

An Error Analysis on Changing Active Voice Into Passive Voice

Oleh: H. Abdul Qodir

ABSTRACT

The aims of this writing are (1) to know the kinds of errors on changing active voice into passive voice, and (2) to know which tense has the highest frequency of errors. The errors are identified on four categories, namely : omission, addition, misformation and misordering. Based on the type of tenses namely : Type A (the sentences using simple present tense), type A (the sentences using present continuous tense). Type C (the sentences using simple past tense), type D (the sentences using future tense. Type B has the highest number of errors. So, it is better for the English teacher to give more attention in teaching grammar, especially passive voice.

Key words : error analysis, error grammar.

A. The Background

We live in the age of science and technology. As we know, the development of science and technology can not be separated from the language because language is vehicle for verbalizing human thoughts, while the science and technology give new contribution to the development of a language.

It is the fact that English has established itself as the world's international language, that is used to communicate between one

country to another. So, in Indonesia, it can not be denied to accelerate the mastery of the English language in order to make our country not left behind from the other countries around the world in the science and technology development.

For this reason, our government states that English should be learnt in Indonesia and it is given great concern by putting English as the first foreign language to be taught in Indonesia. As the foreign

language, English is different from Indonesia language. This condition is quite possible to make most of the Indonesia students get some difficulties in learning English.

Making errors is understandable for the students in learning second language. By realizing this errors, the learners get feedback of his acquisitions in learning process. It is quite possible for us to make errors in speaking, reading and writing English. Because the difference between the native language and the second language lies in pronunciation, vocabulary and grammatical structure.

In teaching grammar, passive voice is the one of the lessons that should be given more attention by the English teacher. It is important because passive voice is produced from active voice, so there are some ruler that must be explained on changing active into passive as clear as possible to the student.

On changing active voice into passive voice sometimes the students do not understand fully about rules of passive voice. It is quite possible for them to make errors. These errors should be corrected by them to avoid the students from creating the same errors.

On the other hand, the teacher sometimes forgets to correct the

errors that students make. Whereas, those errors will give feedback to the teacher in teaching grammar. It will give benefit to improve his technique of teaching grammar, especially passive voice.

So, by analyzing the student's errors on changing active into passive voice, the teacher will know which part of the syllabus need further attention to the text learning process and from those errors the students also get feedback in measuring how far their proficiency dealing with passive voice.

B. The Limitation of the Problems

It is impossible to cope with this writing or discourse with all of the tenses. So, this discourse limits the problems on the following terms: (1) The discourse is limited to the analysis of error on changing active voice into passive voice. These errors will be analyzed based on surface strategy taxonomy. (2) The tense is limited to simple present tense, present continuous tense, simple past tense, past perfect tense and future tense in the sentences of positive, negative and interrogative.

C. The Problem

To make problems clearer, the

problems are formulated as follows: (1) What categories of errors probably make on changing active voice into passive voice? (2) which tense has more of errors?

D. The Significances of Problem

The benefits from the result of the discourse are: (1) For the teacher, this discourse gives input in teaching-learning process effectively, especially in teaching passive voice. (2) For the students, this study gives feedback and evaluations for the students so they will avoid creating the same errors. (3) For the writer, this discourse gives valuable experience, dealing with passive voice.

E. Error Analysis

The discourse of error was carried by means of error analyses in the 1970 s, error analyses supplanted contrastive analyses, which sought to predict the errors that learners make by identifying the linguistic differences between their L1 and the target language.

Allwright and Bailey (2000 : 83) say that “Contrastive analyses (CA) is not an appropriate way in analyzing the errors. CA only concerns about differences and similarities”. It can be said that CA has limitation on analyze error in

details, therefore, error analyses can replace to describe learners errors. Allwright and Bailey (2000 : 83) state, “Error Analyses differed from contrastive analyses in that it studied the errors actually made by the learners”. As one of the first methods used analyze language learning, error analyses provides a methodology for investigate learner’s language. For this reason, error analyses contributes an appropriate starting point for the study of learner Language and Acquisition.

Ellis (1994 : 47) states “Error analyses is a procedure which is usually used by researchers and teachers which covers collection of samples, identification of errors, explanation of errors, classification of errors according to their sources and evaluation or justification of seriousness level of the errors”.

