

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

People use language to express their ideas and wishes to other people such as when they need others to help. There are some kinds of language such as Spanish, Italian, Dutch, Indonesia, English, and so on.

English is one of international language that is used by many people in the world and many areas of everything life. It has been spread all over the world and it plays an important role in global communication. Almost all the people around the world use English to communicate. Beside it is considered as an important subject to acquire the knowledge, and to develop technology, art, culture and also another aspect that used in the world and also in Indonesia.

In Indonesia English is a foreign language which is formally taught at school starts from Playgroup, Primary School, Junior High School, Senior High School until to the University Level. In the *kurikulum satuan tingkat pendidikan (KTSP)* 2006 syllabus all level of school curriculum require students to be mastered four skill in English of students, they are: speaking, listening, reading and writing.

Teaching writing for students is mostly aimed to help the students to develop their writing. Teaching writing helps the students to share their idea, feeling and thought. There are some genres of writing, they are: descriptive, narrative, recount, anecdote, procedure, review, news item, hortatory, analytical, report, discussion and spoof.

Spoof is a text which tells the factual story, happened in the past time with unpredictable and funny ending. The components of spoof text are: orientation, event and twist. The basic purpose of the spoof is to entertain the reader with the funny story or to tell a short story or event with a humorous twist.

Based on the writer's experience when teaching practice program in SMP Swasta Hosana Medan. The writer found that many students did not know how to write passive voice correctly. The writer found that many students get low score and almost them do not understand in writing passive voice, because they lack of grammar.

Dullay et al, (1982:150) states that "surface strategy highlights the ways surface structure are altered: the learners may omit necessary items or add unnecessary one: the misform items or disorder them."

Based on the problem above, the writer will conduct a study entitled "*An Error Analysis of Writing Passive Voice in Spoof of The Second Grade Students at SMA Swasta Hosana Medan*".

1.2 The Problem of Study

Based on the background above, the writer states the problems is what types of errors are found in writing passive voice in spoof of the second grade students at SMA Swasta Hosana Medan.

1.3 The Objective of the Study

In relation to the problem above the objective of the study is to find out what types of errors are found in writing passive voice in spoof of the second grade students at SMA Swasta Hosana Medan.

1.4 The Scope of the Study

The scope of the study is limit on error analysis of writing passive voice in spoof. In English writing there is passive voice and active voice, and the writer just focuses on passive voice in writing spoof. There are four types of error on surface strategy taxonomy they are: Ommision, Addition, Misformation, and Misordering. The writer only focuses on surface strategy. There are thirteen kinds of genre: Descriptive, Narrative, Procedure, Report, Recount, Analytical, exposition, Hortatory, Discussion, Explanation, Review, News item and spoof. The writer focuses on Passive Voice on Spoof text.

1.5 The Significances of the Study

There are two kinds of significances of the study. They are:

1. Theoritically

There are two theoretical significances from this study that the writer expected to be useful to develop their writing learning process, they are:

1. The result of the research can be used as an input in English teaching and learning process.
2. The result of this research can be used as reference for those who want to conduct a research in teaching English.

2. Practically

1. The next researchers who are interested with the same topic can used as a reference
2. The students of English Department, To enrich their knowledge about passive voice in writing spoof text

3. English teachers, this research can be used by the English teacher as a reference to teach their students about passive voice in writing spoof text

CHAPTER II

RIVEW OF LITERATURE

2.1 Theoretical framework

To conduct the study, there are some theories needed to explain some concept or terms applied in the research concern. This study also uses some concern and that terms that need to theoretically explain. The term must be classified to avoid ambiguity and misunderstanding. The terms will be classified in the following.

2.2 Writing

Writing is an important part of many standardized tests. Writing is a fundamental part of many careers. In addition to full time such as novelist, scriptwriters, and lyricist and many other professionals use writing on daily job. Writing is already and will continue to be an important part of our daily live

According to Sanggam Siahaan (2008:215) writing is psychological activity of the language user to put the written text. In other hand, moreover, Nunan (2003:106) describes that writing is a teachable and learnable skill, and the instructor can play an invaluable role in making this skill an enjoyable one.

