Research Article

THE ACTIVE AND PASSIVE SENTENCES IN STUDENTS' NARRATIVE TEXT
(Survey at Junior High School in Depok)

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Abstract: The research was to find errors in using active and passive sentences in a narrative text. The research method was *descriptive analysis* using qualitative data. The procedures were identifying sentences, analysing, interpreting and concluding the result of the research. The writer only emphasized on 4 types of error in analysing the data which are omission, addition, misformation and misordering. The most errors are in misformation part which the wrong form of the structure or morpheme. The results are 1) there were 94 errors only in misformation of using active sentences. 2) In using passive sentence, the most error is in misformation too, 69 (47.26%) of 146 (total error), next omission 47 (32.16%), misordering 18 (12.33%) and addition 12 (8.22%). The highest error is in misformation which happened because lacks understanding in choosing the correct verb and arranging the correct passive form. While the lowest error is in addition, it happened because students only copy the active sentences.).

Keywords: active voice; passive voice; sentences; error; narrative text.

Introduction

Communication is the first thing coming to our mind about the word language. As in communication we must use language to make everybody know what we mean. But in order to make the communication useful we first have to choose the correct language.

Moreover, language is considered as important tool of communication. According to Wibowo (2001:3), language is a system of symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a means of communication by a group of men to give birth to feelings and thoughts. Language is used to express human thought, practically language is a mean of communication with another people either orally or in written form. Because. So that's why mastering language becomes very important for people to survive in their lives. Because a human is social creature, so they need a language to communicate and understand each other.

Richards and Rodgers (2002:19) said that Latin was the most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today. That's why, it is important for people to master English orally and writing in order to communicate and socialize in the world community.

Learning a foreign language is related to learn one or more language skills, namely listening, reading, speaking, and writing. There is one basic element that should be mastered in learning the four skills, that is grammar. According to Manser (1991:182), grammar is rules for forming words and making sentences. So, grammar is one of the important language components in learning English. By studying grammar, the students are expected to use language correctly.

According to skill of language, there are four skills to be mastered as the writer mentioned above. All of them are very important to everyone especially students to be fluent in English. Zawarach (2015:56) said that in order to master English, learners have to be exposed to all of four basic skills. Writing is one of the

four language skills which is very important to learn. As we know, writing is not easy, because it needs hard thinking in producing words, sentences and paragraph at the same time.

Richard and Renandya (2002: 303) stated that writing is the most difficult skill for second language and foreign language learners. Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Based on their arguments, it seems common that many learners particularly those of foreign language learners have some degrees of difficulties in writing. Therefore, some efforts need to be done in order to maintain or improve the students' writing skill. The ability to write is very important for the academic context, business and personal relation in the global community (Weigle, 2002:1). That's why students should master this skill. Talking about writing we are leading to talk about result of the writing itself. There are some of the kinds of writing those the writer will explain, but not all the kinds to be discussed. The writer will use the narrative text to support the survey in this thesis. There are some kinds of text in English.

Factual texts merely seek to inform, whereas literary texts seek to entertain or otherwise engage the reader by using creative language and imagery. There are many aspects to literary writing, and many ways to analyse it, but four basic categories are descriptive; to describe a particular person, place or thing in detail, narrative; to amuse/entertain the readers and to tell a story, expository; to reveal the readers that something is the important case, and argumentative; to persuade the readers that something should or should not be the case or be done.

In this thesis the writer chooses the narrative text to explore, because reading story is more interesting than other kinds of text. The writer wants to write about how the junior high school students indicate active and passive sentences in a text. In this worksheet the students are asked to identify the active sentences in the story that's provided by the writer first and write them in the piece of paper and then change them into passive form. The writer will identify how the students choose the active sentences those can be changed into passive ones. As we know not all the active sentences can be changed into passive form. Next the writer will identify how many of them can do this activity correctly.

The reason of choosing this idea is based on the writer experience, there are some errors appeared when students change the active sentence into passive. The most error happened usually in using "to be" and arranging the words into the correct pattern of passive voice. Another reason is the writer also likes to explore about passive voice. It is interesting to find out the sentence after it is changed into passive.

Most of the sentences in English follow the subject + verb + object / subject + to be + object pattern, known as the active voice. It is much better to listen to this active voice pattern. It's also easier to create sentences in this form. The pattern is very simple. In teaching students active form is little bit easier to teach than passive one. They only have to differentiate the verb for each tense. As they also study it in Bahasa Indonesia. The pattern is quite the same.

The aim of this research is to find out how far the students understand how to indicate the active sentences from a text and then change them into the passive form. The writer knows that it is more comfortable to read text or write text in active form but in some case we still need the passive form to express some ideas. To limit the research, the writer only concerns to discuss the common mistake happens in changing active into passive in Present and Past Tense only and in affirmative sentences.

