efforts to overcome students error in using passive voices. Teacher re-explain the material and make an example from the students' daily activity, teacher asked students to memorize the passive voices formula, using media as internet for helping students.

Key Words: Error Analysis, Passive voice, Simple Present Tense

Nama : Meliana Sinaga
NIM : 1720300028
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : “Analisis Error Pada Penggunaan Passive Voice Di Simple Present Tense Pada Siswa Kelas VIII Dari Mts S Al-Makmur Sibito Labuhanbatu Utara”

ABSTRAK

Penelitian ini membahas tentang analisis kesalahan pada penggunaan *passive voice* di *simple present tense* pada siswa kelas VIII dari Mts S Al-Makmur Sibito Labuhanbatu Utara tahun ajaran 2021. Fokus dari masalah ini adalah untuk mengetahui kesalahan pada penggunaan *passive voice* di *simple present tense* pada siswa kelas VIII dari Mts S Al-Makmur Sibito Labuhanbatu Utara tahun ajaran 2021.

Tujuan dalam penelitian ini ada dua, yang pertama untuk mengetahui apa saja kesalahan siswa dalam penggunaan *passive voice* di *simple present tense* pada siswa kelas VIII dari Mts S Al-Makmur Sibito Labuhanbatu Utara tahun ajaran 2021. Yang kedua untuk mengetahui apa saja upaya guru bahasa Inggris untuk mengatasi kesalahan siswa pada penggunaan *passive voice* di *simple present tense*.

Penelitian ini merupakan penelitian kualitatif, yaitu kualitatif deskriptif. Peserta penelitian ini berjumlah 27 siswa dari Mts S Al-Makmur Sibito Labuhanbatu Utara tahun ajaran VIII dan guru bahasa Inggris kelas VIII Mts S Al-Makmur Sibito Labuhanbatu Utara. Penelitian ini menggunakan tes dan interview sebagai alat untuk mengumpulkan data pada penelitian ini.

Berdasarkan hasil penelitian, peneliti menemukan bahwa kesalahan yang dilakukan siswa dalam *passive voice* adalah penghilangan, penambahan, salah formasi, salah urutan. Jumlah kesalahan penghilangan sebanyak 22 butir kesalahan. Jumlah penambahan sebanyak 29 butir kesalahan. Jumlah kesalahan salah formasi sebanyak 18 butir kesalahan. Jumlah kesalahan salah urutan sebanyak 28 butir kesalahan. Total semua kesalahan adalah 79 butir kesalahan. Peneliti menyimpulkan bahwa kesalahan dominan yang dilakukan siswa dalam penggunaan *passive voice* di *simple present tense* berada pada kategori penambahan dengan persentase 29.98%. Dari hasil wawancara, ada tiga upaya guru bahasa Inggris untuk mengatasi kesalahan siswa dalam penggunaan *passive voice*. Guru menjelaskan kembali materi dan membuat contoh dari kegiatan sehari-hari siswa, guru meminta siswa untuk menghafal *passive voice*, menggunakan media sebagai internet untuk membantu siswa.

Kata Kunci: Analisis Kesalahan, Passive Voice, Simple Present Tense

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **“AN ERROR ANALYSIS OF PASSIVE VOICE IN SIMPLE PRESENT TENSE AT GRADE VIII STUDENTS OF MTS S AL-MAKMUR SIBITO LABUHANBATU UTARA”**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M.Hum., as my first advisor and Mr. Zainuddin, M.Hum., as my second advisor, and also who have supported and guided me to make a good thesis, who have been the great advisor for me and gave me many ideas and criticism in writing this thesis.
2. Thanks are do to the Chief of English Education Departmen who gladly support and permit to research in English Education Department and counseled the researcher till finishing this thesis. Then, Big thanks to Mrs. Fitri Rayani

Siregar, M.Hum., as my academic advisor who has been given me advice, suggestions, motivation, and guidance as long as I was a student in this institute.

3. Special big thanks to the Rector of UIN Syekh Ali Hasan Ad-Dary, Vice Chancellor I for academic and institutional Development, Vice Chancellor II for General Administration, Planning and Finance, and Vice Chancellor III for students affair and Cooperation.
4. Thanks are to Dean of Tarbiyah and Teacher Training Faculty.
5. Thanks a bunch to all lecturers, all academic cavities, to chief of library and staff of UIN Syekh Ali Hasan Addary who had given so much knowledge and helped during I studied in this university.
6. My beloved parents, H. Mukmin Sinaga and Hj. Rodima Br Munthe who always taught me to be patient in my every problem, always prayed for me, never tired of advising me, the most valuable person in my life, always supported me every step of the way, thank you for always being there for me and without you I would not be like this and without prayer and your blessing I couldn't come to this point.
7. Tadris Bahasa Inggris-I friends who always cheer up my day.
8. All people who have helped me to finish my study that I can not mention one by one thank you for your supported, may Allah bless them. Aamiin.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, December 2022

Researcher

MELIANA SINAGA
Reg. Num. 17 203 00028

TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
APPROVAL AGREEMENT FOR PUBLICATION	
SCHOLAR MUNAQSAH EXAMINATION	
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
CHAPTER I : INTRODUCTION	
A. Background of The Problem	1
B. Focus of The Problem	5
C. Formulation of The Problem	5
D. Objectives of The Research	6
E. Significances of The Research	6
F. Defenition of Key Terms	7
G. Outline of the Research	8
CHAPTER II: LITERATURE REVIEW	
A. Theoretical Description	10
1. Error Analysis	10
a. Defenition of Error Analysis	10
b. Types of Error	12
2. Passive Voice	15
a. Definition of Passive Voice	15
b. Form of Passive Voice	17
3. Passive Voice in Simple Present Tense	18
B. Review of Related Findings	20
CHAPTER III :RESEARCH METHODOLOGY	
A. Place and Time of the Research	24
B. Research Method	24
C. Participants of The Research	24
D. Instrument of the Research	25
E. Technique of Data Collection	26
F. Technique of Data Analysis	26
G. Techniques to Mantain The Data Trustworthiness	27
CHAPTER IV :RESULT OF RESEARCH	
A. Findings	29
1. The Students Types Error in Using Passive Voice	30

2. The Efforts of the English Teacher to Overcome the Students' Error in Using Passive Voices.....	53
B. Discussion	55

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	58
B. Suggestions	58

REFERENCES

APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language used by entire human in this world, both oral and written. It becomes connection between people in each country. Language used by people as the international language. Therefore, English use as the second language in many countries. Language used in all aspect of human life. In Indonesia, English is the first foreign language. It teaches from elementary school to senior high school.

Knowing a language means being able to produce new sentences never spoken before and to understand sentences never heard before.¹ Because without language people can not communicate with other people and they can not express their ideas and feelings. Learning English cannot be separated from the errors, it does not mean that the errors give negative effects for the learner.

Errors in language learning are sometimes natural and tend to occur frequently.² Error can be as an indicator of the learners' stages in their target language development even the teaching learning process is better as errors exist because the teacher and the students will know the lack of mastery and make the appropriate remedial for teaching to students.

¹Robert Rodman, *An Introduction to Language*, ed. Stephen Dalphin, 7th ed(boston: Michael Rosenberg, 2003), p. 8 www.thomsonrights.com

²Dilla Raffike Riskie Rijasti, "An Error Analysis of The Passive Voice Sentence Made by The Ninth Grade Students of MTs NEGERI 1 SUKOHARJO in The Academic Year 2016/2017" English Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute Of Surakarta. 2017. p.2

There are many things that students have to learn about language especially English because English is the international language. English consist of four skills: listening, reading, writing and speaking. In addition, in English the components that students learn are: vocabulary, speaking, listening, pronunciation and grammar. Grammar is the central component of language. Grammar cannot separate from language skill in English.

Grammar is skills that show how words are arranged, combined and changed to present certain meaning. Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.³ Learning grammar is not easy. There are some rules related to grammar that should be understood in order to compose a good sentence in English.

Generally, sentences can be divided into two forms, active and passive form. The active voice of the verb simply means the form of the verb used when the subject is the “doer” of the action and the object is the “receiver” of the action.⁴ Furthermore, the active voice is used in making a statement about an action, In active voice subject is the actor of the action. Passive voice is the verb form, where the subject received the action, object in active sentence become subject in passive sentence.

³Cowan, *The Teacher's Grammar of English*, (New York: Cambridge University Press, 2008), p.3

⁴Dilla Raffike Riskie Rijasti, “An Error Analysis of The Passive Voice Sentence Made by The Ninth Grade Students of MTs NEGERI 1 SUKOHARJO in The Academic Year 2016/2017”. P.32

Passive voice formed from active sentence by making the object into the subject, transforming the verb, and expressing the original subject in a prepositional phrase beginning with by. Passive voice construct from active ones by to passive one. In passive voice, the object in active sentence become the subject in the passive sentence. The object of the active voice becomes subject in passive voice, and followed by to be that appropriate tense and changing the verb into past participle.

Passive sentences may contain a by-phrase in which the complement of by the same as the subject in active sentences. Passive voice made by different tense and to be, follow by verb in past participle form. The object of the active voice becomes subject in passive voice, and the subject of the active becomes object in the passive voice. Follow by the appropriate tense and the verb changing into past participle.

Subject on passive voice is the receiver of the action. Then, the object is followed by to be and past participle. Every tense have quite different rule in passive voice. For example, in the simple present tense, to be that used are is/am/are and follow by past participle verb.