Error analyses can be useful device both at the beginning and during various stages of foreign language teaching program. Undertaken at the beginning, it can relevant to the teacher, the course designer or textbook writer the knotty areas of the language confronting the pupils. The frequency counts of errors, supported by the finding of contrastive linguistic can be immensely helpful in setting up teaching priorities. Teaching time

and afford can be allocated accordingly for optimal result.

Since the writer only concerns with the learner's errors on changing active voice into passive voice, this study still uses error analyses as means to analyses the learner's errors on changing active voice into passive voice. Besides, considering the aims of EA as what written by Richards (1974) as quoted by Sangadah (2002 : 9), EA may be carried out in order to: (1) Find out how well someone knows the language, (2) Find out how a person learns a language, (3) Obtain information on common difficulties in language learning, as aid in teaching or in the preparation of teaching material.

1. Mistake and Error

a. Mistake. Allwright and Bailey (2000 : 80) say that "Mistake is called a performance error because it was only a momentary lapse or slip of the tongue", while Corder (1973 : 257) states "Mistake is a random performance slip caused by fatigue, excitement, etc and therefore can be readily self-corrected". Corder (1973 : 257) explains "Mistake to refer to memory lapse, slips of the tongue and other instances of performance errors, that

second language learner can often correct their own mistakes".

Ellis (1994 : 51) says "A mistake occurs when learners fail to perform their competence, later, while Brown (1999 : 165) explains:

A mistake refers to a performance error that is either a random guess or a "slip" in that it is failure to utilize a known system correctly, meaning, the learners have known the language rule, but they fail in applying those rules, afterward, native speakers are normally capable of recognizing and correcting such "lapses" or mistakes.

From the quotation above, it can be concluded that mistake differ from errors. Mistake are commonly caused by performance factors, such as fatigue, excitement and inattention.

b. Error. The learners sometimes make errors when they learn foreign language, like English. Then, it is important to describe the definition or error. Brown (1999 : 166) states "Error is noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of

the learner”.

It can be said that error is related to the competence factor, it takes place when deviation arises as the result of a lack of knowledge, and the learners not correct it by themselves. They are continued and consistent. It means that the learners have not understood linguistic system they use. In other word, errors are resulting from lack of knowledge of the rule of the language. Mistake and error as written by Corder as quoted by Dulay et al (1982 : 139) says that “In some of the second language literature, performance errors have been called “mistakes”, while term “errors” was reserved for the systematic deviations due to the learners still developing knowledge of the L2 rule system”.

From the discussion above, it can be concluded that mistake refers to a performance that is either random guess or slip in that it is a failure to utilize a known system coorrectly but errors is competence

2. Error Taxonomy

This kind of taxonomy classifies errors according to some observable surface features of the errors without reference to their

underlying causes of sources. Dulay et al (1982 : 146) say that “The most useful and commonly used descriptive classification of errors is linguistic categories, comparative taxonomy, communication effect taxonomy and surface strategy taxonomy”.

a. Linguistic Category

The linguistic category classifies errors according to either the language component or the particular linguistic constituent the error effects. Language component include phonology (pronunciation) syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Following are example of errors:

- “He putted the cookie there” (error in morphology, addition-ed in irregular past tense).
- “He in the water” (syntax error, the omission of “to be”).

b. Comparative Category

The classification of errors in comparative taxonomy is based on comparisons between of second language and certain other types of constructions. For example : if we were to use a comparative taxonomy to classify the errors of an

Indonesian students' errors to that error reported for the children acquiring English as the first language. These comparisons classify two major

categories of errors, that is, developmental errors made by children learning the target language as their first language. For examples:

⇒ She not drink	for	She does not drink
⇒ They hungry	instead of	They are hungry

The interlingual error is similar in structure to a semantically equipment phase or sentence in learner's native language. For example: Indonesian learning English may produce the sentence as "*I not like that*" since there is not to be in his native language.

c. Communicative effect

The communicative effect classification deals with errors from the perspective of their effect on the listener or leader. It distinguishes between errors that to cause miscommunication and those that don't. There are two kinds of errors types under these categories, namely global errors and local errors.