Stott and Avery (2001:235) state writing is one way of making meaning from experience from ourselves and for other. Good writing begins with understand how to construct and use effective sentences and paragraph.

Moreover, according to Harmer (2004:33) writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities.

Writing is not simple as imagined, according to Knapp and Warkins (2005;15) writing is an inscription. It is language in spatial medium.

From the definitions above, they can be concluded that writing is a complex process of forming graphic symbols or making marks on flat surface to explore thoughts and ideas as representation of language in a textual medium.

2.2.1 Process of writing

Many experts have classified some stages in the process of writing. One of them is Harmer (2004:5) who states that there are four stages. Those are planning, drafting, revising, and final drafting. The implementation of each of stage in the classroom is explained below:

1. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate student's ideas to write, the writing activities must be prepared to provided them learning experiences of writing, like brainstorming. In this stage, the teacher will guide the students about the ideas they will likely write their text.

2. Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience such as peers and other classmates.

3. Revising

The studentS review and re-examine the next to see how effectively they have communicated their ideas to the reader. Revising is not a simple activity of

checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4. Editing/ Final editing

At this stage, the students are focused on tidying up their works as they prepared the final draft to be evaluated by the teacher. The main activity done by students at this stage is editing their mistakes on the grammar, the spelling, the punctuation, the sentences and diction.

2.2.2 The Purpose of Writing

As a basic skills in learning English writing also has some purpose. According to McMahan, et al. in Sarinten (2010:63-64) the same purpose of writing as follows:

1. To express the writer's feeling

The writer wants to express his feeling and thought through the written form, as in diary or a love letter. It is what is so called as expressive writing.

2. To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

3. To inform the readers

It is used to give information or explain something to the readers. It is a kind of information writing.

4. To persuade the reader

The writer also wants to persuade or convince the reader about this opinion or concept or idea. It is called persuasive writing

2.3 Teaching Writing

As writing is one of the four basic skills in learning English, it becomes so important. Writing becomes so important because it is the primary basis upon which our work, our learning, and our intellect will be judge in the work place, in the community. It is also makes our thinking visible. So it will help others give us feedback and help us refine our ideas when others give feedback. Writing can be one of the enjoyable and satisfying activities for teacher and students to do together in a classroom, especially in a foreign language classroom. Yet it is also one of the more difficult things to tackle on a syllabus, and all too often students do not respond in the way that the teacher want them to. They often see it is a hard work, boring, unrewarding and perhaps because writing is often given out as a homework activity.

Harris indriani 20015:18) stated in his book Testing English as a Second Language. At least, there are five component of writing that should be followed as well. Those components are: the first is content, it consists of the substance of writing and the ideas expressed. Second is the form used, it is about the organization of the content. Third was the grammar, the employment of grammatical form and syntactic pattern. Fourth is style. It is about the choice of the structures and lexical items to give a particular tone or flavor to writing. It includes the diction uses to construct sentences by sentences to be a good paragraph. Fifth is mechanic, the use of the graphic convention in the language.

The writer concludes that teaching writing is one of the important skill because writing is the primary basis upon which our work our learning and our intellect, and there are five component of writing that should be followed as well, they are content, form used, grammar, style and the last is mechanic.

2.4 Genre of Writing

Genre is kind of text which is describes the general of the text. According to Hayland (2002:15) Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, and overall structure, specific language features, and is shared by members of the culture.

For many people it is an intuitively attractive concept which help to organize the common-sense labels was use to categorize texts and the situations in which they occur. There are some kinds of writing text such as: Narrative, Recount, Procedure, Report, Descriptive, Anecdote, News item, Report, Spoof, etc.