Students error commonly find in the process of changing verb from verb 1 to verb 2 and verb 3. Verb 1 in active voice become verb 3 in passive voice. The students confused for change verb 1 in active voice become verb 3 in passive voice. Verb is one of the parts of speech that become the central core of a sentence that serves to show an action of the subject, showing events or circumstances. Verb 3 occurs regular and irregular verb.

Simple present tense is one of tense from sixteen tenses in English, it used to explain the daily routine activities. Simple present tense is used the base form of the verb or it called V1. Simple present tense is describe everyday activities and habits, to make general statement of fact, and to express opinions. Verb in simple present shows an existing condition (something that is happen now). Present simple is used to talk about things in general and to say that something happens all the time or repeatedly, or that something is true in general.

Based on interview with English teacher in Mts S Al-Makmur Sibito-Labuhanbatu Utara. The teacher said that the students many errors of students in changing active into passive voice, because they do not have asset for learning passive voice.⁵ That means, from the teacher explanation in Mts S Al-Makmur Sibito-Labuhanbatu Utara is that the problem actually reside in the teacher himself or the previous teacher. The teacher gives material that is not familiar by students, so the students not really interest about the material. When they enter grade VIII and the teacher give material about passive voice there is a problem or difficulty in understanding the changing from active into passive voice in form simple present tense. It happened, because in preivous semester, they not learn about passive voice yet, so it becomes the first time for them to learn passive voice.

⁵Muhammad Yusuf, English Teacher from Grade VIII, Private Interview, On 21th December 2020 in Mts S Al-Makmur Sibito Labuhanbatu Utara, 09.35 a.m.

Based on interview with Students in Mts S Al-Makmur Sibito-Labuhanbatu Utara about passive voice, especially about what did their difficulties in changing active into passive sentence. Miss S said “Sometimes I have difficulty in mastering the verb, verb 1, verb 2 and verb 3, I have difficulty in memorizing them”.⁶ Then Miss N said “Sometimes I forget to change V-1 become V-3 when write passive voice”.⁷ The last Mrs E Said “i have difficulties in memorizing the auxiliary, because there are many tense in English”.⁸

Based on the background of problem above, the researcher interested to conduct a research about “An Error Analysis of Passive Voice in Simple Present Tense at Grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara”.

B. Focus of the Problem

This research Focused on error analysis of passive voice in simple present tense. Commonly, the students error in changing verb 1 into verb 3, The students error in interpretate the meaning of vocabulary and the students’ error in determining the subject and auxiliary verb in passive voice at grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara

⁶*Private Interview*, on 21th December 2020 with Mrs S student in Mts S Al-Makmur Sibito Labuhanbatu Utara, at 09.40 a.m.

⁷*Private Interview* on 21th December 2020 with Mrs N student in Mts S Al-Makmur Sibito Labuhanbatu Utara, at 09.40 a.m.

⁸*Private Interview* on 21th December 2020 with Mrs E in Mts S Al-Makmur Sibito Labuhanbatu Utara, at 09.40 a.m.

C. Formulation of the Problem

Based From the background of the problem above, the researcher would like to write the problems of study:

1. What are the students' errors types of passive voice in simple present tense at grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara?
2. What are English teacher efforts to overcome students errors of passive voice in simple present tense at grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara?

D. Objective of the Research

Based on the formulation of the problem above, the objectives of this research were:

1. To know what are the students' errors types of passive voice in simple present tense at grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara.
2. To know what are the English teacher efforts to overcome students errors of passive voice in simple present tense at grade VIII Students of Mts S Al-Makmur Sibito Labuhanbatu Utara

E. Significances of the Research

The results of this research were expected to give significance not only theorytically but also practically. Especially for:

1. Headmaster of Mts S Al-Makmur Sibito Labuhanbatu Utara to motivate and give suggestion to teachers, so they can overcome students' error of passive voice in simple present tense.

2. English teacher find out the creative method of teaching, especially in grammar. So can motivate the students of Mts S Al-Makmur Sibito Labuhanbatu Utara
3. Students at Grade VIII of Mts S Al-Makmur Sibito Labuhanbatu Utara, the students know their error in passive voice, so the students can learn to be better in learning about passive voice.
4. Researchers to do research the same problems as information about the topic, so researcher hopes this research can help other researcher and standing point for studying the other subject. This research can give them information about teaching in grammar.

F. The Definitions of Key Terms

1. Error Analysis

Error is something you have done which is considered to be incorrect or wrong, or which should not have been done. Error analysis is a way of looking at error made by the learner of the target language, as a source of information to the teacher, which in turns helps teachers to correct the students' errors, and improves the effectiveness of their teaching.

2. Passive Voice

Passive voice is the verb form, where the subject receive the action. Passive constructions are made from active ones by switching the subject

and the object. In the passive, the object of an active becomes the subject of the passive verb.⁹

3. Simple Present Tense

Simple present tense is expressions of events that exist always, usually, they exist now, have existed in the past, and probably will exist in the future". So, simple present states events or situations that are always, usually, habitually there are; simple present at now, already in the past, and is likely in the future.

⁹ Sulisma Diana, "An Analysis of Students' Difficulties in Using Passive Voice of Simple Present Tense at The First Semester in the Twelfth Grade of SMAN 1 Pagelaran, 2019.," 2019, <http://repository.radenintan.ac.id>.

G. Outline of the Thesis

This research was divided into five chapters, each chapter consisted of many sub chapters with detail as follow;

Chapter one Chapter one consists of introduction: backgroud of problem, focus of the research, formulation of problems, objective of the problem, significances of the problem, definition of key terms, outline of the thesis.

Chapter two consists of the teoretical description of students error and passivve voice, review of related finding research. In chapter three is consists of research metodology which consists of place and time of the research, method of the research, respondents, instrument of collecting data, technique of collecting data, technique of analyzing data, technique of data trustworthiness.

In chapter four is consists of result of the research research findings, discussion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Error Analysis

As learner of a foreign language, making some error can not be avoidable for students. Error can be indicated process of formation a new system of language. Learning English cannot be separated from the errors, it does not mean that the errors give negative effects for the learner. This is emphasized by Brown that Error analysis is the fact that learners do make errors, and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners' error.

Errors in language learning are sometimes natural and tend to occur frequently.¹Error can be as an indicator of the learners' stages in their target language development even the teaching learning process is better as errors exist because the teacher and the students will know the lack of mastery and make the appropriate remedial for teaching to students.

a. Definition of Error Analysis

For beginners, learning English grammar may be difficult. Because the grammar is a second rule to them. The beginners might produce many errors since the grammar they learn is a second

¹Dilla Raffike Riskie Rijasti, "An Error Analysis of The Passive Voice Sentence Made by The Ninth Grade Students of MTs Negeri 1 Sukoharjo in The Academic Year 2016/2017" English Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute Of Surakarta. 2017. p.2

language grammar. Errors were considered as being the result of the persistence of existing mother tongue habits in the new language.² The word error is commonly used when the beginners give the wrong answer of respond in the grammar questions.

Errors analysis are used to analyze and classify the learner errors from which the learners learning problem can be inferred.³ Error analysis is the study of errors made by the second of foreign language learners to predict the errors or the difficulties in learning foreign language. Error as a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner.⁴ Error is a noticeable deviation from the adult grammar of a native speakers, reflects the competence of the learners.

The errors can be observed, analyzed, classified to reveal something of the system operating within the learners mind, and led to a surge of study of learners errors, called analysis.⁵ These errors were regarded by product of the attempt of the learner to express his meaning in spontaneous speech with an ability of the target language system. So, errors analysis carry out in order to find out how someone

²Endorgan, Contribution of Error Analysis to Foreign Language Teaching. *MercinUniversity Journal of the Faculty of Education*, Vol.1, Issue 2, December 2005, p. 261-270

³Dilla Raffike Riskie Rijasti, "An Error Analysis of The Passive Voice Sentence Made by The Ninth Grade Students of MTs Negeri 1 Sukoharjo in The Academic Year 2016/2017". P.27

⁴Brown, *Principles of Language Learning and Teaching*, 4th ed., (New York: Longman,2000), p.217

⁵Brown.

learns a language, how to find out how someone knows language and obtain information on common difficulties in language learning.

Errors analysis are the study and the analysis of error made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective. That errors are all the results of the influence of the mother tongue on the learning process, interference“ as it was called, from the habits of the first language.

b. Types of Error

There are some types of error. Errors can be classified into four types, they are error of ommision, error of addition, error of misformation and error of misordering.⁶

1) Errors of Ommision

Sentences where an element is omitted, actually it should be presented. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words.

⁶ Heidi Dulay, Marina Burt and Stephen Krasen, *You Can't Learnt Without Goofing and Analysis of Children's Second Language 'Errors'*. 1980. London. Longman

Example : *I not go to school by bus everyday.*

It should be : *I do not go to school by bus everyday.*

From the sentence “*I not go to school by bus everyday*”

Then Omission of this sentence is “do” and the correct sentence is “*I do not go to school by bus everyday.*”

2) Errors of Addition

It is a phenomenon in which a certain aspect of language rules is added into correct sentence. In other words some elements are presented which should not be presented. Addition deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

It means that the errors of addition can lead to be misunderstood by the listener or reader to get the intended message. Some of the learner’s speaking or writing errors can be comprehended because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended.

Example : We do study English three times in a week.

It should be : We study English three times in a week.

From the sentence “We do study English three times in a week”
Then addition of this sentence is “do” we do not need to put do
before study and the correct sentence is “We study English three
times in a week”

3) Errors of Misformation

Misformation is the error of using one grammatical form in the place of another grammatical form. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect.

