AN ERROR ANALYSIS ON ACTIVE AND PASSIVE VOICE
ON STUDENTS' WRITING

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Abstract

This study is aimed to find out and describe the students' error on active and passive voices on students' writing skill especially in local errors, inter-lingual errors and intra-lingual errors. Everybody who considers English has precisely made a few blunders, particularly the students in Junior secondary school or in Senior High School.. Active contrasts with passive mainly. For most active clauses, there is a corresponding passive clause, which has almost exactly the same meaning, but a different emphasis. The research was done at public senior high school in CISEENG, BOGOR, and it was done on March 2018. The researcher did the research in the science class on 12th grade. The method, which was used in this research, is the qualitative method. In this case the researcher asked the English teacher on that school to get the students' writing result. The data used in this research is the error on active and passive voices on students' writing at public senior high school. To get the data, the students wrote their own text. The result shows that active voice errors are more than passive voice errors. It means that the students still have difficulties to make the correct English structure in active voice.

Keywords: *error analysis, active-passive voice, students' writing.*

INTRODUCTION

Numerous dialect instructors grumble about their understudies' failure to utilize the phonetic structures that they are educated. This circumstance is because of the educators' bogus impression that yield ought to be a true portrayal of information. This overlooks the capacity of admission - that learning of dialect the understudies disguise. Admission might be free of the educator's prospectus being liable to an inward framework practically equivalent to Chomsky's dialect obtaining gadget (LAD). Mistakes have assumed a vital job in the investigation of dialect securing when all is said in done and in looking at second and remote dialect procurement specifically. Scientists are keen on mistakes since they are accepted to contain important data on the systems that individuals use to gain a dialect (Richards 1974; Taylor 1975; Dulay and Burt 1974).

One of the primary points of mistake examination is to enable instructors to evaluate all the more precisely what therapeutic work would be essential for English as a Second Language (ESL) understudies getting ready for an English Language Test, in order to enable these understudies to maintain a strategic distance from the most well-known blunders. The main goal of studying English at Senior High School's level is to master four competences as it's mentioned before. This research will analyze the erroneous students' answer while transforming a sentence from active into passive voice as the data.

The research was done at public senior high school in Ciseeng, Bogor. and it was done on March 2018. The researcher did the research in the science class on 12th grade. The method, which was used in this research is the qualitative method. In this case the researcher asked the English teacher on that school to get the students' writing result. The data used in this research is the error on active and passive voices on students' writing skill in spoof text at public senior high school. To get the data, the students wrote their own spoof text. The number of population in this research is the learners of grade XI at public senior high school in Ciseeng, Bogor which is done by 29 students. From the number of population, the researcher took 20 students randomly.

Data collecting as one of the processes of the research does an important role in a research. It is a process of obtaining the primary data in research. The data collected from the written test which was about the active and passive voice on students' writing. First, the teacher gave the sample of spoof text in active and passive voices and asked the students to write their own spoof text by using the active and passive voices then the researcher checked the errors found in it. In this research, the researcher used some techniques, such as:

This technique is one of the techniques which used in descriptive research to identify the data which have been collected through the sources of prime data and identified as introduction form of the data to be processed continuously.

It uses to divide a datum or classification a datum which is gotten through the identification research technique. It can give something meaningful in the research and help to finish the result of research. In this research there are 4 classifications of errors that will be analyzed by the researcher.

LITERATURE REVIEW
The Errors

Errors are accepted to be a pointer of the students' phases in their objective dialect improvement. From the blunders that students submit, one can decide their dimension of authority of the dialect framework. The examination of mistakes has in this way a twofold reason: it is analytic and prognostic. It is indicative since it can disclose to us the student's ,target dialect (Corder:1967) at a given point amid the learning procedure and prognostic since it can advise course coordinators to reorient dialect learning materials based on the students' present issues.

Error Analysis

The mistakes which are often done by the students in English learning process are natural and fair. Norris (1982:1) said, "Doing the mistakes is important shares in learning language." Student's mistake is possible and it's caused by some factors such as social circumstances of the students, influenced by their mother tongue or even wrong technique which is given by the teacher when they gain proficiency with a structure frame. Ellis (1985:296) characterizes blunder investigation as a system including gathering tests of the mistakes, arranging them as indicated by their speculated causes and assessing their earnestness. "The teacher and researcher use it for pedagogical purposes as a tool for investigating how the students learn a language."