Pardyono (2007:31) describes that there are some important of learning Genre in Writing, they are:

1. Genre serves as the frame of reference in which particular task to be oriental.
2. It is closely tied with the discussion of communicative purpose (intention) and conventionalized format (rhetorical structure) of a text and linguistic realization.
3. Thus, it provides a reference for a particular communicative purpose to achieve stages of the rhetorical structure to cover and linguistic features to stick, by which the reader's expectation can be met effectively.

According to explanation above, the writer summarize that writing regarded as an extension of grammar and testing the students or the writers typically use language to recurring situations.

2.4.1 Types of Genre

Genre is a form of writing related the purpose. In other words genre is a models of text which each of them have a purpose. According to Pardyono (2007:17-313), there are twelve types of genre, they are:

1. Description is a type writing which describes something in detail in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event.
2. Recount is text which tells somebody about something especially that he/she has experience of a series of related events.
3. Procedure is a text which explained about how is the process should be done in a sequent step.
4. Narrative is a type of writing which tells an event or process chronologically in a certain time.
5. News item is for forming newsworthy events of the day and other natural phenomena.
6. Anecdote is for sharing with others an account of unusual or amusing event.
7. Explanation is to describe the process involved in the information or working of an object or phenomena (explaining the process of information).
8. Discussion is for offering viewpoints related to somesocio-economic problem.
9. Exposition is to carry on an arguments or opinions about something things (for exposing arguments or opinions).
10. Report is for providing information about natural or non natural phenomena
11. Review is for evaluating the quality of books and other works of art.

12. Spoof is known as a narrative text. it narrates a series event. It introduces a number of characters.

2.5 Spoof Text

Spoof is one of the texts that should be mastered by senior high school students. According to Dhona and Hanna in their journal (2016:17) state Spoof is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and to share the story. Pryana et al (2008: 167) give clear explanation that “ spoof i a type of story which have a twist (funny part in the end of the story). Its contains an unpredictable event which makes the story funny. The main character of twist in funny story should be unpredictable and funny”.

According to sudarwati and grace (2007:161) a funny story is often called a spoof. It retells an event with a humorous twist, that is why the story is funny.. Sometimes, we also fin a spoof in a short conversation or in a cartoon. Its mean that the spoof text is a texts which retells the past event which has funny ending and it is to entertain the readers

2.5.1 Social Function of Spoof Text

Doddy et al (2009:126) state that the social function of spoof is to “ To share with others a real story which ending is funny to amuse the audience or readers”

According to pryana et al (2008:167) “ The social purpose of this type of text is entertaining readers using twist(unpredictable funny ending).” It can be concluded that the spoof text is funny story to entertain the readers.

2.5.2 Generic Structure of Spoof Text

- a) Orientation : The opening of the story which sets the scene and introduce the participant of the story. By giving the orientation, the readers will recognize the story
- b) Events : The details of the events in the story. Tells about chronological way which able to arrange the story read nicely.
- c) Twist : The funny or unpredictable ending of the story. An unpredictable plot in the end of the story which amuses the reader. The reader even did not predict before that it would be.

2.5.3 Example of Spoof Text

One of the example of spoof text in Look Ahead 2

We Don't Subscribe to Any Newspaper

Orientation:

Jack was a university student. He studied history. At the end of the year, his history processor failed him in the examination and he was told to leave the university.

Event:

The next day, jack's father went to see the professor. He urged the professor to let jack continue his studies on the following year . “ He is the good boy” said jack's father and if you give him a chance this time, I'm sure he will improve a lot next year.” “No, no! that's quite impossible!” replied the professor, do you know last month I asked him about when napoleon died , he couldn't answer it.”

Twist:

“ Please sir give him another chance.” said jack's father, “ you see, we don't subscribe any newspapers in our house , so no one of us even knew he was ill.