Global errors are errors that affected overall sentence organization significantly hinder communication. For example:

- English language use many people in (many people use English). While local errors are errors that affect single elements (constituents) in a sentence and do not usually hinder communication significantly. For example:

- Why like we each other? In (why we like other?)
- Why she wear those clothes? In (why does she wear those clothes?)

d. Surface Strategy Taxonomy

A surface strategy taxonomy emphasize the ways surface structure are procedure. The learners may omit necessary items, add unnecessary ones, miss-form items or miss-order them. Analyzing errors from a surface strategy perspective concerned with identifying cognitive process that underline the learner's reconstruction of the new language.

Surface strategy taxonomy includes errors of omission. Addition, miss-formation and miss-ordering.

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. Content words include nouns, verbs, adjectives, and adverb. While grammatical morphemes include noun and verb inflection, articles, verb auxiliaries and preposition.

Example:

- Alisha president new company.
- The correct sentence is *Alisha is the president of the new company.*

2) Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. There are three types of addition errors:

- Double marking
The failure to delete

certain items which are required in some linguistic contradictions, but not in others.

Example: (1) She didn't went/gone, (2) He doesn't eats.

L Regularization

Regularization errors are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given that do not take a marker. For example sheep and putted are both regularization in which the regular plural and past tense marker *s* and *es* have been added to items which do not markers.

Simple addition

If addition errors are not a double marking nor regularization, it is called a simple addition.

Example:

- The fishes doesn't live in the water
- The train is gonna broke it.

3) Miss-formation

Miss-formation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of miss-formation frequently reported in the literature.

Regularization

Regularization errors that fall under miss-formation category are those in which a regular marker is used in place of an irregular marker, such in the example below:

- *runned* for *run*
- *gooses* for *geese*

Archi-form

The selection of one member of a class of forms to represent other in the class. For example: a learner may temporarily select just one of the English demonstrative adjective *this*, *that*, *these* and *those* to do the work for several of them: *that* dog, *that* dogs.

Alternating form

As the learner's vocabulary and grammar grow the use of archiform often gives way to the free alteration of various members of a class with each other. For example in demonstrative: - *those* dog, *that* dogs.

4) Miss-ordering

Miss-ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

- What you are doing (you are doing is miss-

ordered).

- It should be : What are you doing?

In this study, the writer uses surface strategy taxonomy. Because It highlights and gives which is altered by the learner.

3. The Source of Error

According to Brown (1999) the learner's errors arises from several possible general sources, they are: (a) Interlingual transfer, (b) Intralingual transfer, (c) Context of learning, (d) Communication strategies,

a. Interlingual transfer

The beginning stage of learning a second language are characterized by a good deal of interlingual transfer from the native language, or interference. In the early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. For instance, learners say 'sheep' for ship", or "the book of jack" instead 'jack's book".

In addition, Dullay at (1982 : 171) says that "To identify an interlingual error, researchers usually translate the grammatical form of the learner's

phrase or sentence into the learner's first language to see if similarities exist. For example, if the learner produced "dog eat" the researcher would translate the grammatical form "The dog ate it".

b. Intralingual transfer

Intarlingual transfer (within the target language is self) is a major factor in second language. Overgeneralization is the negative counterpart of intralingual transfer. Researchers have found the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalization within the target language is manifested. This of course follows logically from the tenets of learning theory. As learners progress in the second language, their previous experience and their existing submers begin to include structures within the target language it self. Negative intralingual transfer or overgeneralization has already been illustrated in such utterances as *Does Ali can sing?* This error is caused by the

complexity of English structure itself.

c. Context of Learning

A third major source of error, thought it overlaps both types of transfer, is the context of learning. "Context" refers for example, to the classroom with its reachers and its materials in the school learning. In a classroom with its teachers or the textbook can lead the learner to make faulty hypothesis about the language, what it is called "false concept" and what it is termed "induced errors". Students often makes errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of the pattern that was rotely memorized in a drill but no properly contextualized. The social context of language acquisition will produce other types of errors. The social linguistic context of natural, untutored language acquisition which may itself be a source of error. It is termed *idiosyncratic dialect*.

d. Communication Strategies

Communication strategies are a four source of learner error. Communication strategies actually include process of

interlingual and intralingual transfer and context of learning as learner tries to get a message across to reader. Communication strategies pertain to conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not available to the learner at that point of communication. Faerch and Kasper as quoted by Brown (1994 : 180) define communication strategy as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.