The classification of errors misformation is based on comparisons between the structure of second language errors and certain other types of constructions. These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors.

Example : I doesn't know him.

It should be : I dont know him.

From the sentence “I doesn't know him. ” Then misformation of this sentence is “ doesn't” in subject I, you, we, and they do not add s/es in the last verb and the correct sentence is “I dont know him”

4) Errors of Misordering

It is a sentence which its order is incorrect. The sentence can be right in presented elements, but wrongly sequenced. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this case, the learners makes sentence incorrect order.

Example : She not does come early to school.

It should be : She doesn't come early to school.

From the sentence "She not does come early to school. "

Then misordering of this sentence is "not does" and the correct sentence is "She doesn't come early to school."

2. Passive Voice

Voice is the form of the verb which indicates whether a person or a thing does something or something has been done to a person or a thing. There are two kinds of voice namely active voice and passive voice. Active voice occurs when a verb form shows that the subject has done something, and passive voice is the same action is referred to indirectly; that is the original receiver of the action is the grammatical object of the preposition by.⁷ As it has been demonstrated in the beginning, passive voice has certain function in the usage.

a. Definition of Passive Voice

Experts stated some definitions of passive voice. Writes that "in a passive sentence if you want to say who did or what caused the

⁷Enza . p. 23

action, use **by**.” Another opinion states that passive voice denotes that the subject receives the action. Voice is the form of the verb which indicates whether a person or a thing does something or something has been done to a person or a thing.

Active voice occurs when a verb form shows that the subject has done something. Passive voice is the same action is referred to indirectly; that is the original receiver of the action is the grammatical object of the preposition by. As it has been demonstrated in the beginning, passive voice has certain function in its usage.

Passive voice is very important in English. Probably, quite 90 per cent of the passive sentences spoken or written are of the type replacing the indefinite pronouns or reflexives in other language. Passive voice is a sentence in which the performer occurs in prepositional phrase at the end or not at all. The grammatical subject names the person or thing, which would normally occur in object position. Passive is derived from active. The deriving passive into active is done without changing the meaning of the sentence.

The object of an active sentence becomes the subject of the passive sentence. Passive voice emphasizes the object than the subject, while the active emphasizes the subject rather than the object. It is known that general principle governing the use of passive sentence is when the main interest of the speaker or writer is on the

verb activity itself rather than on the active subject, there is a desire to express this idea first.

b. Form of Passive Voice

The characteristics of passive voice is the use of verb 3 or past participle in the sentence. The forms of passive voice in various tenses include Simple Present, Simple Past, Simple Future Tenses. There are many tenses in English, but in this research, the researcher limits that simple present tense will analyse in this research. The form of passive voice is : be + V3 (past participle)⁸

The three step processes in forming a passive form are as follows:⁹

- 1) The receiver of the action is moved into the grammatical subject slot.
- 2) A verb to be auxiliary is added to the verb phrase and the lexical verb changes to past participle (For regular verbs, past tense and past participle forms will be identical).
- 3) The actor moves into the predicate phrase with the help of the preposition by To further complicate things (or make them rich and interesting), passive verb phrases can also carry tense or modality and aspect. No matter how complex the verb phrase, though, the lexical verb in a passive verb phrase will always be

⁸Thomson, A. J., & Martinet, A. *A Practical English Grammar 4th edition*. London: Oxford University Press. 2004

⁹Thomson, A. J., & Martinet, A

past participle and the verb to be will always be its closest auxiliary.

From three step processes in forming a passive form above. Passive voice changing the position of subject and object. When a sentence is written in the active voice, the subject performs the action. In the passive voice, the subject receives the action, the doer become the object of the sentence. And followed by to be that appropriate tense and changing the verb into past participle. Moreover, before the doer, it is added by an agent “by”.

3. Passive Voice in Simple Present Tense

Simple present tense is one of sixteen tenses. Simple present use to talk about things in general. We use it to say that something happens all the time, or that something is true in general”.¹⁰ It means simple present to declare something that happens all the time or over and over again, or states something that is general truth.

Simple present tense is expressions of events that exist always, usually, they exist now, have existed in the past, and probably will exist in the future". So, simple present states events or situations that are always, usually, habitually there are; simple present at now, already in the past, and is likely in the future. Simple present tense is usually form by adding -es or -s for the third person singular subject.

¹⁰ Murphy Raymond, *Grammar in Use*, 2007.

Whereas the simple present tense is expressions of events that exist always, usually, they exist now, have existed in the past, and probably will exist in the future". So, simple present states events or situations that are always, usually, habitually there are; simple present at now, already in the past, and is likely in the future. Simple present tense is usually form by adding -es or -s for the third person singular subject.¹¹ Simple present tense uses verb 1 to show the action in verbal sentence and to be (is, am, are) in nominal sentence. .

Simple Present expresses events or situations that exist always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future. This tense use time signal such as every, always, usually, often, etc.¹² The pattern of Simple Present in Active Sentence:

Formula : S + V1+(s, es) + O

Example:

Active Voice = Alex drives a bus.
 S V1 O

Passive Voice = A bus is driven by Alex
 S be V3 by O

To form the passive voice, beginning with subject followed by to be and past participle. The subject performs the action; the subject receives the action change the object of an active voice sentence into the subject of

¹¹ Schramper Azar Betty, *Understanding and Using English Grammar Second Eddition*, 2002.

¹² Rohani Vicky Fawzah, "Students' Difficulties in Changing Active into Passive Voice in Simple Present Tense and Simple Past Tense," n.d., <http://lib.unnes.ac.id>.

a passive voice. Followed by tobe that appropriate tense. The subject of the active sentence can become the agent in a passive sentence.

The agent tells who or what did the action in a passive sentence.¹³ For another example of passive voice as follows:

Example :

Active Voice = My brother eats the bread
 S V1 O

Passive Voice = The bread is eaten by him
 S be V3 by O

From the example above, it can be concluded the form of passive voice is : S + Tobe + Past participle + by agent. The noun that follows by is called “agent. My brother is the agent. It can be said that, the object of the 10 active voice becomes subject in passive voice, and the subject of the active becomes object in the passive voice. And followed by tobe that appropriate tense and changing the verb into past participle.

B. Review of Related Findings

Related to this research, some research had been done by the other researcher with the same topic of research, that is about passive voices, as follows:

First, written by Rijasti¹⁴. In her thesis, she found that there were 752 errors with the highest error was omission (186 errors from 728 total of errors or

¹³Dewi Sartika, “*Analysis of Students’ Difficulties in Using Passive Voice of Simple Present Tense at English Department of STKIP PGRI Sumatera Barat*” 86 (1991): 1–8.
<http://jim.stkip-pgri-sumbar.ac.id>.

¹⁴Dilla Raffike Riskie Rijasti, “*An Error Analysis of The Passive Voice Sentence Made by The Ninth Grade Students of Mts Negeri 1 Sukoharjo in the Academic Year 2016/2017*”.English

25.55%), be (176 errors from 728 total of errors or 24.18%), by phrase (100 errors from 728 total of errors or 13.74%), addition (81 errors from 728 total of errors or 11.12%), V3 (80 errors from 728 total of errors or 10.99%), singular - plural (67 errors from 728 total of errors or 9.20%), and the lowest one was subject - object (38 errors from 728 total of errors or 5.22%).

Second is written by Kurniasih.¹⁵ The findings in her thesis showed that there are 250 errors made by students. The common error made by students in using Passive Voice in Simple Past Tense was *Misformation*, which consists of 217 errors or 86.8%. Based on Brown's theory, it was interpreted that *interlingual transfer, intralingual transfer, context of learning and communicative strategies* are causes of those errors.

Third is written by Nurlaela¹⁶. The result of the error analysis process showed that students committed error into three types: omission, misformation, and ordering. From the frequency of each error types, misformation was the error which most frequently produced by the student. It took 90% of the total errors. Moreover, 7% errors in omission and for ordering, it only took 3%. Besides the term of transformation pasive voice into active voice of simple past tense was the most frequent error done by the students with percentage 30%,

Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta. 2017.

¹⁵Husnul Chotimah Kurniasih, "An Analysis on Students' Errors on The Use of Passive Voice in Simple Past Tense(A Case Study at the Eighth Grade Students of SMP Islam Plus Baitul Maal". Department of English Education, The Faculty of Tarbiyah and Teachers' Training State Islamic University Syarif Hidayatullah Jakarta. 2013.

¹⁶Ida Nurlaela, "An Error Analysis on Students' In Transforming Voice of Simple Past Sentence (a Case Study at the second grade students of SMP AL-Kautsar Parungpanjang-Bogor)", Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta. 2015

transformation active voice into passive voice of simple past tense with percentage 24.50%, it is followed by error in term of verb “be” with percentage 24.50%, and in term of the correct verb with percentage 21%. It can be concluded that the most students at the second grade of SMP Al Kautsar have not mastered yet in transforming voice of simple past tense, especially in transforming passive sentence into active sentence.

Fourth, written by Nursehag¹⁷, the result of her research was the error analysis process showed that students committed error into three types: omission, misformation, and addition. From the frequency of each error types, misformation was the error which most frequently produced by the student. It took (81 errors or 54%) of the total errors. And followed by omission (38 errors or 25%), addition (17 errors or 11%), and the lowest frequency error made by the students was misordering (14 errors or 9%). With the total of error produced by the students were 150 errors. It can be conclude that the most students of the Tenth Grade Students at Vocational High School Telekomunikasi Pekanbaru have not mastered yet in writing sentences with passive voice, especially in misformation.