2.5.4 Language Features of Spoof Text

1. Focusing on individual participant such as people, animals or certain things
2. Using past tense (saw, ate, gave, jumped, etc)
3. Using action verb (ran,ate, was walking, etc)
4. The use of adverbial phrase of time and place (in the garden. two day ago, two weeks ago, one year ago, etc)
5. Told in chronological order
6. Use of direct speech and indirect speech for the dialogues (direct speech :
7. The use of connectives (first, then, finally)

2.6 Passive Voice

Many expert have stated some definition of passive voice. Murphy (1985: 84) writes that “in a passive sentence if you want to say who did or what caused the action, use by” Another opinion states that “passive voice denotes that the subject receives the action”

J.C Nesfield (1957:83) argues that “Active Voice used when the verbs is in the Active Voice, the person or thing denoted by the subject is said to do something: as i love. Passive voice is used when the verb is in the Passive Voice, the person or thing denoted by the subject is to said to suffer something: as i am loved”

Moreover, Samet Riyanto (2007:171) persuades that “Passive Voice is used when want to say that the subject (I, We, They, You, She, He, It) is not the doer, but receives an action”.

According to Azar Passive Voice is “A verb in the active voice when it expresses an action performed by its subject and a verb is in the Passive Voice when the action it expresses is performed upon its subject” Walla (1972: 29)

argues that “The voice of a verb indicates whether the subject of the verb acts or is acted upon. Active voice denotes that the subject receives the action” In addition, Frank (1972:67) points out that “The Passive Voice is preferred when the ‘doer’ of an action (or, the agent) is unimportant or unknown”

So the writer concludes that passive voice is when you want to say who did or what cause the action, use when the verb is passive voice, to said that subject is not the doer but receives the action.

2.6.1 The Form of Past Tense Passive Voice

Pratiwi et al, p:104 explain that “changing active into passive voice is the object form the sentences move to the beginning of the sentence then the object is followed to be and verb”. Eckersely p:159 on his book *Essential English for Foreign Students* states that “if the verb is in the simple past tense we use the past tense of the verb to be and past participle of the verb” as in:

Active : Ayu sold red rose

Passive : Red rose was sold by Ayu

Wilson explain that “The passive form is composed of some form of the verb be + the appropriate auxiliary (if, any) + the past participle form of the verb, as an:

a) “The New World was discovered centuries ago”

b) “The battle has been lost”

Hewings (2001:58) explains that “ The passive form you choose depends on which is more appropriate in a particular context”. Moreover Hewings explain about passive that :

1. Verbs that can be followed by either object + object or object + prepositional object in active clauses can have two corresponding passive form.

Table 2.1 The Verb that have Two Corresponding Passive Form

Active	Passive
a) She handed me the plate (correct)	a) I was handed the plate (correct)
b) she handed the plate for me (correct)	b) The plate was handed to me (correct)

Other verb like this include give, lend, offer, promise, sell, teach, throw.

2. Verb that cannot be followed by object + object in the active have only one of these passive forms:

Table.2.2 The Verb that have only one Passive Forms

a) He described me the situation (wrong)	a) I was described the situation(wrong)
b) He describe me the situation (correct)	b) I was describe the situation (correct)

Dullay (1982: that a sample linguistics category taxonomy and error type in passive voice area. The writer try to analyze the error of writing passive voice on spooof made by the students based Heidi Dullay category. The error type of passive voice area based on Dullay:

- a) The problem with the formation of Passive Voice that:
1. Misinformation of passive verb
 2. Active order but Passive form
 3. Absent of wrong position before
 4. Passive order but Active form
- b) Inappropriate use of Passive
1. Making intransitip verb passive
 2. misusing passive in a complex sentence

2.7 Definitions of Error

Error is something done wrong by students because they do not know how to make the correct. Actually making error is a part of language. It will always occur when they try to speak or write the target language.

Dulay (1982: 138) state that error as the “flawed side of learner speech or writing”. They are those part of conversation or composition that deviate from some selected norm of mature language performance. It means that the area of learner, error can be found on the spoken such as in their conversation and writing.

