CHAPTER I

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1.1 Background of the Study

According to the introduction of the 1994 Curriculum (Departemen Pendidikan dan Kebudayaan 1995:1), language, basically, is a means for expressing thoughts, ideas, and feeling, whether written or spoken. It is the most important means for human beings to communicate not only with people in their own society but also with others outside (Tedjasuksmana 1989:1). The fact shows that many races and nations have to live side by side in a community. Getting an easier communication, they should also learn another language, especially the world-widely used, besides their own.

English has been commonly accepted as a language which is most widely used among any other languages in the world. Almost all international meetings or conferences use English as the communication language. International organizations and events are usually named in English like United Nation Organization (UNO), International Monetary Fund (IMF), Asia Pacific Economic Conference (APEC), and so on. Many scientific books, interesting magazines, and mechanical textbooks are written in English. A lot of news reports and programs of TV and Radio broadcasts are expressed in English. Furthermore, Indonesian's neighbours: Malaysia, Philippines, Japan, India, etc., are examples of the most of Asian countries which use English as the second or the first foreign language. Those are some reasons to strengthen the fact how important it is to learn English. In another part of the Curric-

ulum's introduction, it is stated that English is decided to be the first foreign language in Indonesia. It is regarded important in order to absorb and develop science, technology, and culture, and to create a better relationship with other countries (Departemen Pendidikan dan Kebudayaan 1995:1).

To reach the English mastery, according to GBPP (Garis-Garis Besar Pedoman Pengajaran), students are expected to master the skills of Reading, Listening, Speaking, and writing at the end of their SMU (Sekolah Menengah Umum). Language elements such as grammar, vocabulary, Pronunciation, and spelling are taught to support those four skills (Departemen Pendidikan dan Kebudayaan 1995:1). From those elements, as a matter of fact, grammar affects all four skills more strongly than others (Celce 1983:2). It is considered as the basic fundamental element of learning English. That is why some teachers still think that teaching grammar is as important as the four skills. They sometimes take special times to teach and test it. Considering this phenomenon, the writer chose the Passive Voice, as a part of grammar, to be the focus of his study.

The writer has chosen this topic because Passive Voice, in his experience, is often used in the reading passages the students have in their school textbooks. It is interesting to him because the Passive Voice sometimes even occurs in some reading passages of the Junior High School students' textbooks although they have not been taught it yet. The fact, however, shows that the Curriculum arranges the Passive Voice to be taught when the students have been in the second and third years of the Senior High School. The students are

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expected to be able to identify and express the sentences which put the bigger emphasis on the action than the doer in their second year of Senior High School (Departemen Pendidikan dan Kebudayaan 1995:33). The use of Passive construction cannot be avoided because the writers have to give more stress to the object of an active sentence than to the doer. It seems that the Junior High School students are only introduced with the usage of Passive Voice and not with its structure. We can imagine how the students should face the new form of Passive Voice without learning it first. The teachers, usually, only explain it briefly, or worse, they leave it and only translate the sentences into Indonesian with no explanation.

This Passive Voice seems to be a problem, even, for students in the second and third years of Senior High School who have been learning English for more than four years. During that time, the students have got many grammar theories which may support the understanding of the Passive Voice. The sentence structure and tenses are the two examples of elements in the Passive Voice. Making a Passive construction, students have to understand the active first. They have known the Active structure 'Subject-Verb-Object' from the beginning of their study. This is the structure of transitive sentence. Passive Voice can be simply made by changing the Active structure into this: 'Object-be- V3-by-subject'. For example 'The boy fixed my bike' will be inverted into 'My bike was fixed by the boy'. Although the students have learned the Active structure 'S-V-O', it does not guarantee them not to make errors in constructing the Passive Voice.

Another problem comes from the tense mastery. Tenses are very important in constructing the Passive Voice because they decide the form of the auxiliary 'be' in the Passive sentence. All simple tenses have been given almost completely to the students before getting the Passive Voice. However, they still have difficulties to apply their understanding of tenses to make the Passive Voice constructions.

When the writer conducted his teaching practice at SMU Dapena II, he realized that the second and third-year students tended to make mistakes in using auxiliaries. They used another auxiliary instead of the correct one. This can be seen in the example below.

∞The contractor built a new bridge. They wrote:

 -The new bridge is built by the contractor, instead of:

 -The new bridge was built by the contractor.

They also made mistakes in using the past participle verb forms. The -ed was added to the past participle verb although it is in irregular verb. Look at the example.

∞The man will cut the tree. They wrote:

 -The tree will be cutted by the man, instead of:

 -The tree will be cut by the man.

The mistakes of word order also occur in changing an Active into the Passive Voice. They took the adverb to the front together with the active object.

∞Father has paid the plumber for his work, they wrote:

 -The plumber for his work has been paid by father,

  instead of:

 -The plumber has been paid by father for his work.

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All these errors and many others made the writer curious to know
which elements of Passive Voice pattern are the students' usual
problems and why they make such errors through this study.

1.2 Statement of the Problems

In line with the background stated before, the problems of this
study are formulated as follows:

a. "What types of errors do the second year students of SMUK St.
Stanislaus Surabaya usually make in using the Passive Voice ?"

b. "What are the possible causes of those errors ?"

1.3 The Objectives of the Study

Derived from the problems mentioned above, the objectives of this
study are to determine:

a. The types of errors the second year students of SMUK St. Stanis-
laus Surabaya usually produce in using the Passive Voice.

b. The possible causes of those errors.

