

**ANALYSIS OF STUDENTS' GRAMMARTICAL ERROR IN CHANGING  
ACTIVES INTO PASSIVES VOICE AT THE TENTH GRADE  
STUDENTS OF MADRASAH ALIYAH NEGERI 2  
LAMPUNG UTARA ACADEMIC  
YEAR 2024/2025**

<sup>1</sup>Intan Indriyani, <sup>2</sup>Asep Hardiyanto  
[intanindriyani2002@gmail.com](mailto:intanindriyani2002@gmail.com)<sup>1</sup>, [asep.hardiyanto@umko.ac.id](mailto:asep.hardiyanto@umko.ac.id)<sup>2</sup>

<sup>1,2</sup>Universitas Muhammadiyah Kotabumi

**Abstract:** This research stems from the importance of grammar comprehension, particularly in transforming active voice into passive voice, which often poses challenges for students. Errors in this process can affect the clarity of meaning and written communication. This research is a qualitative research that aims to identify students' error in changing active voice into passive voice, as well as to find out what type of tense students make the most error in changing active voice into passive voice. Data were collected through a writing test conducted in class X4, which was selected based on observations indicating that students in this class made more errors compared to other classes. The essay test consisted of 20 questions covering various tenses: simple present, simple past, present perfect, and simple future. The analysis revealed four categories of errors: (1) omission – the omission of essential elements in passive sentences, (2) addition – the inclusion of unnecessary words, (3) misformation – errors in verb form or structure, and (4) misordering – incorrect word order in passive sentence construction. The tense with the highest number of errors was the Simple Present (151 errors, 32.90%), followed by the Simple Past (149 errors, 32.46%), Present Perfect (89 errors, 19.39%), and Simple Future with the fewest errors (70 errors, 15.25%). In conclusion, these findings provide insights into students' error patterns, which can serve as a foundation for designing more effective grammar teaching strategies. Future research is recommended to further explore the causes of these errors and develop more suitable teaching methods to enhance students' understanding of passive sentence formation.

**Key Words:** Student Errors, Active Voice and Passive Voice, Types of Tenses

***Abstrak:** Penelitian ini dilator belakangi oleh pentingnya pemahaman tata bahasa, khususnya dalam mengubah kalimat aktif menjadi kalimat pasif, yang sering menjadi kendala bagi siswa. Kesalahan dalam mengubah kalimat aktif menjadi kalimat pasif dapat mempengaruhi kejelasan makna dan pemahaman dalam komunikasi tertulis. Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mengidentifikasi kesalahan siswa dalam mengubah kalimat aktif menjadi kalimat pasif, serta menemukan jenis tense apakah siswa paling banyak melakukan kesalahan dalam mengubah kalimat aktif menjadi kalimat pasif. Data dikumpulkan melalui tes menulis di kelas X4, yang dipilih karena observasi menunjukkan siswa di kelas ini lebih sering melakukan kesalahan dibandingkan kelas lain. Tes esai terdiri dari 20 soal yang mencakup berbagai tense: simple present, simple past,*

*present perfect, dan simple future. Hasil analisis mengungkap empat kategori kesalahan: (1) omission – penghilangan unsur penting dalam kalimat pasif, (2) addition – penambahan kata yang tidak diperlukan, (3) misformation – kesalahan dalam bentuk atau struktur kata kerja, dan (4) misordering – kesalahan dalam susunan unsur kalimat. Tense dengan kesalahan tertinggi adalah Simple Present (151 kesalahan, 32,90%), diikuti Simple Past (149 kesalahan, 32,46%), Present Perfect (89 kesalahan, 19,39%), dan Simple Future dengan kesalahan paling sedikit (70 kesalahan, 15,25%). Kesimpulannya, temuan ini memberikan wawasan tentang pola kesalahan siswa yang dapat menjadi dasar dalam merancang strategi pembelajaran tata bahasa yang lebih efektif. Penelitian selanjutnya disarankan untuk mengeksplorasi faktor penyebab kesalahan secara lebih mendalam serta mengembangkan metode pengajaran yang lebih sesuai guna meningkatkan pemahaman siswa dalam membentuk kalimat pasif.*

***Kata Kunci:*** Kesalahan siswa, Kalimat aktif dan pasif, Jenis tenses

## **I. INTRODUCTION**

The learning of English is not only focused on the four basic skills (listening, speaking, reading, and writing) but also on grammatical components. Grammar encompasses various aspects, such as morphology, syntax, and punctuation. Harmer (2007) and Cowan (2008) explain that grammar is not only about formal rules but also about how its usage reflects meaning in daily communication. Thus, a good understanding of grammar is essential in English language learning.

One of the challenging aspects of grammar for students is understanding active and passive sentences. Scholastica (2018) explains that passive sentences are grammatical structures in which the subject receives the action of the verb. Errors in converting active sentences into passive ones often occur due to students' lack of understanding of sentence structures and applicable grammatical rules.

Cowan (2016) emphasizes the importance of consistency in the use of pronouns and deixis in grammar. According to Tarigan (2021), students'

errors in changing active sentences into passive ones can be categorized into four types: omission errors, addition errors, formation errors, and sequence errors. These errors generally occur due to students' limited understanding of verb morphology changes and the correct sentence structure.