Ellis (1994:19) also says that transferring first language habit, many more were not, the students often contributed creatively to the process of learning, causes many errors. He also indicated, "the students appeared to go through stages of acquisition, as the nature of errors that made varied according to their level of development."

"An error analysis can give a picture of the type of difficulty learners are experiencing. By using error analysis as a monitoring device, the teacher can assess more objectively how his teaching is helping his students." (Norrish, 1982:80)

"An error analysis can be studied only on productive errors which may include: phonological, morphological, syntactic, cultural and pragmatic error." (Richards, 1974:69)

Besides that, error analysis also has an object. Its object is language. Language, here, means it's studied by the students of the second language. The specific object, in this case, language error which is systematic and related to those four parts of error analysis mentioned above.

Errors Analysis can be begun from the mistake identification, collecting the sample from the mistakes then analyze the mistakes to set the characteristic and the variety to combine and find the cause of the mistake. In order to be able to analyze the students' error properly, it is important enough for the writer as a researcher here to distinguish between error and mistake.

Dulay (1967:138) states, "Errors are the flawed side of the learner speech or writing." They are those parts of conversation or composition that deviated from some selected norm of nature language performance. He also gives further explanation that considering students' blunders fills two noteworthy needs:

a) It gives information from which inductions about the idea of the dialect learning procedure can be made

b) It demonstrates to instructors and educational modules engineers which part of the objective dialect understudies have most troublesome creating accurately and which blunder types diminish most from a student's capacity to impart adequately."

Error is an important part of learning English error which will appear when the students do not know the language system and error is failure dealing with the students' competence. Corder (1967:14) says, "error can provide significant sign into how language is actually learned." Error are usually determined by native speaker, whether he accepts or not. It means that if a student who is studying Indonesian language or second language makes an error then the standard or evaluation is whether the words of the sentences are used by them are correct or not, base to each native speaker. Different language, Corder (1984:30) mentioned "three basis classifications of error which are:

a) Pre - systematic error

It is a matter which appears when student have owned to overcome the problem of using language.

b) Systematic Error

It is a matter which appears when student have owned certain language competence or target language.

c) Post - Systematic Error

It is a matter which occurs when students practice the language."

"The problem of determining what is a learners' mistake and what is a learners' error is one of some difficulties and involves much more sophisticated study and analysis of errors" (Corder, 1967:166).

In this study, the writer does not restrict the term "error" to competence deviation only, but he uses the term "error " to refer to any deviation from the correct forms of rules of languages. The causes or characteristics of deviations that might be mistaken or errors are not taken into account.

The three procedures in depicting the student's dialect are regularization, institutionalization, and de-contextualization. The procedure of regularization is an endeavor to rebuild "an utterance in order to eliminate the sorts of results of the adventitious failures of performance already referred to under the heading of slips of the tongues". And institutionalization would be to "restructure the speaker's utterances to remove the systematic variation between utterances from different individuals due to personal and socio-cultural factors." De-contextualization is the procedure of "translating the speaker's message or goals" (Corder, 1967:33).The most critical stage here is clarification. It is psycholinguistic, as it endeavors to clarify how and why the student's dialect is the thing that it is.

Corder suppoerted the third stage that "we cannot make any principles used by his idiosyncratic sentences to improve teaching unless we understand how and why they occur". One clarification is that the particular lingo is the consequence of impedance the native language. What's more, such obstruction presents prevention to student's gaining the propensities for the second dialect. In this recognition, the particular sentences are however "evidence that the correct automatic habits of the target language and not yet been acquired" (Corder, 1967:25). At that point it is just a matter of methodological enhancement for the last annihilation of the considerable number of mistakes (the propensities in the second language).

The other assumption, according to Corder, is that "language learning is some sort of data processing and hypothesis-forming activity of a cognitive sort". And the students make false speculations about the tenets of the objective dialect in their dialect creation. At that point the endeavors ought to be made towards empowering the student to "reformulate a speculation more as per the actualities of the objective dialect (Hockett 1948, cited by Corder, 1967:25). As indicated by this view, student's blunders are not negative blocking powers; rather, they are inescapable and essential parts of the second dialect learning. In this manner, on the off chance that we can have a sufficient portrayal of the eccentric lingo and give conceivable clarifications, we would probably give facilitative conditions to the students to figure speculations about the principles of the objective dialect. The teacher must be able to distinguish the student's mistakes by making classification of mistakes and finding the cause. So, the students won't make the same mistake again for twice. According to (The text book of Contrastive Linguistics and Error Analysis, 2005:68-71)

A. Appropriateness

1) Referential Errors

Referential error is a mistake in receiving the message from the speaker to receiver. It can be meant that this error is misunderstanding in meaning from the speaker to receiver or the opposite both of them. Example; "please, open your book"! (The word `book' isn't clear for the receiver) because he or she doesn't know which book must be opened.