4. The Use of Error Analyses

According to Corder as quoted by Ellis (1994 : 48) notes that errors could be significant in three ways, as follows:

- a. They provided the researcher with information about how much learner had learnt.
- b. They provided the researcher with evidence of how language was learnt.
- c. They served as devices by which the learner discovered the rules of the target language.

Further more, it can be concluded that learner’s error can explain or give information how much the learner had learnt the language, then it also gives evidence for the researcher the way language was learnt by the learner, and for learner. It can be as device as understanding the rules of the target language.

5. Methodology of Error Analysis

Dealing with the learner errors, there are some steps in error analyses. As written by Corder as quoted by Ellis (1994 : 48) suggests, the following steps in EA research are:

- a. Collection of a sample of learner language
- b. Identification of errors.
- c. Description of errors.
- d. Explanation of errors.
- e. Evaluation of errors this last step, many studies don’t use this step because, in facts, the evaluation of learner errors usually is described in separate issue). Each step has its own explanation. Ellis (1994 : 48) explain as follows:
 - 1) Collection of sample of learner language. The starting point in error analyses is deciding what samples of learner language

age to use for the analyses and how to collect these samples.

- 2) Identification of error. Once corpus of learner language has been collected, the errors in the corpus have to be identified. It is necessary to decide, therefore, what constitutes an error's and to establish a procedure for recognizing one.
- 3) Description of errors involves a comparison of the learner's idiosyncratic with reconstruction of those utterance in the target language.
- 4) Explanation of error.
- 5) Assuming that it is possible to identify and describe errors, the next step is to try to explain their explanation identification concerned with establishing the source of the error; i.e. accounting for why it was made.
- 6) Evaluation of errors. Where as all the preceding stages of error analyses have involved an examination of errors from the point of view of the learner who makes them, error evaluation involves a consideration of the effect

that errors have on the person (s) addressed.

F. Active Voice

Before discussing passive voice, firstly the writer would like to discuss active voice. It is important to include the discussion of active voice; because active voice is stem from which the passive voice is produced. Basically in English there are only two voices namely active voice and passive voice. The active voice of the verb simply means the form of the verb used when the subject is the doer of the action. Many active voice sentences are transitive sentences. A transitive sentence is a sentence with a subject that performs the verbal action and an object that receives the verbal action. e.g. (1) The boys are apple, (2) Jennifer read a book, (3) We ate dinner at seven o'clock, (4) Our waiter spoke Spanish, (5) My father barbecued beef ribs, (6) John wrote a good poem, (7) The teacher gave a good lecture, (8) The congressmen cheered the president, (9) The old lady watered her flower bed, (10) Wanda watched the perfect storm on TV, (11) The guests drank a lot of beer at the party. (<http://www.Isilver.net/Voiceactive.htm>)

Active voices follow the tenses Azar (2001 : 277) in the book

“Fundamentals of English Grammar” gives the forms of the active voices in various tenses as follows:

Tense	Active
Simple Present Tense	The news surprises me The news surprises Sum The news surprises us
Present Continuous	The secretary is copying some letters Someone is building a new hospital
Simple Past Tense	The news surprised me The news surprised us
Past Perfect	Bob had mailed the letter Bob had mailed the letters
Future Tense	Bob will mail the letter Bob is going to mail the letter

G. Passive Voice

1. The Form of Passive Voice

The passive voice in general is formed by putting the verbs “to be” before the main verb, and the main verb of the active sentence must be changed into past participle. We can see the change of active voice into passive voice by comparing these sentences:

- Active : The boy eats the apple
- Passive : The apple was eaten by the boy
- Active : Mary will drive the van
- Passive : The van will be driven by Mary

From these sentences show that the only verbs which take a direct object can be made into passive voice. Let’s look again at the sentences we saw above:

- The boy eats the apple
Subject = boy, verb = eats, direct object = apple
- Mary will drive the van
Subject = Mary, verb = will drive, direct object = van

We can probably identify the verb easily. The subject comes before (to the left of) the verb and the object comes after (to the right of) the verb.

