

CHAPTER 1

INTRODUCTION

1.1. Background of the Problem

In learning English, someone should master the four basic of English skills namely listening, speaking, reading and writing. However, it not only focuses on the four basic skills, but the teaching and learning English also should focus on the language components as well in which one of them is the English grammar. This is in line with the statement of Decapua (2008:1) “Grammar must be explicitly taught and grammar is absolute and fixed, a target or goal that speaker need attain in order to be good speaker or writers of the language”. Referring to the statement above, it means that grammar is important component besides the four basic skills of English, the people should learn it to help them master the English language.

Grammar is complex component consisting of many parts of topic discussion such as tenses, sentence structure, subject-verb agreement, and so forth. Tenses is a set forms taken by a verb to indicate the time and sometimes also continuance or completeness of the action in relation to the time of the utterance, while sentence structure is the arrangement of words, phrases and clauses in a sentence, and subject-verb agreement is the correspondence of a verb with its subject in person (first, second or third) and number (singular or plural).

Learning and understanding those parts of grammar is not easy in particular about active and passive voice. The active and passive voice is an important thing that must be learned by everyone who learns English. In addition, passive voice is one of the aspects that should be given more attention by the English teacher, because in learning passive voice, generally students confused with this material. According to Allen in Rijasti ((2017:31) passive voice is very important in English. Probably, quite 90 percent of the passive sentences spoken or written are of the type replacing the indefinite pronouns or reflexives in other language, so it means that passive voice is one of important material that should know and master by everyone, because passive voice usually found in both spoken and written English.

Passive voice is a type of sentence or clause in which the subject receives the action of the verb. In curriculum 2013 about the basic of competencies that must be achieved by students related to active and passive voice is that students can apply and compose the interactional text both oral and written interaction involving the act of giving and requesting information related to the conditions, action, activity and event without mentioning the subject in the scientific text that accordance to the context of its use (note the linguistic element of passive voice). In addition, according to Hadi (2014:1) “The passive sentences are the verb form, where the subject receives the action“. For example: (1) *They sent James to prison for two years* (Active), (2) *James was sent to prison (by) them for two years* (Passive).

Studying and understanding this material is quite difficult. The researcher has conducted the observations on Wednesday 4th October 2017 and Wednesday

31st January 2018 in Sekolah Menengah Atas (SMA) Negeri 3 Kotabumi North Lampung especially at the eleventh grade; the researcher did the observation approximately two hour for each observation. During the observation the researcher followed the teaching and learning process in the classroom, and the result of observations the researcher found some problems faced by the students

The first problem is the students did not focus on the teacher. The focus of students in teaching and learning process is very important. From the students' focus it will make students easy to understand and mastery the material correctly, but in the fact, most of students did not focus on the teacher, the students only busy with themselves, so it will have an impact on students that students faced the difficulties to understanding material fully.

The second problem is the students difficult to make sentences. When the teacher gives exercise to make some sentences, the students faced difficulties to make it because they lack vocabulary. Vocabulary is the basic one that should master by students when make some sentences, if the students lack vocabulary it will make the students cannot make sentences. Therefore, the students take alternative ways by looking at Google and copied it to their answer.

The third problem is the students were unconfident to answer the question from the teacher. The teacher generally gives some questions to the students related to the material either in the beginning or before the end of learning process. When the teacher gives some questions, the students were fell unconfident to answer because they are afraid if the answer is wrong; because of this most of students just keep silent when the teacher asks questions.

Further, related to active and passive voice materials the students also faced some problems; students sometime confused when the teacher asks about active and passive voice material, and they were still confuse to analyze the English passive voice lesson, the students were still difficult in changing active sentences to passive sentences correctly in accordance with tenses or pattern specified. Therefore, most of the students did some errors when they are doing the exercise related to this material.

Based on the problems that have been described previously, the researcher assumes that most of the students of the eleventh grade of SMAN 3 Kotabumi North Lampung still make many errors in changing the active voice to passive voice. Therefore, the researcher is interested in conducting a research entitled “An Analysis of Students’ Grammatical Error in Changing Active to Passive Voice at Eleventh Grade Students of SMAN 3 Kotabumi North Lampung Academic year 2017/2018”, in order to describe what are the types of error made by the students, and the dominant type of error made by the students.

1.2 Focused of the Problem

In order to be more specific, this research will focus on: (1) analysis of type of errors in changing active voice into passive voice. (2) the dominant error probably made in changing active voice into passive voice.

1.3 Formulation of the Problem

In line with the focus of the problem, the research problem is formulated in the following questions: (1) what are the types of error made by the students in changing active into passive voice? (2) what are the dominant errors probably made in changing active voice into passive voice?

1.4 Objectives of the Research

The objectives of this research are to find out (1) the types of error, and (2) the dominant error probably made in changing active to passive voice made by the Eleventh Grade Students of SMAN 3 Kotabumi North Lampung Academic Year 2017/2018.

1.5 Uses of the Research

The researcher assumes that the result of this research will have both theoretical and practical uses

- a. Theoretically, the result of this research is hoped to be able to support the existing theories on students' grammatical error in changing active into passive sentences.
- b. Practically, it is expected that the results of this study is useful for teacher and for the next researcher:
 - 1) For the teachers

Teachers will know the errors usually done by the students on the construction of passive voice. Teacher will be able to predict the errors that

probably will happen to the students so that they will be able to overcome the troubles.

2) For the next researcher

This research is hoped to be used for the next researcher as an additional reference to conduct the research about students' grammatical error in changing active to passive voice.