2) Register Error

Register error is a kind of mistake that is related with someone's profession. Example; the word "operation" has differ meaning if it's used between a doctor and a civil servant. When a doctor uses word of operation, means that the doctor will secure a patient, but if a civil servant uses this word, means that he will make an operation of restoring security in some area to collect the local raters, etc.

3) Social Error

Social error is the error which bases on the profession and social background from the speaker with the receiver. For example: the word "could" or "would" in sentence "could you come to my party?" is used by a person who has an important job or someone who is in a good position such as a manager. The word "can" or "want" is used in a family circumstance, close friends or someone who is younger than the speaker. In this section, the teacher must give a meaning clearly and more explanation to understand the vocabulary which is related to their social background.

4) Textual Error

Textual error is misunderstanding of message from the text, because the text is not clear enough and there is no punctuation in word's arrangement. This problem makes error to the listener.

B. Receptive Error

Errors of comprehension do occur but cannot be detected readily, except when we make inferences from the learner's linguistic (spoken or written) and non-linguistic (gesture) responses to stimuli the target

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language. This kind of errors may also be called receptive errors.

C. Errors may also be viewed in other ways, Richards, for instance, classifies errors into:

1). Intralingua errors (developmental errors).

The latter are errors which show that the learner of target language is endeavoring to develop speculations or theories about the objective dialect from his constrained involvement of it in the classroom or reading material.

2). Over-generalization

Error may be the result of the learner reducing of two or more structures into one deviant or erroneous one. Example: I can sings, we are lack….., He come from yesterday, I eat breakfast….etc.

3). Ignorance of rules restrictions of standards to setting where they don't have any significant bearing. A portion of these blunders might be caused by wrong analogy (He goes home…instead of He went home), wrong learning of rules (He discussed about something …instead of He discussed something) etc.

4). Incomplete application of rules

Errors may be caused by the use of structures due to the fact that the target language learner has got mastered the rules required to produced acceptable sentence. Example: many target language learners of English have difficulties in the use of questions. An announcement might be utilized as an inquiry, an inquiry word might be added to the announcement might be utilized as an inquiry; the inquiry word might be added to the announcement and so forth. Richards gives the accompanying models:

Teacher's question   Student's response
- What was she saying? ● She saying she would ask him
- Ask her how long it takes? ● How long it takes?
- Will they soon be ready? ● Yes, they soon be ready

5). False concepts hypothesizes

Errors may be caused by wrong comprehension of distinction in the target language. Sometimes these errors are caused by poor teaching in the target language. Richards (1974:179) gives an example from an Audio-lingual course which contains the following sequence. "The lift is going down to the ground floor. Ted is getting out of the lift. He is leaving the office building. Ted is standing at the standing at the entrance of the office building. He is looking up at the sky…."

D. Errors may also be classified according to whether they cause a native speaker either to misinterpret a written message or to consider the message incomprehensible within the textual context of the errors.

1). Global lexical errors (E.g. cattle, instead of sheep)
2). Global morphological errors (E.g. I'm interesting, instead of I'm interested)
3). Global syntactic errors (E.g. James's book, instead of James' book)
4). Local lexical errors (E.g. before he slept he turned-off the curtains, instead of "closed")
5). Local morphological errors (E.g. he look at his sister…., instead of "look")

6). Local syntactic errors (E.g. They enjoyed highly her cooking, instead of: They highly enjoyed her cooking)

E. Errors may be classified according to whether they can be eradicated relativity easily or whether they cannot. In the first instance the errors are not troublesome, but in the latter instance the errors may be called fossilized. Fossilized errors are those which are ingrained and difficult and difficult in eradicate due to different factors, such as:

1). Age of the learner. The older a person is the more difficult is more difficult it is for a person to 'unlearn' an error he has committed all his/her life
2). Stubbornness of learner. The less a person knows about certain subject, the more stubborn he is to let go a wrong concept he has believed in.