Fifth, written by Hermin¹⁸, the result of the study shows that the total errors made by the students is 223 out of the 800 student’s answers. The students errors are divided into four categories, omission: 61 (27.3%), addition: 14 (6.3%), misformatin: 98 (43.9%). Misordering: 50 (22.5%). The highest frequency of

¹⁷ Dahia Alqalby Nursehag, An Analysis of Students’ Error in Writing Passive Voice ON Tenth Grade Students At Vocational High School Telekomunikasi Pekanbaru. 2020.

¹⁸ Hermin, An Error Analysis Of Using Passive Voice Of The Second Grade Students Of Sma N I Wonosari In The Academi Year 2008/2009. Universitas Muhammadiyah Surakarta. 2009.

errors is misformation and the lowest frequency of errors is addition. The dominant sources of errors are interlingual transfer and intralingual transfer. This research show that the students still make errors in using passive voice and they need improvement to develop their skill especially in learning passive voice.

Based on the related finding above, resarcher concluded that students' still make error when they use passive voice, This research focused on how to solve students' error in using passive voice at the VIII grade in Mts S Al-Makmur Sibito-Labuhanbatu Utara.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research was in Desa Sibito, Kecamatan Aek Natas, Labuhanbatu Utara. The subject of this research was grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara in the year 2021. The researcher did this research on 15-19 March 2022.

B. Method of the Research

This research was descriptive qualitative. Qualitative research is conducted in natural setting and in normal situation in with the condition is not manipulated. This research used descriptive method to explain the findings. Descriptive method is research to depict the object genuinely.

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem.¹ The researcher concluded that qualitative research is a form of activity that questions information by identifying individuals or phenomena in the natural settings of everyday life. This descriptive method was used to analyze error analysis of passive voice in simple present tense in Mts S Al-Makmur Sibito-Labuhanbatu Utara.

C. Participants of Research

The participants of this research were the students at grade VIII in Mts S Al-Makmur Sibito-Labuhanbatu Utara. In this school there was one class only

¹ Noor Juliansyah, *Metode Penelitian: Skripsi, Tesis, Disertasi Dan Karya Ilmiah*, 2011.

for grade VIII, that consist of 27 students. So the participants of this research was 27 students.

D. Instrument of Research

This study used one kind of method to collect the data, that were test and interview.

1. Test

Test is one kind of instrument that researcher used to measure the students' error and to know what kind of error that students make in subject or the lesson that teacher has been explained. In this research, researcher gave 10 active sentences change to passive sentence test to the students to know students' error.

2. Interview

The second instrument was interview. Interview is a conversation between two people who share information and idea. The interview can be simply described as a form of consultation where the researcher seeks to know more of an issue as opinionated by the individual being asked.² Researcher applied this technique for getting more information about about students difficulties using passive voices in simple present tense.

² Essa Adhabi, "Literature Review for the Type of Interview in Qualitative Research," *Jurnal*, Volume 9, No. 3, September 2017, p. 88.
https://www.researchgate.net/publication/320009898_Literature_Review_for_the_Type_of_Interview_in_Qualitative_Research

E. Technique of Collecting Data

In collecting the data, the researcher did some steps as follows:

1. There were 10 questions in the printed paper test about passive voice
2. The test was distributed to the students
3. The researcher gave the instructions to the student to do the test
4. The researcher gave the students 30 minutes to do the test. After the students finished the test, then the printed paper test is collected to the researcher.

F. Technique of Data Analysis

After the data has been collected, researcher analyzed the data by using some steps as follow:

1. Test
 - a. Researcher identified students' error in passive voices
 - b. Researcher classified the errors based on the types of errors.
 - c. Percentage of the answer subject and to take on table, researcher used

this formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage

f = Frequency of type error

N = Sum of all type error

- d. Researcher took the conclusion.
2. Interview
 - a. Prepared the tools for interview

- b. Researcher made an appointment with the respondent when and where the interview will be held.
- c. Researcher opened the interview with greeting and gave an overview of the topic interview first, then asked some question.
- d. Researcher recorded information from respondent used handwriting notes, and record.

G. Techniques to Maintain the Data Trustworthiness

Technique of data trustworthiness that applied in this research is used to contradict assumption about qualitative research is not scientific. There are nine techniques to determine the data trustworthiness stated by Lexy J. Maleong³ as:

1. The extension of participant is the extension not only do at short time, but need a long time.
2. The application of the research must do research careful, detail and continuous to object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison data.
4. Checking with friends through discussion is do with expose the interim result that gotten discussion with friends.

³ Lexy J. Maleong, *Metodology Pendidikan Kualitatif*, Edisi Revi (Bandung: Rosda, 2018), P . 324.

5. Analyze the negative causes is the research collects example and inappropriate cases with the model and inclination of information that will be collected used as a substance of comparison.
6. The adequate and referential are tolls of them, which using the free time to compare the result of research with critics and collect.
7. Checking the member is the important in checking the ability.
8. The detail description to demand researcher to report of the research result, so description is do carefully and occurately to draw the content of research.
9. Editing is used to check the truth abd certainly of data, this poit done well to the process or result and extent.

From the all techniques to determine the data trustworthiness the researcher used point 4 that is are checking with friends, the researcher checking with the English teacher of Mts S Al-Makmur Sibito-Labuhanbatu Utara.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

This research was done on 15-19 March 2022. The location of this research was in Desa Sibito, Kecamatan Aek Natas, Labuhanbatu Utara. The subject of this research was grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara in the year 2021. This research is qualitative research followed qualitatif research that used descriptive method. The participants of this research were 27 students.

There were four item errors made by studnets were using modal auxiliaries, there were omission, addition, misformation, and misordering. In this research, the researcher gave the test to students. After that, researcher asked students to rearrange sentences into the correct order. After that researcher collected students' answer sheet. Then, researcher analyzed and conducted the data based on surface strategy taxonimy.

This chapter focused on analyzing the data. This chapter gives the details data of the findings. This result of research discussion about the result that considered of description data, calculating the percentage to get their whole result as general explain the students' type error in using passive voices and English teacher overcome the students error in using passive voices. As mentioned in earlier chapter in order the students error in using passive voices at grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara

1. The Students Types Error in Using Passive Voice.

After knowing the result of test, researcher found there were 4 categories of errors done by students VIII students' of Mts S Al-Makmur Labuhanbatu Utara in using passive voices they were omission, addition, misformation, and misordering.

a. Omission

The first error that researcher found was omission. Omission error is categorized by absence of an item that must emerge in well formed utterance. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words.

After researcher analyzed students' answer sheet, researcher found students' omission error in using passive voices. The result were:

First was found in HS's answer, "The excercises do by the students". It should be "The excercises are done by the students". So, student made an error caused by omission of passive voice, the word "do" it should be "are done".

Second error of omission was found in ESS's answer, "The students was did the excercises". Should be "The excercises are done

by the students”. Student made one item of error caused by omission of passive voice, the word “was did” it should be “are done”.

Third was found in EM’s answer, “A letter is sends by my bestfriend” it should be “A letter is sent by my bestfriend”. Student made one items of error caused by omission of passive voice, the word “is sends”, it should be “is sent”.

Fourth was found in Z’s answer, “The vegetables is bought by her in the market” it should be “The vegetables are bought by her in the market”. Student made one items of error caused by omission of passive voice, the word “is bought”, it should be “are bought”.

Fifth was found in RKR’s answer, “The vegetables is buy by her in the market” it should be “The vegetables are bought by her in the market”. Student made one items of error caused by omission of passive voice, the word “is buy”, it should be “are bought”.

Sixth was found in DAN’s answer, “Andi taken picture of many places during his holiday” it should be “The pictures of many places is taken by andi during his holiday”. Student made one items of error caused by omission of passive voice, the word “taken ”, it should be “is taken”.

Seventh was found in MSS’s answer, “The newspaper is readed by my father in front of the house” it should be “The newspaper is read by my father in front of the house”. Student made one items of

error caused by omission of passive voice, the word “is readed ”, it should be “is read”.

Eighth was found in PMA’s answer, “The newspaper is readed by my father in front of the house” it should be “The newspaper is read by my father in front of the house”. Student made one items of error caused by omission of passive voice, the word “is readed ”, it should be “is read”.

Nineth was found in PMA’s answer, “My bag is bringed by my brother” it should be “My bag is brought by my brother”. Student made one items of error caused by omission of passive voice, the word “is bringed ”, it should be “is brought”.

Tenth was found in RS’s answer, “The milk is drank by me every morning” it should be “The milk are drunk by me every morning”. Student made one items of error caused by omission of passive voice, the word “is drank ”, it should be “are drunk”.

Eleventh was found in FK’s answer, The milk is drank by me every morning” it should be “The milk is drunk by me every morning”. Student made one items of error caused by omission of passive voice, the word “is drank ”, it should be “is drunk”.

Twelveth was found in FN’s answer, “The milk is drank by me every morning” it should be “The milk is drunk by me every morning”. Student made one items of error caused by omission of passive voice, the word “is drank ”, it should be “is drunk”.

Thirteenth was found in RSI's answer, "The milk is drank by me every morning" it should be "The milk is drunk by me every morning". Student made one item of error caused by omission of passive voice, the word "is drank", it should be "is drunk".

Fourteenth was found in SSH's answer, "The milk is drank by me every morning" it should be "The milk is drunk by me every morning". Student made one item of error caused by omission of passive voice, the word "is drank", it should be "is drunk".