Corder (1982:36) state that “error are describe by the application of linguistic theory to the data of erroneous utterance produced by a learner or a group of learners” It means that learner can make error from their utterances.

Based on the definitions above, they can be summarize that error is something that the student made in their process of learning. It was caused by incorrect rule of language as a partial knowledge and competence that is achieved in the process of language learning. The errors is more serious than mistakes because error cannot be corrected by own self, but mistakes can be corrected by own self.

2.7.1 Error Analysis

Error analysis is attempted to study the learner errors. The fact of the learner do many errors and the errors can be observe, analyzed and classified to the reveal something of the system operating within the learner, and it is called as an error analysis.

According to Taylor (1982:3) “Error analysis is the study and evaluation and certainty in measurement”. Experience has shown that no measurement,

however carefully made, can be completely free uncertainties. Because the whole structure and application of science depends on measurement, the ability to evaluate these uncertainties and keep them to a minimum is crucially important.

According to Crystal (1987:112) in Sunardy Hasyim (2002) "error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

2.7.2 Types of Error

The learners or the students do many errors in their process learning, and to know more about the errors there are explanation about types of error.

According to Dulay, et.al (1982; 146-191), commonly used bases for the descriptive clarification of errors are linguistics category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Linguistics Category

Linguistics category taxonomies classify errors according to either or both the language component or the particular linguistics constituent the error affects. Language component phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). While constituents include the elements that comprise each language component.

Curriculum developers have long used linguistic category taxonomies to organize language lessons in student textbooks and workbooks. While second language textbooks are increasingly organized according to content topic, such as renting an apartment or going to market, many are still organized according to linguistic category.

2. Surface Strategy Taxonomies

According to Dulay et.al (1982: 151), learners may omit necessary items or add unnecessary ones, they may misform items or misorder them.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, and adverbs. For example, in the sentence “*Mary is the president of the new company.*” The words, *Mary, president, new* and *company* are the content morphemes that carry the burden of meaning. If one heard “*Mary president new company*” one could deduce a meaningful sentence, while if one heard “*is the of the*” one couldn’t even begin to guess what the speaker might have had in mind. *Is, the, and of* are grammatical morphemes, those little words that play a minor role in conveying the meaning of a sentence. They include noun and verb inflections (the –s in birds, the –ed in looked, the –ing in laughing, etc.), articles (a, the, etc.), verb auxiliaries (is, will, can, etc), and prepositions (in, on, under, etc.). Languages that are more richly inflected than English use a greater variety of grammatical morphemes.

2. Additions

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance.

Addition errors usually occurs in the later stages of second language acquisition, when the learner has already acquired some target language rules. There are three types of addition errors, namely, double markings, regulations, and simple addition.

(1) Double Markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example “He doesn’t know my names” contains a redundant present form on the main verb “know”. It is redundant because the auxiliary “does” already carries the verb “know”. The auxiliary “does” must be followed by infinitive in negative form. So that, the sentence should be “He doesn’t know my name”.

(2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, the verb *eat* does not become *eated*, but *ate*. The noun *sheep* is also *sheep* in the plural, not *sheeps*. It is true that in English most of verbs can be changed into past form by adding *-d -ed* after the basic verb and most of nouns can be pluralized by adding *-s -es* to singular forms, but not all of them.

(3) Simple addition

Simple addition is not a double marking nor a regularization. Simple addition errors are subcategory of additions. There is no

particular features characterize simple additions other than those that characterize all addition errors the use of an item which should not appear in a well-formed utterance. For example: Fire truck want a this. It is a wrong sentence because of adding article 'a'. the well-formed sentence is "Fire truck want this".

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example, "The dog eated the chicken". The past tense marker was supplied by the learner. The well-formed sentence is "The dog ate the chicken".

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, "He is all the time late". *All the time* is misordered. The well-formed sentence is "He is late all the time".

