

CHAPTER I INTRODUCTION

1.1 Background Of The Study

One of the languages that must be mastered and classified as an international language is English. Kusuma (2019, p. 43) state English is among the most prominent and widely spoken languages in the world. English is regarded as a foreign language by Indonesians. Because the majority of science literature are imported from abroad, English is a global language that is utilized for more than just international communication. Additionally, English is used in government and business as well as being the official language of the United States. English is the official language of diplomacy, which is crucial to the profession. English is the official language of the country. Even the best educational opportunities require English competence. English comprehension is essential. Consequently, educators must be ready to assist learners in developing their English language ability through a variety of learning activities.

Grammar is one of English language components. Grammar deals with the structure, system, and rules in english language. According to Brinton (2000) Grammar is a set of rules or principles of the working of language, it is system or structure (Effendi et al., 2017). Grammar cotains rules that govern the arrangement of sentences, phrases, words and other language elements. This component is very interesting and quit complicated to learn, therefore the teacher must be careful in teaching it.

Grammar is a very important part of English language. In english there are some skills (speaking, reading, listening and writing) and some elements (grammar, vocabulary, and pronunciation). Grammar plays important role in any skill whether productive skill or representative skill. Each skill need grammar. It is based on the gramatical language, which are a key part of the skill. According to Barbara Dykes (2007) in her book Grammar for Everyone mentions definition of grammar “grammar is a language to talk about language”. This means that people can learn how to communicate with language inseparably related to learning grammar, starting from vocabulary and it functions, sentences patterns, expression and their meanings. Therefore grammar is given at the beginning when someone start learning English

language. The grammar material is given from elementary school students to college students.

Grammar plays an important role in the process of communication. since it helps to guarantee that the ideas being communicated are understood by the reader as well as the speaker. An English learner can be said competent if he can write and speak in English with proper grammar (Ayuningtias, 2013). Our words gain more clarity, structure, and coherence as a result of this. Readers may start to doubt the trustworthiness of the author as well as the topic they are reading if the writer does not use good grammar.

Teaching grammar is very important, both for elementary school students and college students. Without proper grammar, what is said or written will have no impact or value. Grammar is very important for people who want to master english because grammar will direct us to write words and sentences correctly (Samosir, 2017). In grammar teaching there are various structural materials that are taught, ranging from the components of sentences such as verb, noun, adjective, pronoun, and conjunction to noun clause, adjective clause and so on. One of materials that is also taught in grammar class is passive voice. This means that every student must master passive voice material because passive voice use on practice writing such news report..

In learning a foreign language, learners cannot avoid from the error. The passive voice is a part of grammar that can cause errors. Passive voice is a type of sentence or clause in which the subject receives the action of the verb. In passive voice, the subject of the sentence does not perform an action, but the subject accepts the action. In contrast to the active voice, in which the subject is the actor in the action. Passive voice mastery is useful for the students in writing persuasive text which is commonly formed in news report and academic essays (Manurung et al., 2020). By changing the main verb of an active sentence to past participle, and putting auxiliary be before the main verb, the passive voice commonly formed (Alamsyah Lubis et al., 2019).

Furthermore, passive voice, according to (P.Altenberg & M.Vago, 2010), refers to sentences in which the subject comes after the verb. The key elements of English

passive voice are the past participle of the primary verb signify the action and a variation of the auxiliary word be. One of the elements that English teachers ought to focus on more is passive voice. The tenses frequently cause pupils to become confused when learning the passive voice, because the passive voice can fit into all forms of tenses. The learners do not fully get how the forms have changed. similar to how the present participle or the past participles of regular verbs and irregular verbs in passive voice form can be formed from the infinitive. Because passive is used in both spoken and written English, it is significant.

Although errors cannot be avoided when learning English, this does not entail that errors have a negative impact on the student. Even though error are made during the learning process, this is better because it allows the teacher and learners to identify where there is a lack of mastery and design remedial instruction for the learners. Errors can be an indicator of the learners' stages in the development of their target language. Error does not necessarily indicate that learner have failed at learning a foreign language instead, it can serve as a valuable teaching tool that allows learner to improve learners' future language learning (Yoga Widiadnya & Lestari, 2021). It means that errors can be a measuring tool for how much students understand the language being learned so that it can be a reference for the teacher for further learning.