Based on an interview with an English teacher of the tenth grade at Madrasah Aliyah Negeri 2 Lampung Utara on March 6, 2024, it was found that many students struggle with transforming active sentences into passive ones. These difficulties include a lack of vocabulary mastery, struggles in adjusting sentence patterns to appropriate tenses, and confusion in distinguishing grammatical structures. These errors indicate that students have not yet fully grasped the basic concepts of active and passive sentences.

This research aims to identify to describe: 1) the types of errors made by the students in changing active into passive voice at the tenth grade students of MAN 2 Lampung Utara. 2) The types of tenses do the students errors made dominantly in changing active into passive voice by tenth grade students of MAN 2 Lampung Utara.,

it is expected that the findings of this research can assist teachers in designing more effective teaching strategies and developing learning materials that better suit students' needs in understanding English grammar.

## **II. RESEARCH METHOD**

This research used a descriptive research method. According to Haryanto (2018) descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. Based on the theories above, the researcher assumes that this research is accordance with the characteristic of descriptive research. This research is conducted to analysis of students' error in changing actives into passive voice at the tenth grade student of MAN 2 Lampung Utara academic year 2024/2025.

### **Data Resource**

The data source in this research will be taken from class X students of MAN 2 Lampung Utara which consisted of five classes with a total of 176 students. However, the researcher will take class X4 which had 33 students, because from the results of the interview during the initial observation of the research and also with the consideration of the English teacher who recommended class X4 because it is a class with low abilities, especially in changing active voice into passive voice.

### **Research Instrument**

To measure variables, researchers use research instruments as tools. The instruments that will be used in this

research are writing tests. According to Arikunto (2010) tests are used to measure the ability of the subject or not and also to measure how well the ability of the object is. Brown (in A Muri Yusuf, 2015) defines a test as a method to measure a person's ability, knowledge or performance in a particular domain. The type of test used in this study is an essay test. There are four types of errors that will be allocated in this study that describe essay tests, namely omission errors, addition errors, misinformation errors, and misordering errors. The researcher used an essay test consisting of 20 question items related to changing actives into passive voice.

### **Data Collecting Technique**

In this research, the researcher used a data collection technique using a written test. Researchers give tests to students as the main data collection technique. Class X4 students who were selected as samples were asked to work on questions related to changing active sentences into passive sentences using tense characteristics such as simple present, simple past tense, present perfect tense, simple future. This test is designed in the form of complete sentences that must be changed which have sentences with varying levels of difficulty, from simple to more complex. This test measures students' understanding of the structure of passive sentences in more depth.

### **Data Analysis**

In description research, data analysis technique are obtain through various sources. The following is the procedure used by the researcher to analyze the data according to Ellis in Al-Khrasheh (2016) first, the researcher collected data in the form of passive sentence errors made by students, especially in the tenth grade on the

question sheets provided by the researcher. Second, the errors were classified into four subcategories of surface strategy taxonomy using a checklist. This research checklist was used to identify and classify the types of errors made by students on the subject of passive sentences. The form of the checklist based on surface taxonomy can be seen in the table below:

**TABLE 8**  
**TYPES OF ERRORS**

Tenses	Type of Errors			
	OM	ADD	MF	MO
Simpel Present				
Simple Past Tense				
Present Perfect Tense				
Simple Future Tense				

Note:

- OM : Omission
- ADD : Addition
- Misform : Misformation
- Misorder : Misordenering

In this research, the researcher also used the peer debriefing method. Komariah (2014:170) explains that peer debriefing is a discussion process with colleagues who understand the research being conducted to reduce subjectivity in analyzing and processing data. This method was chosen by the researcher so that the results obtained from the study can be concrete. In this case, the researcher selected a fellow researcher who is also an English teacher.

### III. RESEARCH RESULT

In this research, to find data and information about students' difficulties in four forms of passive voice, namely simple present, simple past, present perfect, and simple future, the author submitted 20 questions asking students to change the active sentence form into passive sentences. Of the 29 students who took the test with 20 questions, the results of the analysis showed that many students still made mistakes in answering the questions, the following is a discussion of some of the errors made by students in changing the active sentence form into passive voice.

Errors are something that happens when learning and understanding a language, especially English. In addition, error analysis is a tool to help researchers check grammatical errors made by students, especially in changing active voice into passive voice, and researchers have analyzed and identified errors made by tenth grade students of MAN 2 lampung utara academic year 2024/2025.

The results of the analysis found that most students made errors in changing active voice into passive voice, there were four errors made by students, namely, First Omission students may make omission errors because students do not fully understand passive sentences; students tend to omit auxiliary words, verbs, adverbs, and subjects and objects of sentences. Second, addition, which is the failure of students to apply the correct passive sentence rules, this error occurs when students add words or elements that do not comply with the rules for forming passive sentences, thus damaging the structure of the sentence. Third, misformation errors, this is due to students' failure to apply the correct rules

such as the use of auxiliary words and the use of verb forms in passive sentences. Fourth and the last error is misordering, students often make mistakes in arranging the order of elements in passive sentences, such as the placement of subjects, auxiliary verbs, and objects, so that the sentence becomes ungrammatical.