3. Comparative Taxonomy

Comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of construction. There are three types of comparative taxonomy errors, they are:

1) Developmental Errors

Developmental errors are errors similar to those made by children learning the target language as their first language.

2) Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language.

3) Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language.

4. Communicative Effect Taxonomy

Communicative effect taxonomy is deal with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. there are two types of communicative effect taxonomy errors, they are:

1) Global Errors

Global errors are errors that affect overall sentence organization significantly hinder communication.

2) Local Errors

Local errors are errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, and to be easily understood while it is possible to communicate successfully without controlling local grammar.

2.7.3 The Sources of Errors

In learning foreign language, learners often make several errors because of some factors. According to Brown (2000:224), there are four sources of error:

1. Interlingual Transfer

The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. For example, “sheep” for “ship”, or “the book of Jack” instead of “Jack’s book”. All these errors are attributable to negative interlingual transfer. While it is not always clear that an error is the result of transfer from the native language, many such errors are detectable in learner speech. Fluent knowledge or even familiarity with a learner’s native language of course aids the teacher in detecting and analyzing such errors.

2. Intralingual Transfer

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. Intralingual transfer (within the target language itself) is a major factor in second language learning. Richards (1973:174) distinguishes intralingual errors into four types, namely, overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

1) Overgeneralization

Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target

language. For example, “*he can sings*”. It is a wrong sentence because adding –s of verb after modal. The well-formed sentence is “*he can sing*”.

2) Ignorance of Rule Restrictions

It involves the application of rules to contexts where they do not apply. Some rule restriction errors may be accounted for in terms of analogy, other instances may result from the rote learning of rules. Analogy seems to be a major factor in the misuse of prepositions. The learner, encountering a particular preposition with one type verb, attempts by analogy to use the same preposition with similar verbs. For example, “*He showed me the book*” leads to “*He explained me the book*”, “*he said to me*” gives “*he asked to me*”, “*we talked about it*” therefore “*we discussed about it*”, “*ask him to do it*” produces “*make him to do it*”.

3) Incomplete Application of Rules

It involves the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For example, across background languages, systematic difficulty in the use of questions can be observed. A statement form may be used as a question, one of the transformations in a series may be omitted, or a question word may simply be added to the statement form.

4) False Concepts Hypothesized

In addition to the wide range of intralingual errors which have to do with faulty rule-learning at various levels, there is a class of developmental

errors which derive from faulty comprehension of distinctions in the target language. For example, “*He is speaks French*” it should be “*He speaks French*”, “*We are walk to school every day*” it should be “*We walk to school every day*”.

3. Context of Learning

Context of learning refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotary memorized in a drill but improperly contextualized. The sociolinguistic context of natural, untutored language acquisition can give rise to certain dialect acquisition that may itself be a source of error.

4. Communication Strategies

Brown (2000:127) states that a communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of errors.

2.7.4 The Differences Between Error and Mistakes

To know the differences between error and mistake, there are explanation to make a distinction between them. An error cannot be self-corrected, according

to James (1998:83) in Brown (2000), while mistakes can be self-corrected if the deviation is pointed out to the speaker.

Mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. An error, noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Learners of English who ask, “*Does John can sing?*” are in all likelihood reflecting a competence level in which all verbs require a pre-posed *do* auxiliary for question formation. As such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner’s competence in the target language.

2.8 The Previous Researches

There are some previous researches dealing with the students’ error in writing, especially in the text type. Those previous researches have different area of being researches from what the researcher conducts, they are:

Arleni, 2013, Muhhamdiyah University of Purworejo, An Error Analysis of Past Tense Pattern Found in Writing Spoof Text Done by The Eleven Students of Science Program of SMAN1 Mirit in The Academic Year 2012/2013. This research used descriptive qualitative. The instrument of this research is writing test on English simple past tense of spoof text. The research of this shows that there were 205 errors among 31 students. The types of errors consist of 25 (22.44 %) errors of ommision, 37 (18.08%) errors of addition, 98(47.80%) errors of misformation and 22(11.71%) errors of misordering. Even though, both of this research uses surface strategy taxonomy but the distinction between arleni research and this research , Arleni focuses on the error of simple past tense in

spoof text. This research focuses on the error of writing passive voice on spoof text.

