Chapter One

Introduction

This chapter delivered the information on the background of the research, statements of the problem; the limitation of the problem, the objectives of the research, the questions of the research, the significances of the research, and finally was the outlines of the research.

Background of the Research

Writing skill was little bit arduous skill since the writer should be able to write down well according to the grammar rule as well. Krashen (1981) stated that the grammatical morphemes were similar exertion orders that produced by the second language performance in "widely different tasks". Some aspects in writing that should be noticed properly were grammar, syntax, sentence structure, lexicon, and semantic. When the students in the last semester started writing their thesis, they had to write down their own as the requirement to graduate from the college as the final project in the last semester. When the learners wrote down essay or thesis, they could not ignore those aspects since making errors and mistakes in writing, the meaning even the message of their writing would be different and ambiguous.

One of the impacts of those errors and mistakes to the readers was misunderstanding. Therefore, the students of the English Education Department were demanded to write down the thesis well according to grammar rules. However, the number of students who were able to write down an essay even a thesis well, according to the grammar rules was only a few. When foreign

language learners would translate from their first language to the target language, they simply translated the sentences literally. The learners assumed that their writing was totally correct without any error in many aspects, such as grammar, syntax, sentence structure, lexicon, and semantic. Unfortunately, there were so many errors found by the lecturer in their writing. It was proven by the researcher's observation in some essays written by some students.

For instance, one of the grammars learnt by the students mostly used was passive voice. Moreover in Indonesia, passive voice was commonly used in daily activity and this habit brought both by the ESL and EFL in learning process. It was not necessary to use passive voice as long as we could use an active voice. Unfortunately, we could not avoid using passive voice in some circumstances. Although passive voice had been taught in several courses in the previous semester, some students were still confused even could not change active form into passive form properly till now. It was quite interesting to talk about passive voice since it was one of the cases faced by the students of the English Education Department in writing.

The most excited thing was when a lecturer told that some of the students could not change an active into passive voice in writing and even comparing. Due to the fact that there were many students' problems in using passive voice, one of the lecturers of English Education Department stuck a piece of paper about active and passive voice comparison on the wall. Not to mention, the researcher found some passive voice errors made by the students of English Education Department in writing and this statement was supported by the fact that many students who

were writing their thesis got many revises regarding the passive voice itself. It seemed quite complicated when the students in the last semester could not compare active and passive form in English, whereas they were demanded to master grammar because it was a part of writing. It was a serious case because it had been learnt in several courses the previous semester. The researcher was, therefore, interested in analysing the error made by the students of English Education Department at Universitas Muhammadiyah Yogyakarta batch 2012 in using passive voice.

Statements of the Problem

Passive voice was a part of grammar which was often used by the students not only in writing, but also in speaking. Based on the researcher's observation, the researcher found errors frequently in using passive voice both in oral and writing in the English Education Department at UMY. Not to mention, the researcher asked some supervisors of thesis regarding the students' thesis and the fact showed that there were many students getting revision from the supervisor regarding the grammar rules, especially for passive voice. This case rose up when one lecturer stuck a piece of paper in front of the office in order to be read by the students just to compare between active and passive sentence. Hence, the researcher sought after analysing the error made by the students in writing a passive form. The errors made by students could be in affirmative sentence, negative sentence, and interrogative sentence in different tense. Those errors could be in both in translation and changing active into passive form.

Limitation of the Problem

Within the scope of analysing the error in the use of passive voice, the focus of the study was on the changing from active into passive form. It included several tenses, such as: simple present, present continuous, present perfect, simple past, past continuous, past perfect, simple future (including 'be going to' form), and modals in the affirmative sentences.

Questions of the Research

This research was organized to analyse the errors made by the students in the use of passive voice. The core questions addressed in this research were:

1. What kinds of errors commonly made by the students of English Education Department at UMY in the use of passive voice?

2. What kinds of error commonly made by the students of English Education Department at UMY in each tense in using passive voice?

3. What is the tense with the highest number of error made by the students of English Education Department at UMY?

Objectives of the Research

There were several objectives in this research, as follow:

1. To analyse the kinds of errors commonly made by students of English Education Department at UMY in the use of passive voice.

2. To know the kinds of error commonly made by the students of English Education Department at UMY in each tense in using passive voice.

3. To know the tense with the highest number of error made by the students of English Education Department at UMY.

Significances of the Research

The researcher reckoned that the outcome of this research was able to be used by the researcher, lecturers, and students. The significances of this research would be beneficial for:

Researcher. This research was designed by the researcher to be able to boost the researcher's idea to surmount the students' problems in using passive voice.

Lecturers. This research was designed to help the lecturers to find the common errors made by the students in their use of passive voice. Therefore, lecturer could look for appropriate strategies to address the problems. Not to mention, the lecturers will be able to encourage students' self-awareness in writing a research in order to be able to enhance the writing competency of the students.

Students. This research was designed to show the kinds of common errors to the students who are arduous to learn and practice passive voice in order to make them recognize their errors made. The awareness about the errors they made could be helpful for them to adjust their learning strategies accordingly.

Outlines of the Research

In the first chapter, the researcher carried out the background of the study. The researcher provided the reasons of conducting the study, the statement of the problem, the restrictions of the problem, the objectives of the research, the questions of the research, and the significances of the research as well. In the following chapter, the researcher stated the review of error, differences between

error and mistake, error analysis, passive voice, the review of previous studies, and the conceptual framework. The subsequent chapter discussed about the design of the research, the setting of the research as well as the population and sample, the data collection method, the validity and reliability, and the data analysis. The researcher delivered the research findings result and data interpretation in the fourth chapter of this research. Finally, the last segment of this study was the conclusion of the research. In the conclusion, researcher's summary about analysing error was generally presented. The recommendations of the research were mentioned in the last part of the chapter. Furthermore, the researcher attached the appendixes of this research as well.