CHAPTER I

INTRODUCTION

A. Background of the Study

We have known and perceived that human learning is basically a process that includes the making of mistakes. Mistake is an important aspect of learning any skill or acquiring information. Learning to anything involves a process in which success comes from the benefit of mistakes. By using mistakes, the learners get feedback from the environment to make new effort to be successful which is to make closely approximate desired goals.

Language plays an important role not only in communication but also in education, especially in the process of teaching and learning. In communication and education, we usually use our mother tongue or first language. Richards (1985: 106) says that first language is a person mother tongue or the language acquired first. The first language may be used to communicate with family members. Other people of the same ethnic group or it is the language of the country where we are living. But we will face some problems when we have to speak in or learn the other languages which are different from our first language. Therefore, we need to learn second language.

Language learning, as numerous sources of the related field tell us, is like any other human learning. The learner will make errors in the process of second language acquisition and will benefit from various forms of feedback.
on those errors. In addition, errors and mistakes are different. Dulay, Burt and Krashen (1982: 139) state that mistakes are commonly caused by the performance factors such as fatigue and inattention. On the other hand, errors are caused by the competent factors which are continuous and consistent. In other words, errors are resulted from lack of knowledge of the rule of English.

In Indonesia, English is a foreign language. So it is not easy for Indonesian people to master English very well. Moreover, the students have to be aware of that. Constructing English sentence needs some important rules, called grammar. The students who want to master English well should understand better the English grammar.

Learning English cannot be separated from the errors, it does not mean that the errors give the negative effect for the learner. Error can be 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 teaching to the students.

Every foreign language teacher often find errors made by the students both oral and written form. Ellis (1985: 296) states that errors analysis is a procedure used by both researcher and teacher. It involves collecting samples of learners’ language, identifying the error in sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness. While Brown (1980: 166) states that the fact that learner’s errors can be observed, analyzed and classified to show the system operating within
the learner, led to an improvement of study about learner’s errors called error analysis.

Errors in language learning are sometimes natural and tend to occur frequently. Therefore, the teachers must try their best to avoid the errors made by the students without discouraging them. In addition, knowledge of the sources of the errors will help the teacher to learn the errors in order to enable the students to construct the students with appropriate language form. According to Selinker (1992: 119), the self-correction of errors is indeed necessary and the teacher can serve an important function here.

Language learning, especially foreign language is never easy thing to do. The students have many difficulties that affect some problems in the language learning. Therefore, the errors are very possible to be made by students as the learners of foreign language.

The researcher realizes that the errors which person make in the language acquisition to be analyzed so as to have a clear understanding of the process of second language acquisition of the learners. Moreover, from those errors the learners can also get the benefit of the feedback on those errors. Therefore, the researcher was particularly interested to analyze the errors made by students in learning language, which are caused by the difficulties that faced by students. By analyzing the errors made by students, automatically, the student’s difficulties in learning a foreign language can be identified for the evaluation of the students and teacher. This research purpose to do a research on error analysis.
Tarigan (1989: 2) states that in learning a language, students are supposed to have the four major skills: they are listening, speaking, reading and writing. This opinion is closely related to the objectives of English teaching in which the students are expected to have the ability in speaking, listening, reading and writing in English based on their developmental level. Mastering the language components become the base in language learning especially English. The language components are grammatical rules, pronunciation, spelling and vocabulary.

In English, grammar is a central point. Grammatical rule is an important component in a language, which has to be acquired and mastered by the students in learning a new language. Grammar has the role to make a string of words or an utterance to be meaningful in language structure and system. According to Chaer (2003: 33), one of the language essences is a language as a system. System means an order of composition that has a pattern which makes sentences to be meaningful and functional.

In English there are many forms and one of which is passive voice. Passive voice is one of the important English grammar that has to be mastered by students. Passive voice is one of the aspects that should be given more attention by the English teacher. The students have to own so high capability of English grammar that they are able to speak and write correctly and grammatically. In real life communication with native or non-native speaker, making errors does not become a big problem. But for the students who learn
English in academic affairs, making English errors will be very serious problem.

The researcher chose the errors of passive voice to be analyzed because passive voice has many kinds of rule in which students might make some errors in changing active into passive voice. Based on that assumption, the researcher was motivated to figure out what the types of error in changing active into passive voice are including their causal factors. The second semester students of Faculty of Letters at Muhammadiyah University of Purwokerto Academic Year 2010/2011 were decided to become the object of the research.

Based on explanation above, the researcher is interested in doing research entitled “A Study of Students’ Errors in Constructing Passive Voice”.

B. Research Problem

Based on the background above the problems of this research can be formulated as follows:

1. What errors are made by the second semester students of Faculty of Letters of Muhammadiyah University of Purwokerto academic year of 2010/2011 in changing active into passive voice?

2. What are the factors that cause those errors?
C. Purpose of the Study

This study means to:

1. To find out the errors in changing active into passive voice made by the second semester students of Faculty of Letters at Muhammadiyah University of Purwokerto Academic Year 2010/2011.
2. To find out the factors that cause those error in changing active into passive voice.

D. Research Limitation

This study is limited to the analysis of errors in changing active into passive voice only focused on the simple positive sentence. This study is applied to the second semester students of Faculty of Letters at Muhammadiyah University of Purwokerto Academic Year 2010/2011.

E. Research Significance

Several benefits can be taken from this study:

1. For the lecturers, to solve the learning problems the students face, especially in changing active voice into passive voice.
2. For the students, to realize their errors in changing active into passive voice, so they can improve their ability in changing active into passive voice.
3. For the researcher herself and other future researchers, to analyze the errors in changing active into passive voice of the second semester
students of Faculty of Letters at Muhammadiyah University of Purwokerto Academic Year 2010/2011.

4. For the English learners generally, to give information about the errors of changing active into passive voice which can be predicted to become potential problems.

F. Research Organization

This research is divided into five chapters:

The first chapter is introduction, consists of research background, research problem, purpose of the study, research limitation, research significance, and research organization.

The second chapter is literature review, deal with the related theories especially error analysis, grammar, and passive voice.

The third chapter is research methodology, consists of type of research, source of data, technique of collecting data, technique of analyzing data.

The fourth chapter is analyzing data consist of definition error analysis, grammar and description in uses of passive voice.

And the last chapter is conclusion.