Fifteenth was found in RS's answer, "The windows is opened by my daughter this morning" it should be "The windows are opened by my daughter this morning". Student made one item of error caused by omission of passive voice, the word "is opened", it should be "are opened".

Sixteenth was found in RS's answer, "The dinner was cooked by my granny" it should be "The dinner is cooked by my granny". Student made one item of error caused by omission of passive voice, the word "was cooked", it should be "is cooked".

Seventeenth was found in RSI's answer, "The letter was sent by mybestfriend" it should be "The letter is sent by mybestfriend". Student made one item of error caused by omission of passive voice, the word "was sent", it should be "is sent".

Eighteenth was found in NMS's answer, "The letter was sent by mybestfriend" it should be "The letter is sent by mybestfriend".

Student made one items of error caused by omission of passive voice, the word “was sent ”, it should be “is sent”.

Nineteenth was found in RS’s answer, “The milk is drunk by me every morning” it should be “The milk is drunk by me every morning”. Student made one items of error caused by omission of passive voice, the word “is drunk ”, it should be “is drunk”.

Twentyth was found in MST’s answer, “The excercises do by the students”. It should be “The exercises are done by the students”. So, student made an error caused by omission of passive voice, the word “do” it should be “are done”.

Twenty first was found in FH’s answer, “The newspaper is readeed by my father in front of the house” it should be “The newspaper is read by my father in front of the house”. Student made one items of error caused by omission of passive voice, the word “is readeed ”, it should be “is read”.

Twenty second was found in PIM’s answer, “The vegetables is bought by her in the market” it should be “The vegetables are bought by her in the market”. Student made one items of error caused by omission of passive voice, the word “is bought”, it should be “are bought”.

So, from the explanation above there were 22 items of error caused by ommision in passive voice did by 27 students of grade VIII students’ of Mts S Al-Makmur Labuhanbatu Utara.

2. Addition

The second type of error that researcher found was addition. Addition were categorized by presence of item. After researcher analyzed students' answer sheet, researcher found students' addition error in using passive voices. The result were:

First was found in HS's answer, "The milk is were drunk by me in the morning" it should be "The milk are drunk by me in the morning". Student made one item of error caused by addition of passive voice, the word "the" was the addition in the sentence.

Second was found in ES's answer, "Chicken is buy bought by my mother" it should be "Chicken is bought by my mother". Student made one item of error caused by addition of of passive voice, the word "buy bought" was the addition in the sentence.

Third was found in HS's answer, "The picture is takes of many places is taken by Andi during his holiday" it should be "Picture of many places is taken by Andi during his holiday". Student made one item of error caused by addition of of passive voice, the word "the" was the addition in the sentence.

Fourth was found in HS's answer, "a letter is was sent by my bestfriend" it should be "a letter is sent by my bestfriend". Student made one item of error caused by addition of of passive voice, the word "was" was the addition in the sentence.

Fifth was found in HS's answer, "Many vegetables is bought by her in the market" it should be "Vegetables is bought by her in the market". Student made one item of error caused by addition of of passive voice, the word "many" was the addition in the sentence.

Sixth was found in HS's answer, "My bag is brought by my brother" it should be "My bag is brought by my brother". Student made one item of error caused by addition of of passive voice, the word " s " was the addition in the sentence.

Seventh was found in ESS's answer, "The picture is takes of many places is taken by Andi during his holiday" it should be "Picture of many places is taken by Andi during his holiday". Student made one item of error caused by addition of of passive voice, the word "the" was the addition in the sentence.

Eighth was found in ESS's answer, "The letter is sent by my bestfriend" it should be "A letter is sent by my bestfriend". Student made one item of error caused by addition of of passive voice, the word "the" was the addition in the sentence.

Ninth was found in ESS's answer, "The dinner is cooked by my granny" it should be "Dinner is cooked by my granny". Student made one item of error caused by addition of of passive voice, the word "the" was the addition in the sentence.

Tenth was found in ESS's answer, "The chicken was bought by my mother" it should be "Chicken was bought by my mother". Student

made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Eleventh was found in ESS’s answer, “The windows are opened by my daughter in the morning” it should be “The windows are opened by my daughter this morning”. Student made one item of error caused by addition of of passive voice, the word “ in ” was the addition in the sentence.

Twelveth was found in LAS’s answer, “The excercises are done by the students in the classroom” it should be “The excercises are done by the students”. Student made one item of error caused by addition of of passive voice, the word “ in the classroom” was the addition in the sentence.

Thirteenth was found in LAS’s answer, “The windows are opened by my daughter in the morning” it should be “The windows are opened by my daughter this morning”. Student made one item of error caused by addition of of passive voice, the word “ in ” was the addition in the sentence.

Fourteenth was found in EM’s answer, “The dinner is cooked by my granny” it should be “Dinner is cooked by my granny”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Fifteenth was found in FAN’s answer, “The chicken was bought by my mother” it should be “Chicken was bought by my mother”.

Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Sixteenth was found in AIM’s answer “The picture is takes of many places is taken by Andi during his holiday” it should be “Picture of many places is taken by Andi during his holiday”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Seventeenth was found in AIM’s answer, “The chicken was bought by my mother” it should be “Chicken was bought by my mother”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Eighteenth was found in INM’s answer “The picture is takes of many places is taken by Andi during his holiday” it should be “Picture of many places is taken by Andi during his holiday”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Nineteenth was found in IMS’s answer “The windows are opened by my daughter in the morning” it should be “The windows are opened by my daughter this morning”. Student made one item of error caused by addition of of passive voice, the word “ in ” was the addition in the sentence.

Twentyth was found in IMS’s answer “The newspapers are read by my father in front of the house” it should be “The newspaper is

read by my father in front of the house”. Student made one item of error caused by addition of of passive voice, the word “ s and is ” were the addition in the sentence.

Twenty first was found in DAN’s answer “Chicken is bought by my mother in law” it should be “The chicken is bought by my mother”. Student made one item of error caused by addition of of passive voice, the word “in law” were the addition in the sentence.

Twenty second was found in SR’s answer “The picture is takes of many places is taken by Andi during his holiday” it should be “Picture of many places is taken by Andi during his holiday”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Twenty third was found in RKR’s answer “The picture is takes of many places is taken by Andi during his holiday” it should be “Picture of many places is taken by Andi during his holiday”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Twenty fourth was found in SR’s answer “The letter is sent by my bestfriend” it should be “a letter is sent by my bestfriend”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Twenty fifth was found in MSS’s answer “The milk is were drunk by me in the morning” it should be “The milk are drunk by me in the

morning”. Student made one item of error caused by addition of passive voice, the word “the” was the addition in the sentence.

Twenty sixth was found in SSH’s answer “The picture is takes of many places is taken by Andi during his holiday” it should be “Picture of many places is taken by Andi during his holiday”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Twenty seventh was found in AA’s answer, “The windows are opened by my daughter in the morning” it should be “The windows are opened by my daughter this morning”. Student made one item of error caused by addition of of passive voice, the word “ in ” was the addition in the sentence.

Twenty eighthth was found in MST’s answer “The picture is takes of many places is taken by Andi during his holiday” it should be “Picture of many places is taken by Andi during his holiday”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

Twenty nineth was found in MST’s answer “The letter is sent by my bestfriend” it should be “a letter is sent by my bestfriend”. Student made one item of error caused by addition of of passive voice, the word “the” was the addition in the sentence.

So, there were 29 items of error caused by addition did by 27 students of grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara.

c. Misformation

The third type of error researcher found was misformation. Misformation is characterized of incorrect form of morpheme or structure in an utterance. Misformation is the error of using one grammatical form in the place of another grammatical form. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect.

After researcher analyzed students' answer sheet, researcher found students' misformation error in using passive voices. The result were:

First was found in RSI's answer, "Dinner is cooking by my granny" it should be "Dinner is cooked by my granny". Student made one items of error by misformation of passive voice, the word "cooking" it should be "cooked".

Second was found in MNM's answer, "Dinner is cooking by my granny" it should be "Dinner is cooked by my granny". Student made one items of error by misformation of passive voice, the word "cooking" it should be "cooked".

Third was found in SR's answer, "Dinner is cooking by my granny" it should be "Dinner is cooked by my granny". Student made one item of error by misformation of passive voice, the word "cooking" it should be "cooked".

Fourth was found in RSI's answer, "The exercises is doing by the students" it should be "The exercises is done by the students". Student made one item of error by misformation of passive voice, the word "doing" it should be "done".

Fifth was found in FAN's answer, "The exercises is doing by the students" it should be "The exercises is done by the students". Student made one item of error by misformation of passive voice, the word "doing" it should be "done".

Sixth was found in AA's answer, "A letter is sending by my bestfriend" it should be "A letter is sent by my bestfriend". Student made one item of error by misformation of passive voice, the word "sending" it should be "sent".

Seventh was found in EM's answer, "Vegetables are buying by her in the market" it should be "Vegetables are bought by her in the market" Student made one item of error by misformation of passive voice, the word "buying" it should be "bought".

Eighth was found in AIM's answer, "Vegetables were bought by her in the market" it should be "Vegetables are bought by her in the

market” Student made one items of error by misformation of passive voice, the word “were” it should be “are”.

Nineth was foun in RS’s answer, “A letter does sent by my bestfriend” it should be ”A letter is sent by my bestfriend”. Student made one items of error by misformation of passive voice, the word “does” it should be “is”.

Tenth was foun in PIM’s answer, “The windows are opening by my daughter this morning” it should be ” The windows are opened by my daughter this morning”. Student made one items of error by misformation of passive voice, the word “opening” it should be “opened”.