There still exist a great deal of issues with the depiction of the student's blunders. The subtle idea of the student's dialect, the varieties of blunders, and the native language impact all confuse the depiction. Following are the serious issues:

a. Inter-language is evolving

As the learning procedure is the way toward figuring theories about the guidelines of the objective dialect, the student would always test his or her speculations and attempt to reconsider them to be more as per the objective dialect. So in the strict sense, it is very difficult to have a sectional or even investigation of the student's dialect. While a longitudinal report is progressively possible, self-assertive choices must be made some of the time with respect to when a few highlights vanish and new highlights emerge on the continuum. Notwithstanding for very much framed and proper sentences by the students regardless we have a directly to question that they really speak to the hidden information of the students, all things considered articulations or sentences may be just an impersonation of the readymade set articulation or recipe. Corder gave the case of the student's utilization of the welcome "how would you do", of which the very much shaped and suitability does not ensure that the student has truly aced the utilization of the action word 'do'. Be that as it may, the alterable idea of between dialect does not influence between dialect as a methodical and autonomous dialect in its very own right. As Corder contended, "that his language is changing all the time, that his rules are constantly undergoing revision is of course, true and rarely complicates the problem of description but does not invalidate the concept of " a learner's language" (Corder, 1967:56).

b. Only textual data is not enough

Corder has distinguished two fundamental requirements, outside imperative and interior limitation, for the printed information to be deficiently agent test of the student's dialect. By outside imperatives Corder demonstrated the way that printed information isn't unconstrained dialect delivered by the student under the weight of normal open needs. In addition, there are such fake requirements as point confinement, time imperative, and dangers of disappointment. By inward imperative, Corder implied that "the student himself will put confinements upon the information we work with, by choosing those parts of learning which he has most trust in" (Corder, 1967:60). In other words, the student would

not uncover adequate information about his hidden learning of his dialect. From the printed information, we appear to get just what the student trusts he knows as opposed to what he truly knows. Be that as it may, in a remote dialect learning setting, elicitation of information of unconstrained dialect creation is extremely hard to accomplish, just in light of the fact that the students are only occasionally occupied with a genuine correspondence in the objective dialect. We can scarcely get an entire corpus of the students' unconstrained discourse generation when they just have fragmentary and infrequent execution.

c. Language transfer versus universality of inter-language

We have distinguished that the greater part of the students' mistakes can be followed to the impact of their first language and recognized that dialect exchange assumes essential job in between dialect. On the other, solid proof has appeared there are a great deal of similitudes in the between dialect of students with different social and phonetic foundations. Such similitudes appear to demonstrate the speculation that a wide range of second dialect students pursue a similar grouping of learning and their earlier information of their primary language comes no profit to the securing of the new dialect. It seems then that the idea of the between dialect sentence structure a student makes for himself is to a significant degree dictated by the information of dialect the student as of now has and how intricate and advanced that learning is "(Corder, 1967:74). In any case, it is valid while such factors as age, settings, and inspiration would assume critical jobs in second dialect learning. The more youthful the students, the all the more conveying focused, and the more casual the setting, the more comparative the auxiliary properties of their between dialect frameworks will be. "The most extreme level of comparability between estimated frameworks of students will be found on account of youthful students of any dialect, whatever their native language in the soonest phases of learning a specific dialect in a casual setting, and per contra that the greatest contrasts in the inexact arrangement of students will be found among grown-up students of various native languages learning distinctive target dialects in formal settings" (Corder, 1967: 77).

Active Voice

"Active is the verb form used when the subject of a sentence does the action". (Oxford learner's pocket dictionary, 1991:5). According to Hurford (1994:6) "in active voice, the doer of action (or the person or thing mainly responsible for it) is expressed as the subject of the clause, and the thing most affected by this action is typically expressed as the (direct) object. In less typical cases, where there is no clear action, as with verbs like remember or know, you can tell an active clause by its basic shape (especially by the shape of its verb), which is like the basic shape in the more typical active clauses." Active contrasts with passive mainly. For most active clauses, there is a corresponding passive clause, which has almost exactly the same meaning, but a different emphasis. The active is the voice that is utilized generally." (Greenbaum, 1991:52). The regular correspondence between actives and passives can be stated in terms of

subjects and direct objects. The noun phrase which is the subject of a passive sentence is the direct object of the corresponding active sentence. Thus, the subject of 'The bride was kissed by Dracula', namely 'the bride', turns up as the direct object of 'Dracula kissed the bride'. Because subject and direct object are equated, for languages with case systems, with nominative and accusative case, respectively, the correspondence between actives and passives can also be stated in terms of case. The active form of a clause is the normal form, and the passive form typically depicts its meaning from the slightly less usual perspective of the recipient of an action.

