

I. INTRODUCTION

In order to avoid misunderstanding, in this chapter the writer explains about the background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research and definition of key terms.

1.1 Background of the Problem

At schools in Indonesia, English is taught as a foreign language. So, it is not easy for Indonesian students to master English well. Moreover, the learners have to be aware that mastering the English language, especially its structure is not easy.

Constructing English sentence needs some important rules, called grammar. The students who want to master English well should understand better the English grammar.

Passive voice is one of the important parts of English grammar that should be mastered by the learners actively or passively. The learners need to have high capability of English grammar in order 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 learners who learn English in academic affairs, making errors will be very serious problem.

Most students of senior high school are still lack of grammar understanding, especially in passive voice. This might be caused by some differences between the

students' language (Bahasa Indonesia) and the language being learnt that is English. In constructing the passive voice in bahasa Indonesia, the students just change the object of the sentence into subject and change the verb by adding prefix *di-* or *ter-*. While in English the students should change the subjects as well as the form of the verbs. The changing of the verb form and the usage of past participle is the most difficult aspect that the students find in learning passive voice of English. Therefore, the students are easily making errors in constructing passive sentences.

Based on the statement above, it can be said that in learning English, the students frequently get some difficulties. In other words, the students sometimes make grammatical errors. In this case, they are very likely to make errors probably because of the language habit in their mother tongues which are sometimes slightly or absolutely different from English.

Previous research on errors in writing done by Yuliana (2010) in SMA Muhammadiyah 2 indicated that the students find difficulties in writing which mainly occur in grammatical aspect especially on addition, omission, misordering and misformation. In this case, it appears that they still make errors in mastering the English grammar. Chomsky in Brown (1980:15) states that errors are the result from a lack of knowledge of the rule of language. It means that when students make errors, it is unconscious proces because they do not know the correct form of the errorrs they make.

Burt and Dulay (1982) state that error is part of utterance or writing, which deviates from the standard norm of performance of adult native speaker. This statement shows that an error is deviation that the students make in grammar including in active-passive construction that is not according to the standard structure of English. Such deviations are the products of L2 learning labeled as ‘errors’ that later are able to or have to be avoided with the help of efficient teaching. It is seen as a natural phenomenon that must occur as learning a first or second language takes place before correct grammar rules are completely internalized. Therefore, errors are later able to be differentiated from mistake. Mistake occurs due to slips of tongue or pen and done even by a native speaker. For instance, the problems or errors that the students are bound to encounter when writing would be weak vocabulary and inappropriate use of grammar in sentences. But when a student writes, ‘*a apple is a fruit*’ and use correctly in most of other sentences using article, for example, ‘*A apple is a fruit. the fruit is the most favorite fruit for many people. People in general prefer eating an apple to a banana. Though a kilogram of apple is not as cheap as a kilogram of banana, people still like to eat apple,*’ the use of article in ‘*a apple*’ is categorized as mistake. In brief, errors can be defined as a form or structure that a native speaker deems unacceptable because of its inappropriate use.

Dulay et al (1982:138) state that making errors is inevitable part of learning and people can not learn language without first systematically committing errors in their learning process and by making errors the students are expected to do some improvement in their learning in the future.

Analysing the student's errors is important since errors can give feedback in order to evaluate and develop the material and teaching strategies in classroom (Tarigan, 1988:69). In connection with the statement, Corder (1967) mentioned that the student's errors provide evidence of the system of language that is used at the particular point. Student's errors are significant in three different ways; 1) to the teacher: to know how far toward the goal the student has progressed, 2) to the researcher: to know how language is learnt or acquired, what strategies or procedure the students is employing in their discovery of the language, 3) to the students: as the device for students to learn.

Student's errors can not be ignored since it gives feedback. According to Dulay (1982:138) studying student's errors serve two major purposes. They are : 1) it provides data from which inference about the nature of the language learning process can be made, 2) it indicates to the teacher and curriculum developer which part of the target language that the students have difficulty in producing it correctly.

From the explanation above it is clear that the student's errors have important function in teaching learning process and it is necessary to pay attention to know how to analyse the errors of the language. By analizing errors in writing active and passive voice sentences through translation, the types of errors the students make can be identified and classified.

In relation to this research, errors being analyzed are the errors that the students make when they change active and passive sentences in separate sentences. These

errors then are analyzed and calculated so that the source of the students' errors can be identified and the follow-up can be recommended.

1.2 Formulation of the Problem

Based on the background previously presented, the writer formulates the problem in the following questions:

1. What types of error do the students make in writing active and passive sentences through translation based on surface strategy taxonomy and communicative effect taxonomy?
2. How is the frequency and percentage of the types of errors based on surface strategy taxonomy and communicative effect taxonomy?

1.3 Objective of the Research

In line with the problem formulated above, the objectives of the research are:

1. To find out what types of errors the SMA students make in writing active and passive sentences through translation based on surface strategy taxonomy and communicative effect taxonomy.
2. To know the frequency and percentage of the types of errors based on surface strategy taxonomy and communicative effect taxonomy.

1.4 Uses of the Research

This research is expected to give the following benefits:

1. As information about the types of the SMA students' errors in writing active and passive sentences through translation in English.
2. As information about the frequency and percentage of the errors made by the students.
3. As basic consideration for improvement of teaching and remedial material.

1.5 Scope of the Research

In this research, the writer focused on students' errors of active and passive voice in separate sentences based on surface strategy taxonomy and communicative effect taxonomy. The writer analyzed the student's errors in writing active and passive sentences through translation using surface strategy taxonomy focus on omission, addition, misformation and misordering errors and the influence of the errors in term of communication, whether the errors cause miscommunication or not by using communicative effect taxonomy focusing on global and local errors.

The subjects of this research are the students at the class XI IPA 5 of SMA YP UNILA Bandar Lampung 2010/2011. By the time of the research, they were chosen because they had learned about passive voice.

1.6 Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

1. Error analysis is the analysis of the flawed side of learner writing that deviate from some selected norm of mature language performance (Dullay et.al. 1982: 132).
2. Surface strategy taxonomy is the classification of errors which highlights the ways surface structures are altered (Dullay et.al 1982: 150).
3. Communicative effect taxonomy is one of the bases for the descriptive classifications of errors which deal with errors from the perspective of their effect on the listener or reader whether it seems to cause miscommunication or not (Dulay et.al. 1982: 189).
4. Translation is the general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the language in written or spoken.