1.4 The Significance of the Study

The findings of this study are expected to be useful for English
teachers and teacher candidates who are concerned with the learning-
teaching of English as foreign language. First, the results are
expected to provide the teachers and teacher candidates with some
information about problems of teaching the Passive Voice, which is
important to them to know before they teach it. Second, the result of
this study, hopefully, can give some feedback to the teachers to

improve their ways of teaching Passive Voice. The teachers, with this input, are more careful in preventing their students from making the same errors in using the Passive Voice.

1.5 The Assumptions

This study is carried out under the assumptions that:

1. The test given to the students is valid.

2. The students had got and mastered the active constructions in the Simple Present, Simple Past, Present Perfect, Present Continuous Tenses, and Modal Auxiliaries in the Simple Present Tense and they are able to construct simple active sentences in those tenses.

3. The students had mastered the forms of to be: is/am/are/ was/were/be/been and the usage in the sentences.

1.6 The Theoretical Framework

This study is based on the theories of Contrastive Analysis (CA), Error Analysis (EA), and Interlanguage (IL), since these theories are dealing with errors of the second or foreign language learners.

1.6.1 Contrastive Analysis (CA)

According to Dulay et al. (1982:5), Contrastive Analysis (henceforth CA) theory is based on the second language learners' errors which are resulted from the differences between the first language and the second. Thus, the structures of the first language tend to be transferred to the foreign language the learners are studying.

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As quoted by H. Douglas Brown (1980:149), Robert Lado states that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and the culture to be learned with the native language and culture of the student.

The CA, therefore, is used to determine whether the students' errors in the Passive Voice are interfered by their first language or not. Furthermore, errors in second language learning, it is sometimes said, could be avoided if the teachers were to make a comparisons of the learners' mother tongue and the target language (Richards 1973:114).

1.6.2 Error Analysis (EA)

In some conditions when the first and second language share a meaning but express it in different ways, an error is likely to arise in the target language because the learner will transfer the realization device from his first language into the target language (Ellis 1986:22). This is the basic thinking where error analysis comes from.

S.K. Sharma (1981:76) says that EA is a process based on analysis of learners' errors with one clear objective: evolving a suitable and effective teaching-learning strategies and remedial measures necessary in certain clearly marked out areas of the foreign language.

EA, in this study, is the way used to find and identify the types of learners' errors in using the Passive Voice.

1.6.3 Interlanguage (IL)

Interlanguage (henceforth IL) refers to the systematic knowledge of a second language which is independent of both the learners' first language and the target language (Ellis 1986:299). Lim Kiat Boey (1975:109) says that IL raises when new bits of language are imperfectly learned.

In this study, the theory of IL is used to see the students' errors caused by their wrong learning strategies such as omission errors, addition errors, misused errors, and misordering errors.

1.6.4 Passive Voice

The passive of an active sentence is formed by putting 'to be' into the same tense as the active verb and adding the past participle of the active verb. The object of the active sentence becomes the subject and the subject of the active becomes the 'agent' of the passive (Thomson 1986:263). That is why the Passive Voice is used when someone wants to put more emphasis to the action than to the doer. The patterns of the Passive Voice can be formulated as follows: is/am/are + V3 (Simple Present), was/were + V3 (Simple Past), have/has been + V3 (Present Perfect), is/am/are being + V3 (Present Continuous), and Modal Auxiliary be + V3. The theory of Passive Voice here is useful to be the criteria to find and analyze the students' errors.

1.7 Limitation of the Scope

It is necessary to limit the scope of this study to avoid the broadening discussion. The writer takes the simple Passive Voice which consists of the pattern 'to be' and the past participle verb. The Passive Voice used here is only the affirmative form. The tenses are also limited on the Simple Present, Simple Past, Present Perfect, Present Continuous, and sentences in Simple Present Tense with the Modal Auxiliaries. The writer limits the population and sample by taking the second year students of SMUK St. Stanislaus Surabaya.

1.8 Definition of the Key Terms

Hoping that the readers understand what the writer is going to present, he defines the key terms as used in his study.

1.8.1 Contrastive Analysis (CA)

In the book 'Principles of Language Learning and Teaching', Brown (1980:148) says: CA is 'the systematic comparison and contrasting of the native and target (or second) language systems'. Lado (1957:2) in 'Linguistic Across Culture' has a similar idea: "CA is the comparison of the structure of two languages to determine the points where they differ".

1.8.2 Errors

An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the Interlanguage competence of the learner. Error is due to the learner's competence more than to the per-

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formance (Brown 1980:165).

1.8.3 Error Analysis (EA)

EA is a process based on the analyzing of learners' errors. It involves collecting samples of learner's language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized clauses, and evaluating their seriousness (Ellis 1986:296).

1.8.4 Interlanguage (IL)

IL refers to the separateness of a second language learner's system, a system that has a structurally intermediate status between the native and target language (Brown 1980:169).

1.8.5 Passive Voice

Fingado (1991:348) states that Passive Voice is used to give more emphasis on the person or thing that receives the action. The doer could be unimportant at all. Nelson Francis (1958:335) states that Passive Voice forms consist of some forms of the auxiliary be with the past participle form of the verb.

1.9 Organization of the Thesis

This thesis consists of six chapters. Chapter I talks about the background of the study, the statement of the problems, the objectives of the study, the significance of the study, the assumptions, the theories that support this study, the limitation of the scope,

the definition of key terms, and the organization of the study. Chapter II deals with the review of related literature and studies which are relevant to this study. Chapter III presents the methodology of the study which consists of the nature of the study, the population and samples, instruments of the research, the procedures of collecting data, and the technique of data analysis. Chapter IV discusses the types of errors and their reasons and the error occurrences. Chapter V interprets the findings. And at last, chapter VI summarizes the study and findings and also presents some suggestions concerning the study.