Passive Voice

"Passive is the verb form used when the subject of a sentence is affected by the action" (Oxford learner's pocket dictionary, 1991: 300).

Hurford (1994:154) said that in a passive clause, the beneficiary of some activity is ordinarily communicated as the subject of the statement. The practitioner of the activity could possibly be referenced in the provision. In English, passives are shaped by joining a type of the helper action word be with the past participle of the fundamental action word.

"In the passive, the object of an active verb becomes the subject of the passive verb. Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not possible to use verbs such as happen, sleep, come, and seem (intransitive verbs) in the passive" (Azar, 1989: 120). Greenbaum (1991:52-53) stated that: The passive is a way of phrasing the sentence so the sentence so that the subject does not refer to the person or thing responsible (directly or indirectly) for the action. The passive therefore differs from the corresponding active not only in the forms of the verb phrases but also in the positions of certain noun phrases. The direct or indirect object of the active sentence becomes the subject of the corresponding passive sentence, and the subject (if retained) appears after the verb in a by-phrase.

Krohn (1986:206): In a passive sentence, a type of be shows up before the principle action word, In the inactive frame, the strained is appeared by the type of be: available am, is, are; past was, were. The passive sentence is in the past participle shape. Uninvolved sentences are utilized when the consistent object of the action word is the point of the talk. Detached sentences are utilized at whatever point the speaker (or author) needs to postpone or abstain from referencing the subject.

"The passive of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb" (Thomson and Martinet, 1960:263).

Furey (1993:148) explained that: In passive constructions, use a form of the verb be and the past participle of the main verb, the object of the active sentence becomes the subject of the passive voice. Often, the subject of the active sentence is omitted from the passive sentence when it is unknown or unimportant. The passive is often used when the performer of the action is obvious or known from the context. Passive constructions are used more often in writing than in speaking. Actives sentences are usually stronger and more direct.

The structure of the passive voice is the following:

Subject + to be + Past Participle

Notice that the verb is arranged of to be, as an auxiliary verb, and the past participle as the principal verb. It is used in scientific writing and situations where we don't want to mention who performs the action.

One good way to know the passive voice is by comparing it to the active voice. Active voice is characterized from passive voice by identity the actor. As a common rule, active voice is preferred because it meets two of the most imperative prerequisites of legitimate composition: clarity and conciseness. Active voice is easier to identify because it focuses the reader's attention on the "doer of the action ", it is also more concise simply because it usually involves fewer words.

Passive voice contrasts with active. Both passive and active are called 'voices'. If a clause is in the passive voice, it is not in the active voice.

A few dialects give a few different ways of communicating the beneficiary of an activity as the subject of a condition, and frequently just a single such development for each dialect is known as its inactive. The accompanying English sentences are known as instances of 'center' development, as opposed to the passive. The verb in a passive clause in English is generally a form of a transitive verb. Generally speaking, for every passive clause, there is a corresponding active clause, with a roughly equivalent meaning. The relationship between actives and passive involves a regular 'change' from one grammatical role, object, to another, subject. (In language with case systems, this would be reflected in a 'change' from accusative case to nominative). Passive clauses are a gadget for communicating unoriginal implications, that is, for abstaining from distinguishing the individual in charge of an activity, as in Kennedy was assassinated, which does not mention the assassin. This explains why some of the active clauses above (especially the ones about Paul's conversion) are at least a little awkward. Putting such clauses in the active form involves identifying a doer of the action, to go in the clause's subject slot, but it is not clear who or what actually did convert Paul, so the vague and awkward someone (something) has to be used. This is why the passive, which avoids identifying the agent of the action, is less awkward here.

Passive clauses are also a tool for 'foregrounding', or giving a specific sort of accentuation to, one a player in a statement in connection to another. For example, the passive John was run over by a bus seems somehow to focus more attention on the unfortunate John than does the corresponding (and slightly callous-sounding) active A bus ran over John.