Tenth was foun in FH’s answer, “The windows are opening by my daughter this morning” it should be ” The windows are opened by my daughter this morning”. Student made one items of error by misformation of passive voice, the word “opening” it should be “opened”.

Eleventh was foun in SSH’s answer, “My bag was bring by my brother” it should be ” My bag is brought by my brother”. Student made one items of error by misformation of passive voice, the word “was bring” it should be “is brought”.

Twelveth was foun in LAS’s answer, “My bag is bring by my brother” it should be ” My bag is brought by my brother”. Student

made one items of error by misformation of passive voice, the word “is bring” it should be “is brought”.

Thirteenth was foun in PMA’s answer, “Vegetables are buying by she in the market” it should be ” Vegetables are bought by her in the market”. Student made two items of error by misformation of passive voice, the word were “are buying” it should be “are bought” and the word “she” it should be “her”.

Fourteenth was foun in Z’s answer, “Vegetables are bought by him in the market” it should be ” Vegetables are bought by her in the market”. Student made one items of error by misformation of passive voice, the word were “him” it should be “her”.

Fifteenth was foun in IMS’s answer, “Milk are drink by me every morning” it should be ” Milk is drunk by me every morning”. Student made one items of error by misformation of passive voice, the word were “are drink” it should be “is drunk”.

Sixteenth was foun in EM’s answer, “Dinner is cooking by my granny” it should be ” Dinner is cooked by my granny”. Student made one items of error by misformation of passive voice, the word were “is cooking” it should be “is cooked”.

Seventeenth was foun in NMS’s answer, “Dinner is cooking by my granny” it should be ” Dinner is cooked by my granny”. Student made one items of error by misformation of passive voice, the word were “is cooking” it should be “is cooked”.

Eighteenth was found in RS's answer, "the newspaper are read by my father in front of the house" it should be "the newspaper is read by my father in front of the house". Student made one item of error by misformation of passive voice, the word were "are read" it should be "is read".

So, there were 18 items of error caused by addition did by 27 students of grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara.

d. Misordering

The fourth type of error that researcher found was misordering. Misordering is characterized by the false placement of a morpheme in an utterance. Misordering is a sentence which its order is incorrect. The sentence can be right in presented elements, but wrongly sequenced. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this case, the learners makes sentence incorrect order.

After researcher analyzed students' answer sheet, researcher found students' misordering error in using passive voices. The result were:

First error of misordering was found in HS's answer, "Excercises do by the students" it should be "The excercises is done by the students". Student made one item of error by misordering of passive voice.

Second error of misordering was found in ESS's answer, "Dinner cooked by granny" it should be "Dinner is cooked by my granny". Student made one item of error by misordering of passive voice.

Third error of misordering was found in LAS's answer, "my bag is bringed by my brother" it should be "my bag is bought by my brother". Student made one item of error by misordering of passive voice.

Fourth error of misordering was found in EM's answer, "during his holiday is taken by Andi" it should be "Picture of many places is taken by Andi during his holiday". Student made one item of error by misordering of passive voice.

Fifth error of misordering was found in FAN's answer, "a letter does send by my bestfriend" it should be "a letter is sent by my bestfriend". Student made one item of error by misordering of passive voice.

Sixth error of misordering was found in AIM's answer, "chicken my mother buy" it should be "chicken is bought by my mother". Student made one item of error by misordering of passive voice.

Seventh error of misordering was found in INM's answer, "in front of the house my father read the newspaper" it should be "the newspaper is read by my father in front of the house". Student made one item of error by misordering of passive voice.

Eighth error of misordering was found in IMS's answer, "this morning the windows is open my daughter" it should be "the windows are opened by my daughter this morning". Student made one item of error by misordering of passive voice.

Ninth error of misordering was found in DAN's answer, "Dinner is cooking by granny" it should be "Dinner is cooked by my granny". Student made one item of error by misordering of passive voice.

Tenth error of misordering was found in SR's answer, "milk every morning drink by me" it should be "milk is drunk by me every morning". Student made one item of error by misordering of passive voice.

Eleventh error of misordering was found in RKR's answer, "Vegetable in the market buy by she " it should be "Vegetables are bought by her in the market". Student made one item of error by misordering of passive voice.

Twelfth error of misordering was found in NMS's answer, "milk every morning drink by me" it should be "milk is drunk by me every morning". Student made one item of error by misordering of passive voice.

Thirteenth error of misordering was found in PMA's answer, "do the exercises by the students" it should be "the exercises are done by the students". Student made one item of error by misordering of passive voice.

Fourteenth error of misordering was found in NIM's answer, "she is bought vegetables in the market" it should be "Vegetables is bough by her in the market". Student made one item of error by misordering of passive voice.

Fifteenth error of misordering was found in FK's answer, "my mother is bought chicken" it should be "Chicken is bought by my mother". Student made one item of error by misordering of passive voice.

Sixteenth error of misordering was found in RSI's answer, "I am drinking milk every morning" it should be "Milk is drunk by me every morning". Student made one item of error by misordering of passive voice.

Seventeenth error of misordering was found in MSS's answer, "My father is read the newspaper in front of the house" it should be "The newspaper is read by my father in front of the house". Student made one item of error by misordering of passive voice.

Eighteenth error of misordering was found in RS's answer, "milk every morning drink by me" it should be "milk is drunk by me every morning". Student made one item of error by misordering of passive voice.

Nineteenth error of misordering was found in Z's answer, "Excercises do by the students" it should be "The excercises is done

by the students”. Student made one item of error by misordering of passive voice.

Twentyth error of misordering was found in PIM’s answer, “milk every morning drink by me” it should be “milk is drunk by me every morning”. Student made one item of error by misordering of passive voice.

Twenty first error of misordering was found in FN’s answer, “my brother is brought by my bag” it should be “my bag is brought by my brother”. Student made one item of error by misordering of passive voice.

Twenty second error of misordering was found in ES’s answer, “my mother is bough by the chicken” it should be “Chicken is bought by my mother”. Student made one item of error by misordering of passive voice.

Twenty Third error of misordering was found in MST’s answer, “in the market is bought by she vegetables “ it should be “Vegetables are bought by her in the market”. Student made one item of error by misordering of passive voice.

Twenty fourth error of misordering was found in FH’s answer, “Exercises do by the students” it should be “The excercises is done by the students”. Student made one item of error by misordering of passive voice.

Twenty fifth error of misordering was found in SSH's answer, "my brother is brought by my bag" it should be "my bag is brought by my brother". Student made one item of error by misordering of passive voice.

Twenty sixth error of misordering was found in AA's answer, "in front of the house my father read the newspaper" it should be "the newspaper is read by my father in front of the house". Student made one item of error by misordering of passive voice.

Twenty seventh error of misordering was found in MNM's answer, "Excercises do by the students" it should be "The excercises is done by the students". Student made one item of error by misordering of passive voice.

Twenty eighth error of misordering was found in FH's answer, "My brother is brought by my bag" it should be "my bag is brought by my brother". Student made one item of error by misordering of passive voice.

So, there were 28 items of error caused by addition did by 27 students of grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara.

Based on the data above, the researcher concluded the result and showed in the table below!

Table 1
The Result of Students Error in Passive Voice

No	Types of Error	Total of Error
1	Ommision	22
2	Addition	29
3	Misformation	18
4	Misordering	28
Total Errors		97

Based on table above, researcher found students made error in using passive voices in omission 22 errors, in addition 29 errors, in misformation 18 errors, in misordering 28 error, so researcher found the dominant error in using modal auxiliaries that students made error of putting the words in utterance in the wrong order or misordering.

a. Omission

After analyzed the data researcher found the total of omission error made by students were 22 items error with the total percentage 22.68%. This error occured because of the students omitted an item that must emerge in utterance or writing.

b. Addition

Researcher found the total of addition error made by students were 29 items error with percentage 29.89%. This error occurred because students add word that should not emerge in utterance or writing.

c. Misformation

In misformation researcher found the total of misformation error made by students were 18 items error with total percentage 19%. This error occurred because students using incorrect of the wrong form of the structure.

d. Misordering

The last was misordering researcher found error made by students were 28 items error with total percentage 28.86%. This error occurred because the students done wrong placement in their answer.

From explanation above researcher concluded addition error was the dominant error in using passive voices made by students of grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara.

Table 2
Recapitulation of Dominant Error made by Students

NO	Types of Error	Total of Error	Percentage
1	Omission	22	22.68%
2	Addition	29	29.69%
3	Misformation	18	19%
4	Misordering	28	28.86%
Total		97	100%

Based on table 2 above, researcher was found the total of students' error in omission was 22 or 22.68%. In addition error was 29 or 29.69%. Misformation was 18 or 19%. And in misordering was 28 or 28,86%. The total all of error were 97 or 100%. Researcher counted the data with formula:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = Frequency of type error

N = Sum of all type error

Omission = $22/97 \times 100 = 22.68\%$

Addition = $29/97 \times 100 = 29.69\%$

Misformation = $18/97 \times 100 = 19\%$

Misordering = $28/97 \times 100 = 28.86\%$

By the result, it is know that the students of grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara did more error in addition. It is seen from tthe percentage of error; 29.98%.

2. The Efforts of the English Teacher to Overcome the Students' Error in Using Passive Voices

This research conducted interview to English teacher to get the data needed in this research, based on the data from the indicator of students error researcher have known the students difficulties or students error in using passive voices. From the students' error above there were some ways or solution of the English teacher to overcome students' error in using passive voices.