2. The Rules on changing active Voice Into Passive Voice

There are three rules we must be give pay attention on

changing sentence from active voice into passive voice, those role are:

- Move the direct object to the subject of the sentence
- Move the subject to the of the sentence
- Change the verb

Meanwhile on changing the verb we must consider that it involves several rules as follows:

- Check the verb tense, use the verb “be” in the same tense
- Change the verb into a past

participle; put verb after the from of “be”

- Check that the verb goes with the new subject.

(<http://online.ohlone.cc.ca.us/mlieu/passive/formit.html>)

3. Passive Voice in many Tenses

Like an active voice, passive voice follow the tenses. Azar (1992 : 277) in the book “Fundamentals of English Grammar” gives the forms of the passive voices in various tenses as follows:

Tense	Active
Simple Present Tense	I am surprised by the news Sam is surprised by the news We are surprised by the news
Present Continuous	Some letters are being copied by the secretary A new hospital is being built
Simple Past Tense	I was surprised by the news We were surprised by the news
Past Perfect	The letter had been mailed by Bob
Future Tense	The letter will be mailed by Bob The letter is going to be mailed by Bob

The forms of the passive voices are nearly the same with the forms given in <http://webstr.comment.edu/grammar/passive.htm>. Let’s take a look at the

passive forms of “design” bellow:

The passive voice is formed by taking the appropriate tense of the verb to be and adding the

past participle. The verb to be is the most irregular verb in the English language. It is normally a linking verb showing existence or condition of the subject. It can also be

used an auxiliary verb when forming the passive voice (<http://englishplus.com/grammar/00000359.htm>). the forms of the verb to be in English are as follows:

Infinitive	To be
Present	Am, is, are
Past tense	Was, were
Present Participle	Being
Past participle	Been
Present Subjunctive	Be
Past Subjunctive	Were
Imperative	Be

<http://englishplus.com/grammar/00000359.htm>

The subject from active becomes the object when we

change into passive voice as follows:

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

From the discussion above, it can be drawn the formula of the passive voice as follows:

Be + VIII

VIII : Past Participle

4. The Use of by Phrases

The agent of passive voice should be written if the one who performs the action is important of specific, such as

by Rina, by Della, by Haji Mansyur, by Columbus, etc. The “by phrase” is used in passive sentences when it is important to know who performs an action (Azar, 2001 : 183).

Example:

a. Columbus found America
America was found by Columbus

b. Rina closed the door

The door was closed by Rina

According to Azar (2001 : 283) “usually there is no ‘by phrase’ in passive sentences, the by phrase” is not used when it is known or not important to know exactly who performs an “action”. It means that if the one passive voice can be omitted, such as by him, by someone, by them, by people, etc.

Examples:

a. People speak English all over the world

b. English is spoken all over the world (by people)

c. Someone stole my car

My car was stolen (by someone)

The other examples are as follows:

a. This sweater was made by my aunt

b. That sweater was made in Korea (by someone)

c. Spanish is spoken in Colombia (by people)

d. That house was built in 1940 (by someone)

In a, “by my aunt” is important, while b, e, and d, the exact person or people who performs an action is not known and is not important to know. So, there is no, by phrase’ in the passive sentences.

H. Conclusion

The errors in this writing are divided into four categories, those are omission, addition, misformation, and misordering. Misformation is more happen errors. Errors are devied into five types of tenses, namely : Type A (simple present tense), type B (present contrinous tense, type C (simple past tense), type D (past perfect tense), and type E (future tense). The errors can be analyzed to determined the teaching materials which need specific explanation. It can also give useful information about the types of errors, so they are aware of possibility in making those errors.

I. Suggestion

The learners of English still have problems in changing active voice into passive voice, so the

teaching staff should give more attention in specific rules in changing active voice into passive. The learners should not worry about making errors. They should use the errors as device in order to learn more about English grammar especially passive voice.

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