Likewise, the passive voice is employed to express interest in from the preceding list of language components, including vocabulary, grammar or structure, and pronunciation is that understanding grammar, particularly the passive voice, which has not been mastered by the learners, is important. Although it is fairly easy to compose a passive voice statement, students have had trouble getting it correct the person or thing experiencing an action rather than the person or object performing the action. In other words, the most significant item or individual becomes the sentence's topic.

The researcher had trouble using passive voice because of their study experience. During the preliminary interview on March 14, 2020, the researcher concluded that most students understand passive voice but there are still difficulties in the practice of making passive voice statements. This is evident when students were asked about the passive voice they replied that "passive voice is simple just add to be and verb 3 but we are still

confused when practicing composing passive voice statements". Based on the researcher's experience and interviews, most students still struggle and even make mistakes when using passive voice. Researcher chose UNUGIRI (Nahdlotul ulama Sunan Giri University) as a data collection place in this study, based on preliminary passive voice material that has been taught in every class and the test results at the end of learning are still not perfect and it is not uncommon for students to make mistakes either a little or a lot. Students still make mistakes in changing auxiliary be and auxiliary verb according to the tenses used, for example from "Shakespeare wrote that play" must be- "That play was written by shakespeare" and student answer "That play is wrote by shakespeare". Many students are often found when learning practices they forget or cannot match or switch subjects to objects or objects to subjects, this usually causes errors.

Related to errors, errors can be a measuring tool for how much students understand the language learned and can be used as a reference for further learning. However, if the error is allowed to continue it has a negative effect. Students become the main victims of the negative effects of it. If errors continue to be made without any improvement, errors will be considered common thing for students. This is indeed worrying, even though mistakes should be made as soon as possible to be fixed, especially errors. Even though the student's error is classified as an error, at least the error should be minimized so that the error does not fossilize and is considered a common thing for students.

Dealing with the phenomena, the researcher was interested in studying passive voice errors in English texts, particularly those written at the college level difficulty more challenging English learning level. One of the most challenging concepts for learners while learning English is the passive voice. Researcher was interested in discovering what kinds of errors were frequently made when using the passive voice because teaching passive voice to students was fairly challenging. The researcher also wants to determine what causes students to make some of the most common errors while employing the passive voice

1.2 Scope and Limitation of The Study

This research was concentrate on analyzing the errors in using passive voice that make by EFL learners of English Language Education study program of University of Nahdlatul Ulama Sunan Giri Bojonegoro.

1.3 Research Question

Based on the information above, the researcher attempted to identify some interrelated problems as below,

- a. What are the common errors made by EFL learners in using passing voice?
- b. What are the factors of the error made by EFL learners in using passive voice?

1.4 The Objective of The Study

Based on the information presented above, the following are the primary goals of this study:

- a. To analyze and to find out the common errors made by EFL learners in using passive voice
- b. To to analyze and to find out the factors of the errors made by EFL learners in using passive voice

1.5 Significance of The Study

In this part, the researcher going to discuss about the benefit of this study which are categorized as follows:

- a. Theoretically

This research was expected to provide additional knowledge about the study of learning and teaching grammar based on errors in students' use of passive voice.

- b. Practically

1. For the teachers

The teacher would been aware of the common errors that EFL learners make when using passive voice. The teacher would be able to predict the

errors that are likely to occur for the EFL learners, allowing them to overcome the difficulties.

2. For the EFL learners

The findings of the study may stimulate and inspire EFL learners to study more about passive voice.

3. For the Institution

The findings of this study can be utilized as extra information to encourage the use of passive voice on institution.

4. For the researcher

The findings of the research can be used as a source of information and reference for future researcher focus in this field.

5. For other researchers

It can serve as a beneficial resource for the other academics who wish to learn more about passive voice. Additionally, it can serve as a guide for the future comparable study.

6. For the reader

This study is expected to enhance the reader's to understanding of English passive voice more.

1.6 Definition of The Key Terms

To better comprehend the topic, it is preferable if the researcher make it outline.

The research's key terms included the following:

a. Error

Errors are mistakes made by someone who have learned and understood the information about what they are doing, but the mistakes are still made repeatedly. The word error is commonly used written language and rarely used in spoken language.

b. EFL Learner

EFL learners or English as a foreign language are learners who learn English not to be used for daily communication such as learning English to continue their studies abroad or to qualify for a scholarship.

c. Passive voice

Passive voice is a sentence that adds to be and past participle and makes the subject passive (does not take action)