From the result of interview,¹ the researcher concluded that there were some English teacher's efforts to overcome students error in using passive voices:

¹Private Interview with Mr.MY English Teacher at The Grade VIII in Mts S Al-Makmur Labuhanbatu Utara.on October, 17-2022

- a. The teacher ask students what are students difficulties in using passive voices, after teacher know the difficulties than teacher reexplain the material and make an example from the students' daily activity to make the material understandable and to make sure that students have understood well about the material teacher will give an exercises about passive voices.
- b. Teacher ask students to memorize the passive voices and directly ask students make the example of passive voices, than ask students to write the example in front of the class.
- c. Using media as internet for helping students to get more information or material and example of passive voices.

So, from the explanation above researcher take conclusion that students must focus when they are learning at class, and pay more attention when teacher explain the material so students aesy to understand and to make the material in sentences, while students make the sentences as example of passive voices they have to be careful with the structure of the sentences because after students answer the test that researcher gave to them addition error was the dominant error in using Englis passive voices made by students at grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara.

B. DISCUSSION

Related to this research, some research had been done by the other researcher, they are : the first, written by Rijasti². In her thesis, she found that there were 752 errors with the highest error was omission (186 errors from 728 total of errors or 25.55%), be (176 errors from 728 total of errors or 24.18%), by phrase (100 errors from 728 total of errors or 13.74%), addition (81 errors from 728 total of errors or 11.12%), V3 (80 errors from 728 total of errors or 10.99%), singular - plural (67 errors from 728 total of errors or 9.20%), and the lowest one was subject - object (38 errors from 728 total of errors or 5.22%).

The second is written by Kurniasih.³ The findings in her thesis showed that there are 250 errors made by students. The common error made by students in using Passive Voice in Simple Past Tense was *Misformation*, which consists of 217 errors or 86.8%. Based on Brown's theory, it was interpreted that *interlingual transfer, intralingual transfer, context of learning and communicative strategies* are causes of those errors.

The third is written by Nurlaela⁴ The result of the error analysis process showed that students committed error into three types: omission, misformation,

²Dilla Raffike Riskie Rijasti, "An Error Analysis of The Passive Voice Sentence Made by The Ninth Grade Students of Mts Negeri 1 Sukoharjo in the Academic Year 2016/2017". English Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta. 2017.

³Husnul Chotimah Kurniasih , "An Analysis on Students' Errors on The Use of Passive Voice in Simple Past Tense(A Case Study at the Eighth Grade Students of SMP Islam Plus Baitul Maal". Department of English Education, The Faculty of Tarbiyah and Teachers' Training State Islamic University Syarif Hidayatullah Jakarta. 2013.

⁴Ida Nurlaela, "An Error Analysis on Students' In Transforming Voice of Simple Past Sentence (a Case Study at the second grade students of SMP AL-Kautsar Parungpanjang-Bogor)", Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta. 2015

and ordering. From the frequency of each error types, misformation was the error which most frequently produced by the student. It took 90% of the total errors. Moreover, 7% errors fell into omission and for ordering, it only took 3%. Besides the term of transformation pasive voice into active voice of simple past tense was the most frequent error done by the students with percentage 30%, transformation active voice into passive voice of simple past tense with percentage 24.50%, it is followed by error in term of verb “be” with percentage 24.50%, and in term of the correct verb with percentage 21%. It can be concluded that the most students at the second grade of SMP Al Kautsar have not mastered yet in transforming voice of simple past tense, especially in transforming passive sentence into active sentence.

Fourth, written by Nursehag⁵, The result of her research was the error analysis process showed that students committed error into three types: omission, misformation, and addition. From the frequency of each error types, misformation was the error which most frequently produced by the student. It took (81 errors or 54%) of the total errors. And followed by omission (38 errors or 25%), addition (17 errors or 11%), and the lowest frequency error made by the students was misordering (14 errors or 9%). With the total of error produced by the students were 150 errors. It can be conclude that the most students of the Tenth Grade Students at Vocational High School Telekomunikasi

⁵ Dahia Alqalby Nursehag, *An Analysis of Students' Error in Writing Passive Voice ON Tenth Grade Students At Vocational High School Telekomunikasi Pekanbaru*. 2020.

Pekanbaruhave not mastered yet in writing sentences with passive voice, especially in misformation.

Fifth, written by Hermin⁶, The result of the study shows that the total errors made by the students is 223 out of the 800 student's answers. The students errors are divided into four categories, omission: 61 (27.3%), addition: 14 (6.3%), misformatin: 98 (43.9%). Misordering: 50 (22.5%). The highest frequency of errors is misformation and the lowest frequency of errors is addition. The dominant sources of errors are interlingual transfer and intralingual transfer. This research show that the students still make errors in using passive voice and they need improvement to develop their skill especially in learning passive voice.

The different result from the latest research with this research were in number of error and the categorized. In this research, the result were from 27 students and the test were 10 questions, so all the question were 27 students times 10 questions where the total were 270. From 270 data, the researcher categorized them by followed the types of error, where 22 data were categorized into error of ommision, it is 22.68%. 29 data were categorized into error of addition, it is 29.89%. 18 data were categorized into error of misformation, it is 19% and 28 data were categorized into error of misordering, it is 28.86%.

⁶ Hermin, An Error Analysis Of Using Passive Voice Of The Second Grade Students Of Sma N I Wonosari In The Academi Year 2008/2009. Universitas Muhammadiyah Surakarta. 2009.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. CONCLUSSION

This chapter presents the conclusion of the research based on the analysis and discussion explained the previous chapter. It includes the students error in passive voice. All the types of error found in this research. The result of the research from 27 students.

The researcher categorized them by followed the types of error, all the types of error were found, where 22 data were categorized into error of ommision, it is 22.68%. 29 data were categorized into error of addition, it is 29.98%. 18 data were categorized into error of misinformation, it is 19% and 28 data were categorized into error of misordering, it is 28.86%. total of all errors that made by 27 students were 97 errors.

The students of grade VIII students' of Mts S Al-Makmur Labuhanbatu Utara did more error in addition. It is seen from tthe percentage of error; 29.98%.

B. SUGGESTION

Based on the conclusions above, the writer would like to present the some suggestion for the English teacher, students and for further researchers as follow:

1. Headmaster of Mts S Al-Makmur Sibito Labuhanbatu Utara to motivate and give suggestion to teachers, so they can overcome students' error of passive voice in simple present tense.

2. English teacher find out the creative method of teaching, especially in grammar. So can motivate the students of Mts S Al-Makmur Sibito Labuhanbatu Utara
3. Students at Grade VIII of Mts S Al-Makmur Sibito Labuhanbatu Utara, the students know their error in passive voice, so the students can learn to be better in learning about passive voice.
4. Researchers to do research the same problems as information about the topic, so researcher hopes this research can help other researcher and standing point for studying the other subject. This research can give them information about teaching in grammar.

REFERENCES

- Adhabi, Essa. "Literature Review for the Type of Interview in Qualitative Research," *Jurnal*, Volume 9, No. 3, September 2017. https://www.researchgate.net/publication/320009898_Literature_Review_for_the_Type_of_Interview_in_Qualitative_Research
- Diana, Sulisma. "An Analysis of Students' Difficulties in Using Passive Voice of Simple Present Tense at The First Semester in the Twelfth Grade of SMAN 1 Pagelaran, 2019.," 2019. <http://repository.radenintan.ac.id>.
- H. Douglas Brown., *Principles of Language Learning and Teaching*, 4th ed., (New York: Longman,2000).
- Cowan, *The Teacher's Grammar of English*, (New York: Cambridge University Press,2008).
- Dulay,et.al. *You Can't Learnt Without Goofing and Analysis of Children's Second Language 'Errors'*. 1980. London. Longman
- Akhmad, Kardimin. *Fundamental English Grammar*, 2009.
- Dewi Sartika, Suharni, Hevriani Sevrika. "Analysis of Students' Difficulties in Using Passive Voice of Simple Present Tense at English Department of STKIP PGRI Sumatera Barat" 86 (1991): 1–8. <http://jim.stkip-pgri-sumbar.ac.id>.
- Endorgan, Contribution of Error Analysis to Foreign Language Teaching. *MercinUniversity Journal of the Faculty of Education*, Vol.1, Issue 2, December 2005,
- Enza. "An Analysis of Grammartical Error Made by the Student in Writing Passive Voice," 2019. <http://repository.uinjambi.ac.id>.
- Hermin, An Error Analysis Of Using Passive Voice Of The Second Grade Students Of Sma N I Wonosari In The Academi Year 2008/2009. Universitas Muhammadiyah Surakarta. 2009.
- Betty, Schramper Azar. *Understanding and Using English Grammar Second Eddition*, 2002.
- Kurniasih, Husnul Chotimah. "An Analysis on Students' Errors on The Use of Passive Voice in Simple Past Tense(A Case Study at the Eighth Grade Students of SMP Islam Plus Baitul Maal". Department of English Education, The Faculty of Tarbiyah and Teachers' Training State Islamic University Syarif Hidayatullah Jakarta. 2013.
- Maleong, Lexy J. *Metodology Pendidikan Kualitatif*, Edisi Revi (Bandung: Rosda, 2018).