And Cholipah, 2014, Syarif Hidayatullah State Islamic Jakarta, An Analysis of Student's Error in Writing Recount Text. This research was carried out at the Second Grade Students OF SMP Trimulia Jakarta. The method uses in this study is a case study. The result of the study showed that there are the highest –three common errors are capitalization with the number 200 (23.90 %) errors, word choice with the number is 110 (13.14%) errors, and verb tense with the number is 105(12,54%) errors. The lowest three errors are 3 (0.36%) incomplete sentence errors, 13 (1.55%) meaning not clear errors and 21 (2.51%) singular-plural errors. Cholipah research is different from the other as well as this research. It can be analyzed from the error types which are used. She follows the types error according to Azar that consists of fourteen kinds, for instances, singular-plural, word form, capitalization, word choice, verb tense, add a word omit a word and so on.

Based on the previous researches above this research has not been researched before.

2.9 Conceptual Framework

Errors analysis exist in learning process, they sistematically happen and show the lack of learners' knowledge. Errors are found in every language skill such as English especially in writing, which needs complex knowledge about the language. Writing is considered as the most difficult skill for language learners because they need to be able to apply the rules and structures of the language which are complicated. In writing, every word should be in correct form to create

the effective sentences. The aspects of writing such as word choice or vocabulary, grammar, and coherency to express the content should be correctly organized.

In this case, the writer will choose the spoof text written by the second grade of Senior High School for the writer in searching the errors occurred. They are types of errors in writing passive voice in spoof text. Therefore, by learning the errors occurred in writing, this study can be guidance in knowing and analyzing the errors which are made by students in various writing in English. So, it is helpful to know students' problem in writing passive voice in order to give appropriate emphasize towards the errors in learning English and it help students to avoid the occurrence of errors anymore.