In this thesis writer wants to observe the use of active and passive sentences in narrative text. Students would be given three narrative texts. They will choose 2 out of them and identify the active sentences and then change them into passive ones. Besides this is one of the competencies that they have to master, it's also because the writer wants to know what is the difficulties and the common mistakes that they make. Because once the writer taught passive voice in Primary school, the students were very hard to understand this. At that time, they just only had to change "to be" whether it was in Past or Present tense. They didn't have to mind the past participle verb. The writer had provided them. Yet, they kept making mistakes. It was a hard time for the writer. That's why in this thesis the writer really wants to discuss about it.

Method

Errors in determining the method will cause the results of the research to be invalid and not be fought for. That's why the writer must be able or capable in determining the method she will use in conducting a study. Because without any appropriate method the research will not be systematically discussed and reliable to be an academic writing.

This research is to find the errors or the problems occur in identifying the active sentences from the text and changing them into passive forms. In this research the writer will use the descriptive analysis in qualitative research. Moreover, content analysis gives the ability to researchers to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives. "However, human error is highly involved in content analysis, since there is the risk for researchers to misinterpret the data gathered, thereby generating false and unreliable conclusions (Krippendorff &Bock, 2008)."

Qualitative data analysis is simply the process of examining qualitative data to derive an explanation for a specific phenomenon. Qualitative data analysis gives you an understanding of your research objective by revealing patterns and themes in your data.

According to Gay and Airasian (2000:239) "steps of analysing qualitative data are

1. Data managing: mange all the detail about the data, date, notes, copies of file, labelling the data, make folders based on types of the data and steps of analysis, back up file and make sure all the details are completed and ready to analyse.
2. Reading/Memoing:becoming familiar with the data and identifying potential themes
3. Describing: examining the data in depth to provide detailed descriptions of the setting, participants, and activity.
4. Classifying: categorizing and coding pieces of data and grouping them into themes.
5. Interpreting: show the meaning and analysis of the data with your own words based on the related theories.
6. Representing the findings in a written report.

Gay also said those processes of analysing data above do not have to be applied sequentially during the analysis.

The errors found in this research will be categorized in four types of errors. The writer will use the theory that made by Dulay and friends.

According to Dulay, Burt, and Krashen as cited by Sembiring (2011:7) errors can be classified into four types. They are: errors omission, errors of addition, errors of misformation, and errors of misordering.

1. **Omission:** Omission errors are characterized by the absence of an item that must appear in a wellformed utterance. Although any particle or word in a sentence is a potential candidate for omission, some types of items are omitted more than others. Language learners omit grammatical items or function words (e.g. is, the, of, an, etc.) much more frequently than content words (e.g. nouns, verbs, adjectives, adverbs).
2. **Addition:** Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of SLA, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.
3. **Misformation:** Misformation refers to "the use of the wrong form of structure".

Misordering: As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance: 'He is all the time late'.

Result and Discussions

After all the analysis on both of active and passive sentences the writer has got 94 wrong active sentences made by the students. It will become 100% errors made by the students in form of misformation. After analysing the data, the writer found the total errors in the use of passive sentencesare 146 sentences made by the students. It contains of misformation: 69 errors, omission: 47 errors, misordering: 18 errors and the last one is addition: 12 errors. All the information is already written in the table below. We can see the errors that made by the students in both active and passive sentences in every type of error.

Table 1: The Number Errors Based on Type of Errors

NO	TYPE OF ERRORS	NUMBER OF ERRORS	
		Active Sentence	Passive Sentence
1	Misformation	94	69
2	Omission	0	47
3	Misordering	0	18
4	Addition	0	12
Total		94	146

It can also describe in diagram like below
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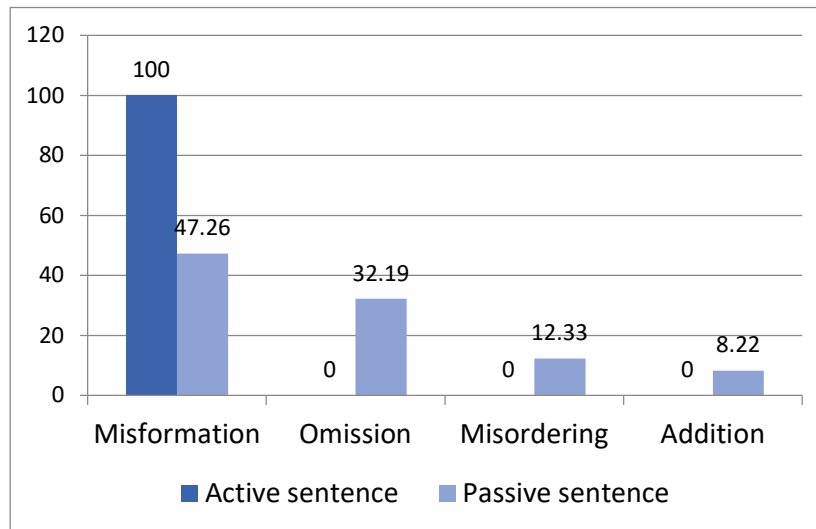
Figure 1. The Errors in Types both of Active and Passive voice