As noted, the subject in a passive construction corresponds to the object in an active construction. In English, and in some other languages, this correspondence can include both direct and indirect objects, provided that the indirect objects, provided that the indirect object is not signaled by the preposition to. Not all active transitive clauses have passive clauses have passive counterparts. In English, active clauses with (transitive) verbs such as cost, weigh and have (indicating possession) do not have corresponding passives, as shown by the ungrammatically of the hypothetical examples on the right below.

Both main and subordinate clauses can be passive. In English, and in other language with a clear passive construction, passives combine very freely with all types of subordinate clauses.

Since passive crucially involve the subjects of clauses, the process which involve subjects also affect passives. For instance, in some subordinate clauses, the subject is omitted, or supposed, and this applies equally to the subjects of actives and passives. In each of the following examples, the subject of subordinate clause is missing, but these clauses are the past participle. When we use the passive voice, the subject of the sentence receives the action of the verb, meanwhile, in active voice, the subject of the sentence performs the action of the verb. Many times, we are given the advice to avoid the passive voice. We only use the passive when we are interested in the object or we do not know who caused the action. We can only form a passive when there is an object in the active sentence.

Typically, great composition utilizes the Active voice and disregards the passive. However, now and again the active voice is cumbersome or improper. We utilize the passive voice every now and again in talking and composing suitably. As general rule, in any case, the active voice is shorter, more straightforward, and more unique than the passive voice. That is the motivation behind why numerous English educators tell understudies that they ought not utilize the passive voice. Instructors do this on the grounds that numerous understudies utilize the passive voice without an unmistakable reason for utilizing it. At the point when the uninvolved voice is utilized accurately, it is a helpful and essential action word tense in English.

There are two main reasons for using the passive voice in English:
a) The focus of the sentence is on the object rather than the subject
b) The subject of the active sentence is unknown or general

We are normally not interested in the "doer" of an action in a passive sentence. When we want to mention the "doer", we use the preposition by. The whole phrase is called by-agent in English.

Active sentence	Passive sentence
Tahan built the house	The house was built by Tahan

When we do not know, who the "doer" of the action was, we use someone or somebody in the active sentence. We leave out these words in the active sentence.

Active sentence	Passive sentence
Someone stole my bike	My bike was stolen

When a sentence in passive voice, the "by " phrase is deleted. This is because the doer of the action is understood or unknown. The "by " phrase is only retained when the doer of the action needs to be made clear even though the focus is on the object of the action. There are some examples of active sentences that have unknown or general subject.

The passive voice is well used here to eliminate the unknown or general subject.

Not all the active sentences with objects ought to be modified into the passive in light of the fact that they have the most critical instrument for change, to be specific the article. Regardless of whether the linguistic guideline says that (The item in the dynamic sentence turns into the subject of the latent sentence), we ought to know about the way that the dialect is utilized to express thought, not to pursue rules. Each standard has special cases. Also, a few

sentences are never adequate as uninvolved normally have a place with their dynamic shape. We possibly utilize the latent shape on the off chance that we surmise that the thing accepting the activity (object) should be focused on or it is more important than the thing doing the action (subject).

Writing Skill

Writing is a mode of correspondence that speaks to dialect through the engraving of signs and images. In many dialects, composing is a supplement to discourse or spoken dialect. Inside a dialect framework, composing depends on a significant number of indistinguishable structures from discourse, for example, vocabulary, punctuation and semantics, with the additional reliance of an arrangement of signs or images, for the most part as a formal letter in order. The aftereffect of composing is for the most part called content, and the beneficiary of content is known as a pursuer. Inspirations for composing incorporate distribution, narrating, correspondence and journal.

writing has been instrumental in keeping history, spread of information through the media and the arrangement of lawful frameworks. Affected by advancements, for example, information stockpiling and PC arranges, the pace of correspondence and potential for joint effort expanded. As human social orders rose, the improvement of composing was driven by sober minded exigencies, for example, trading data, keeping up money related records, classifying laws and recording history. Around the fourth thousand years BCE, the multifaceted nature of exchange and organization in Mesopotamia exceeded human memory, and composing turned into an increasingly reliable technique for chronicle and introducing exchanges in a changeless shape. To obtain the data which is needed, the researcher used a writing test as the instrument to measure the students' ability on active and passive voices on students' writing skill in spoof text. In this research, the researcher used objective test type in which the students were hoped to write the active and passive voices in a text. The test was given to the 11th grade students of SMAN 1 Ciseeng, Bogor, which held on March 2018.