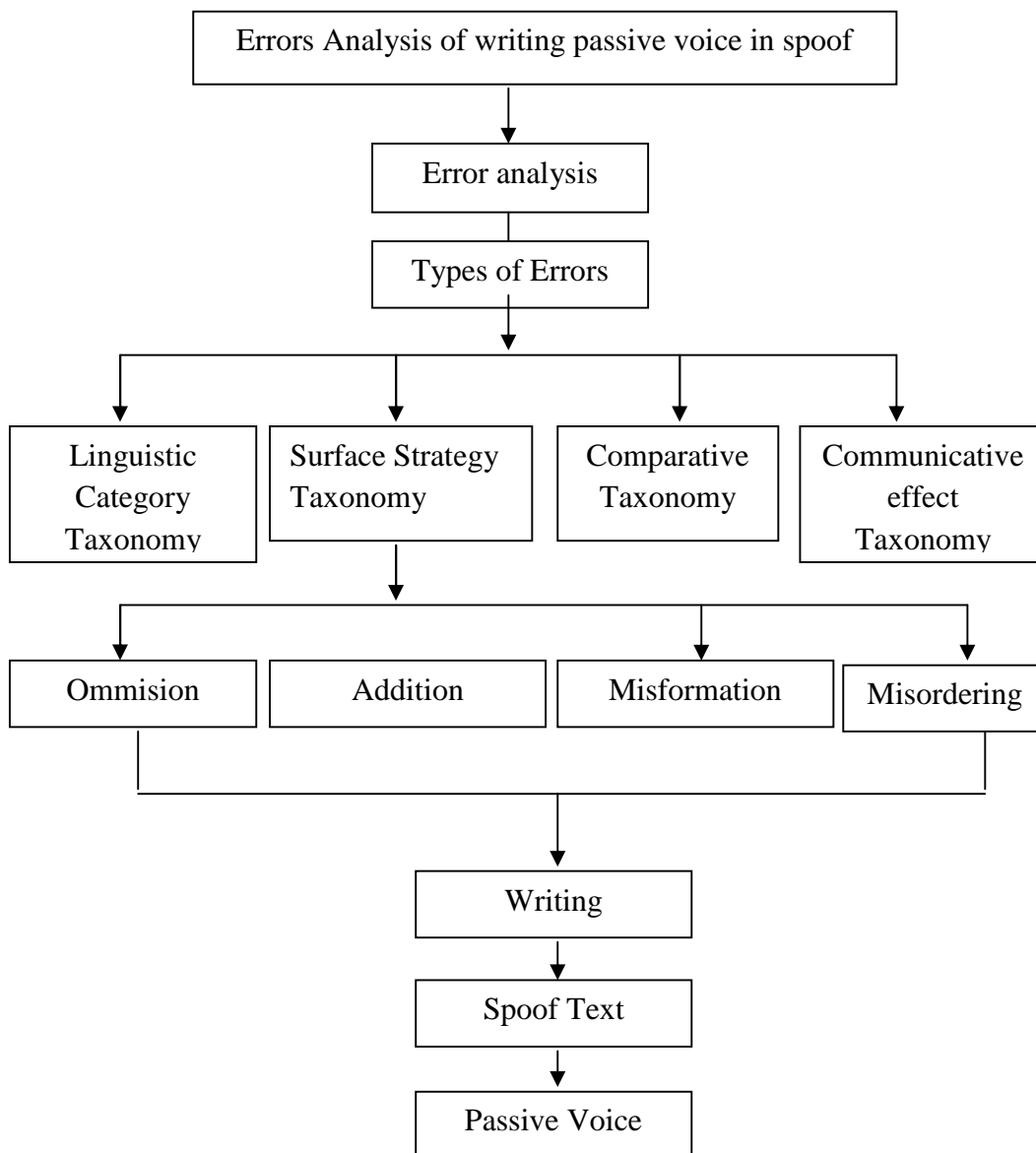


Figure 2.1 An Error Analysis of Writing Passive Voice in Spoof of The Second Grade Students at SMA Swasta Hosana. (Debora Pasaribu:2018)

CHAPTER III

RESEARCH METODOLOGY

3.1 The Research Design

There are two types of research namely qualitative research and quantitative research. In conducting, the writer applied a qualitative research. According to John W Cresswell (2007:1) Qualitative research is a means for exploring and understanding the meaning individuals or groups to ascribe to a social and human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. This study identified and analyzed students' errors in writing passive voice in spoof and the analysis took from the students' writing.

3.2 The Subject of the Research

The subject of this study took from the second grade students of Senior High School Swasta Hosana Medan. The students consists of 30 students of XI IPS Senior High School Swasta Hosana Medan.

3.3 The Instrument of Collecting Data

As is mentioned earlier, this study adopted qualitative research, precisely a qualitative case study. So to explore the phenomenom of te single case the writer used writing test. Writing test used to find out the types of error on students' writing passive voice on spoof text.

3.4 The Technique of Collecting Data

The writer will collected the data by :

1. Describing the passive voice that used in students writing of spoof during the teaching writing.
2. Giving written test of Passive Voice
3. Collecting the students paper
4. **3.5 The Technique of Analyzing Data**

After collecting the data, the writer analyzed the data to achieve the intended objectives. The technique that used to analyze the data was error analysis. Based on the descriptive qualitative applied in this study, the writer analyzed the data of the study with the following steps. To analyze the data the writer took these following ways:.

1. Identification

after collecting the data, the writer identified the students' errors

2. Classification

The writer classified the students' error in using personal pronoun. According to Dullay et al, (1982:146) there are four commonly used based of the descriptive classifications of errors. They are linguistic category surface strategy taxonomy, comparative analysis and comunicative effect. In this study the writer used surface strategy taxonomy (ommision, addition, misformation, misordering).