- Nurlaela, Ida . “*An Error Analysis on Students’ In Transforming Voice of Simple Past Sentence (a Case Study at the second grade students of SMP AL-Kautsar Parungpanjang-Bogor)*”, Department of English Education Faculty of Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta. 2015
- Nursehag, Dahia Alqalby. *An Analysis of Students’ Error in Writing Passive Voice ON Tenth Grade Students At Vocational High School Telekomunikasi Pekanbaru.* 2020.
- Rijasti, Dilla Raffike Riskie. “An Error Analysis of The Passive Voice Sentence Made by The Ninth Grade Students of MTs NEGERI 1 SUKOHARJO in The Academic Year 2016/2017” English Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute Of Surakarta. 2017.
- Raymond, Murphy. *Grammar in Use*, 2007.
- Vicky Fawzah, Rohani. “Students’ Difficulties in Changing Active into Passive Voice in Simple Present Tense and Simple Past Tense,” n.d.
<http://lib.unnes.ac.id>.
- Rodman, Robert . *An Introduction to Language*, ed. Stephen Dalphin, 7th ed(boston: Michael Rosenberg, 2003). www.thomsonrights.com
- Thomson,et.al. *Practical English Grammar 4th edition*. London: Oxford University Press. 2004
- Juliansyah, Noor. *Metode Penelitian: Skripsi, Tesis, Disertasi Dan Karya Ilmiah*, 2011.
- Yusuf, Muhammad. English Teacher from Grade VIII, Private Interview, On 21th December 2020 in Mts S Al-Makmur Sibito Labuhanbatu Utara, 09.35 a.m.

CURRICULUM VITAE



C. Identity

Name : Meliana Sinaga
Reg. Num : 1720300028
Place/ Date of Birthday : Andor Soit, 17th February 1999
Gender : Female
Religion : Islam
Address : Dusun 1 Andor Soit, Sibito, Kecamatan
Aek Natas, Kabupaten Labuhanbatu Utara.
Phone number : 0822-6198-3923
Email : melisinaga02@gmail.com

D. Parents

Father's Name : H. Mukmin Sinaga
Job : Farmer
Mother's Name : Hj. Rodima Br Munthe
Job : Housewife

E. Educational Background

4. SD Negeri 117506 Sibito	2005-2011
5. MTSS At-taufiqurrahman	2011-2014
6. MAN Aek Natas	2014-2017
7. UIN Syahada Padangsidimpuan	2017-
2022	

APPENDIX I

Passive Voice Test

Name :

Class :

Instruction

Change these sentences into passive voice !

1. The students do the excercises.
2. Andi takes picture of many places during his holiday.
3. My bestfriend sends a letter.
4. My granny cooks dinner.
5. I drink milk every morning.
6. She buys vegetables in the market.
7. My daughter opens the windows this morning.
8. My father reads the newspaper in front of the house.
9. My mother buy chicken.
10. My brother brings my bag.

Validator Test

Muhammad Yusuf S.Pd

APPENDIX II

List of Interview for English Teacher

Date :

Informant :

Question

1. What are your efforts to overcome students' error types of passive voice in simple present tense?

Validator Test

Muhammad Yusuf S.Pd

APPENDIX III

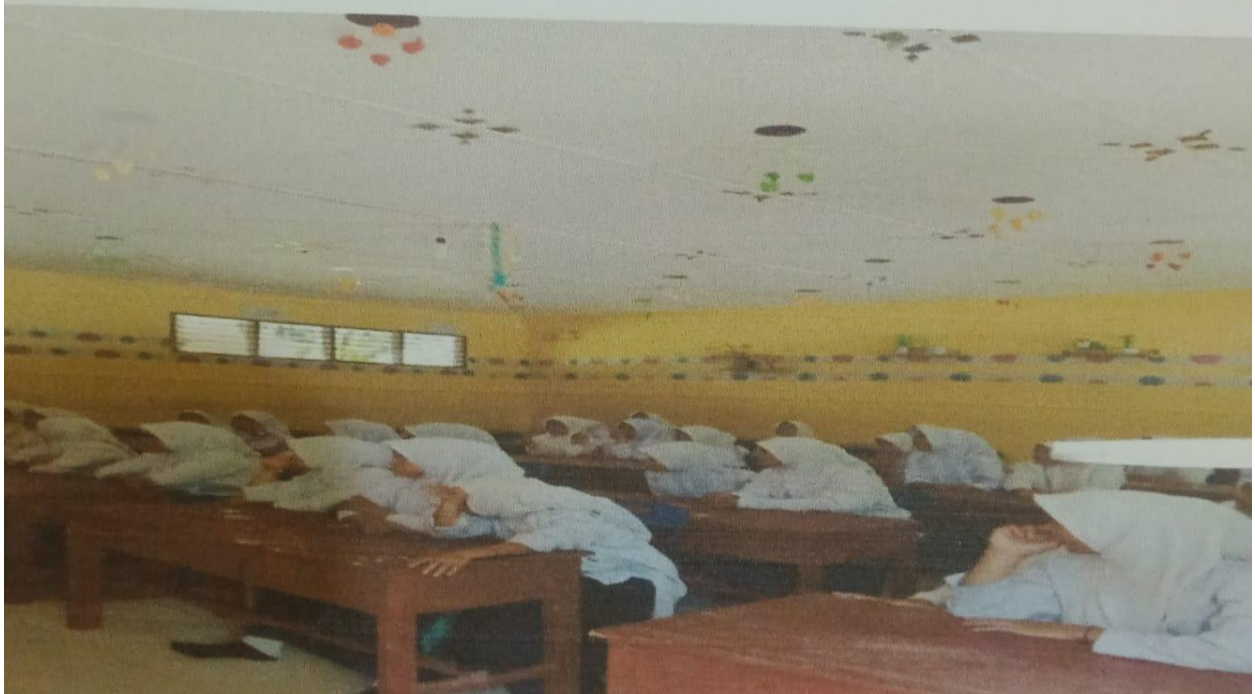
LIST OF STUDENTS NAME

No	Name	Initial Name
1	Hendra Sinaga	HS
2	Elvindo Siswandi Sinaga	ESS
3	Lilis Anjeri Silaen	LAS
4	Eri Munthe	EM
5	Farhan Afrian Nbh	FAN
6	Ali Imran Mth	AIM
7	Imay Nirwana Mtd	INM
8	Iskandar Muda Silaen	IMS
9	Deva Arya Nugraha	DAN
10	Siska Rambe	SR
11	Rajes Kumar Ritonga	RKR
12	Nurmala Sari	NS
13	Putri Munthe	PM
14	Nurindah Munthe	NM
15	Ferdi Kurniawan	FK
16	Renata Br Sinaga	RS
17	Melila Suri Sipahutar	MSS
18	Rahmadani Sipahutar	RS
19	Zelita	ZEL
20	Purba Munthe	PM
21	Ferdinan Naibaho	FN
22	Elvindo Siregar	ES
23	Mayang Sari Tanjung	MST
24	Fitri Harahap	FH
25	Susi Susanti Hrp	SS
26	Azzahra Aulika	AZA
27	Mutiara Najogi Munthe	MNM

APPENDIX IV

Documentation

The Researcher Gave the Test to Students.







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

12 Oktober 2020

Nomor : 199 /In.14/E.6a/PP.00.9/10/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Fitri Rayani Siregar, M.Hum. (Pembimbing I)
2. Zainuddin, S.S.,M,Hum. (Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Meliana Sinaga
NIM : 17 203 000 28
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **An Error Analysis of Passive Voice in Simpte Present Tense at Grade VIII Students of Mts S Al- Makmur Sibito Labuhanbatu Utara**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

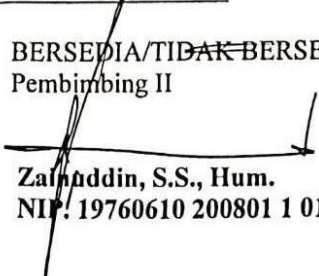

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

BERSEDIA/TIDAK BERSEDIA
Pembimbing II


Zainuddin, S.S., Hum.
NIP. 19760610 200801 1 016



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihgang 22733 Telepon (0834) 22080 Faximile (0834) 24022
Website: <https://fik.iainpadangsidempuan.ac.id> E-mail: fik@iainpadangsidempuan.ac.id

Nomor : B - 355 /In.14/E/TL.00/02/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

24 Februari 2022

Yth. Kepala MTs S Al-Makmur Sibio Labuhanbatu Utara
Kabupaten Labuhanbatu Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Meliana Sinaga
NIM : 1720300028
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "An Error Analysis of Passive Voice in Simple Present Tense at the Grade VIII Students of MTs S Al-Makmur Sibio Labuhanbatu Utara".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan


Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



**YAYASAN IBNU MURDAMI
MADRASAH TSANAWIYAH AL-MAKMUR**

DESA SIBITO KEC.AEK NATAS-LABUHANBATU UATARA
www.mtssalmakmur.sibito@gmail.com Kode Pos 21455
NSM. 121212230032 NPSN. 69853193

Nomor : 092/MTs.07.02.108/PP.01.1/III/2022
Lamp : -
Prihal : Izin Penelitian

Sibito, 19 Maret 2022

Yth, Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidempuan

Dengan Hormat,

menindaklanjuti surat saudara nomor : B-355/In. 14/E/TL.00/02/2022 perihal surat diatas dengan ini kami menyatakan nama tersebut dibawah ini telah melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Tsanawiyah Al-Makmur Sibito. Atas nama mahasiswa :

Nama : MELIANA SINAGA
NPM : 1720300028
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris/Pendidikan Bahasa Inggris
Judul Skripsi : **An Error Analysis of Passive Voice in Simple Present Tense at Grade VIII Students of MTS S Al-Makmur Sibito Labuhanbaru Utara**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.



19 Maret 2022
Kepala Madrasah MTs S. Al-Makmur Sibito

KURNIA PASARIBU, S.Pd