The results of this research are similar to previous related research, namely that there are 4 errors made by students, namely, Omission, Addition, Misformation and Misordering. The first research was conducted by Adinda Fitri (2023), an analysis of students' errors in writing recount text at the social 1 tenth grade of SMA Negeri 1 Abung Selatan academic year 2023/2024. The results of this research analysis show that 88 errors were found in the students' written recount text. In detail, researcher found 24 Omissions, 5 Additions, 54 Misformations, and 5 Misorderings. From the research results, it can be seen that the dominant error sentences found in students' error in writing recount text is Misformation with a total of 54 errors.

The second by Dian Septiana Manurung (2020), students' errors analysis in changing active voice into passive voice of simple present and past tense (A Case Study at 8th Grade of SMP Swasta Puteri Sion Medan). The results of the research The data were identified, classified, and analyzed based on surface strategy taxonomy of Dulay's theory, namely error or omission with percentage 23,3%, the error of addition with percentage 12,19%, the error of misformation with percentage 55,82% which established as the dominant error, and error of misordering with percentage 8,67%. The total of errors' percentage reached 99,98%.

From the explanation above regarding previous research, there are several aspects that differentiate this research from previous related research. This research specifically focuses on students' errors in changing active voice into passive voice. The main focus of this research is to identify and analyze various types of errors made by students in the transformation process, especially in the use of certain tenses. The tenses that are the main focus in this research include simple present, simple past, past perfect, and simple future. Each tense has a different pattern and rules in changing from active to passive forms, which is often a challenge for students. The researcher found various types of errors, including errors in understanding the structure of passive sentences, errors in using appropriate verbs, and errors in placing objects and subjects in sentences.

#### **IV. CONCLUSION**

Based on the results of the research that has been conducted, the researcher came to the following conclusions:

- a. The results of the analysis found that most students made mistakes in changing active sentences into passive sentences. The four types of errors found are as follows: First, omission, where students tend to omit important elements in passive sentences, such as objects or auxiliary verbs that should be in the passive sentence structure. Second, addition, where errors occur when students add words or elements that do not comply with the rules for forming passive sentences, thus damaging the sentence structure. Third, misformation, where students use the wrong verb form

or structure in passive sentences, such as using the wrong verb form for the subject in passive sentences. Fourth, sequence errors, where students often make mistakes in arranging the order of passive sentence elements, such as the placement of subjects, auxiliary verbs, and objects, so that the sentence becomes ungrammatical.

b. Based on type of tenses that dominantly error made by the students in changing actives into passives voice, it was found that Simple Present is the tense with the highest number of errors, namely 151 errors or 32.90%. In second place, Simple Past was recorded with 149 errors or 32.46%. In third place, Past Perfect recorded 89 errors or 19.39%. Meanwhile, Simple Future had the fewest number of errors, namely 70 errors or 15.25%.

### **Suggestion**

Finally, the researcher will give some suggestions to the readers as follows:

#### 1. For English teachers

It is suggested for English teachers to improve their teaching techniques by preparing materials systematically and conducting more exercises so that students understand the materials better and also help students reduce their frequent errors. Teachers should adopt a

multifaceted teaching strategy that combines explicit grammar teaching, contextual practice, and corrective feedback. Regular assessment and targeted intervention can help identify persistent error patterns and address them effectively. In addition, integrating active and passive sentence exercises into broader communicative contexts can foster students' grammatical competence and fluency.

#### 2. For Students

It is better to know about this research, particularly related to grammatical error. The result of the research will show the students in what aspect in grammar which is difficult for them. By paying more attention, the students are expected to increase their knowledge on passive voice, thus they will be aware of the errors they made. The students are expected to develop their ability in grammar especially in passive voice material.

#### 3. For further researchers

It is recommended that further researchers who will conduct research with the same topic as in this research can use or also develop existing theories and the results can be used as a source.

## **REFERENCES**

- Arikunto, S. (2010). *Research Procedure A Practical Approach*. Jakarta: PT.Rineka Cipta.
- Cowan, R. (2016). *The Teacher's Grammar of English: A Course Book and Reference Guide*. Cambridge University Press.

- Manurung, Dian Septiana (2020), students' errors analysis in changing active voice into passive voice of simple present and past tense (A Case Study at 8th Grade of SMP Swasta Puteri Sion Medan).
- Fitri adinda (2023) an analysis of students' errors in writing recount text at the social 1 tenth grade of sma negeri 1 abung selatan academic year 2023/2024.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.
- Haryanto, A. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-204.
- Komariah, A. (2014). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta. Halaman 170.
- Scholastica, C. A., (2018). Learning the English Passive Voice: Difficulties, learning strategies of Igbo ESL learners and pedagogical implications. *International Journal of English and Literature*, 9(5), 50–62.
- Tarigan (2021). *Teaching Language Error Analysis*. Bandung: Angkasa.