The diagram below shows the percentage and numbers of type common errors of The Use Active and Passive Sentences in Students' Narrative Text

The percentage is from the formula:

$$\frac{number\ of\ errors}{total\ errors} \times 100\%$$

From the formula the writer has got result, misformation is 47.26%, omission is 32.19%, misordering is 12.33% and the last one is addition at 8.22%. We can see from the diagram that the biggest percentage of errors is in misformation. We can say that grammatically students still made some errors in identifying active sentence and then changing them into passive ones.

Data Analysis

the writer can describe that, misformation in the use of active sentences in this case, by choosing the correct active sentences from the narrative text is done by 94 students. It means 100% only in this error, because there are no errors made by the students in other types of errors (omission, addition and misodering). From all the active sentences made by the students that is 585 sentences the errors is about 16,12%. It is quite good. Means the students are able to choose the active ones that can be changed into the passive ones. On other side, changing the passive sentences from active sentences made the most mistakes in misformation error. In the diagram 4.1, we can see that from total error of 146 in changing active-passive sentences made by the students that is 69 errors equals to 47.26%. It means almost half of the students still lack understanding of grammar about passive voice. In this case, students need some improvement in technic of studying or the competency of the teachers. And also the students still need some more exercises in this kind of activity.

The second most errors made by the students are in omission error. Students made 47 omission errors equals to 32.19%. Students still need to understand the parts of the sentence that should be added or omitted in changing it into passive form. In past form they only have to add to be was/were + V3 in passive form. No need to put had or being in the sentences because the terms are for past perfect or progressive form. The third and the last one are misordering and addition errors. Students made 18 and 12 mistakes those are equal to 12.33% and 8.22%. In these parts students are not really bad. They made less than 15% errors. The writer can say that they quite understand in placing some morphemes and not added an item which must not appear in a well-formed utterance. There are some reasons why the students make errors. First, they are not well trained in making English Sentence. Second, they will have not understood the use of the English sentence patterns where they are quite different from Indonesian Pattern.

The finding shows that the eleventh grade students in SMP and MTs Alhamidiyah, SMPIT Nururrahman and SMP YAPPA Depok still make some errors in chaging active sentences into passive sentences in narrative texts. Total number of error is 240. The errors consists of 94 errrors in choosing the active sentences and 146 errorrs in changing active into passive sentences. It is derived from 4 types of error. In choosing active ones from the text students only made error in misformation.

The writer finds that misformation error is the dominant type of error that is 163 from the total errors in choosing the active sentences and in changing them into passive form. By knowing these phenomena, it will be known about some areas that are most likely difficult for the students. Therefore, for the anticipation, the teaching of these difficulties areas should be emphasized.

The highest number of errors that the students made is misformation which related with the grammar agreement. After analyzing the data, the writer finds the source of errors that cause the students' errors. The witer finds that students mostly make the error because of the ignorance of rule restrictions and incomplete application of rule.

Conclusions

The writer concludes the highest to the lowest frequency and the percentage of the errors commonly made by the ninth grade students of SMP and MTs Alhamidiyah, SMPIT Nururrahman and SMP YAPPA Depok. They are devided ito two parts. First from the use of active voice and the second one is from the use of passive voice.

Total active sentences that made by the students are about 585 sentences. Total error of misformation are 94 errors. We can count how many percent is the error out of total error. It is equal to 16,07%. The writer can conclude that students are quite good in choosing the active sentences. While in changing the active sentences into passive the most error is also in misformation misformation is 47.26%, omission is 32.19%, misordering is 12.33% and the last one is addition at 8.22%. Interestingly, the error of "misformation" is the commonest error in both using active and passive voice.

The finding shows that the eleventh-grade students in SMP and MTs Alhamidiyah, SMPIT Nururrahman and SMP YAPPA Depok still make some errors in chaging active sentences into passive sentences in narrative texts. Total number of errors is 240. The errors consists of 94 errrors in choosing the active sentences and 146 errorrs in changing active into passive sentences. It is derived from 4 types of error. In choosing active ones from the text students only made error in misformation. Total errors is 94 errors. The researcher finds that a misformation error is the dominant type of error that is 98 from the total errors in choosing the active sentences. In this case the dominant error is in misformation. It is in changing the active sentences into passive. By knowing these phenomena, it will be known about some areas that are most likely difficult for the students. Therefore, for the anticipation, the teaching of these difficulties areas should be emphasized.

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