After getting the data, she identified the students' error on active and passive voices on students' writing skill in spoof text by categorizing the errors below:
1. Active sentences
2. Passive sentences
3. Local error
4. Global error
5. Inter-language error
6. Intra-language error

The Active voice errors can b e seen in the the explanation below:
- Friend call he is 'nangka air'
The sentence, Friend call he is 'nangka air' was an error sentence in active. The student was affected by his mother tongue. So he chose the words from Indonesia and translated into English without thinking about the word order and tense. However, that sentence still has the meaning. That sentence construction is A friend called him 'nangka air'
- A cat to kick ball
The sentence A cat to kick ball is an active sentence error. The use of to infinitive in this sentence was not proper.

Because, in making the sentences in spoof text, the student should use past tense. So, the verb to kick should be changed with kicked. And the sentence reconstruction is A cat kicked the ball.
- I with friend's played football
There are some errors in the sentence I with friend's played football. The student used the wrong word conjunction and object word. The word conjunction with in that sentence should be changed with and. And the word friend's as an object should not use 's, because it would has different meaning. So the sentence reconstruction is I and friend played football.
- She is hug my body
- I am remember about my friend
- I was played football
- My mother was called my brother
- She was called he name

The active sentences; She is hug my body, I am remember about my friend, I was played football, My mother was called my brother and She was called her name have double verbs. The students also didn't make those active sentences in past tense as instructed to make the spoof text. The word he in the sentence She was called he name refers to an object pronoun that should be changed into him. So, those active sentences are error. The reconstructions of those sentences are:
-She hug my body
-I remembered about my friend
-I played football
-My mother called my brother
- She called his name

Passive voice errors can be seen in the explanation below:
- She laughed by everyone
- The birthday cake spilled to my face
The passive sentences; She laughed by everyone and The birthday cake spilled to my face didn't have be verb. The passive sentence' structure should be be verb + past participle. So, those students' passive sentences are error. The constructions of those sentences are:
-She was laughed by everyone
- The birthday cake was spilled to my face
- A boy friend's was fallen
The sentence A boy friend's was fallen is an error passive sentence. The structure is not proper. There are too many verbs. The student used is, was and fallen. The structure in passive sentence should be; be verb+ past participle. So, that sentence reconstruction is A boy friend was fallen.

The Local and Global errors can be seen on the explanation belom:

Local	Global
- When at school, the people laughed at me. - My friend told history for me. - I with friend's played football - My friend do not wear shoes foot ball	- Hendra to bath always moist - Her's shoes play up to opponent - I strumble it me play by ball - Motor cycle this one course with we - Water instead be feel

- We fixed guffaw - Suddenly a cat claw a ball - I put a motorcycle in the parking place. - This key not true because the key didn't enter on the motorcycle	himself - I with friend wish make surprise

The sentence When at school, the people laughed at me has double preposition, the word when and at are the prepositions that cannot be used together. However, the sentence still has the meaning, that sentence should be At the school, the people laughed at me.

My friend told history for me is an error sentence which is still meaningful. That sentence used Indonesia structure. It should be My friend told me a story.

The words parking place in the sentence I put a motorcycle in the parking place should be changed with parking lot. It is affected by Indonesia language that actually different with English. However, that sentence is still understandable but hat sentence should be reconstructed into I put a motorcycle in the parking lot.

The sentence This key not true because the key didn't enter on the motorcycle has wrong structure but still has meaning and able to be understood. That sentence reconstruction is This key is not right because it didn't fit to the motorcycle. On that sentence, the student just straightly translated word by word from Indonesia into English that affects the wrong structure.

There are some errors in the sentence I with friend's played football. The student used the wrong word conjunction and object word. However, it still can be understood and meaningful. But the word conjunction with in that sentence should be changed with and. And the word friend's as an object should not use 's, because it would have different meaning. So the sentence reconstruction is "I and friend played football".

The words "shoes" football in the sentence My friend do not wear shoes football means the shoes for playing football. The student's sentence effected by his mother tongue, he straightly translated the words from Indonesia into English. So there was the wrong structure in that sentence, but the meaning of his sentence is still meaningful. That sentence reconstruction is My friend did not wear the football shoes.

The words fixed guffaw in the sentence We fixed guffaw means they continuously laughed. That student's sentence reflects Indonesia language's structure. That sentence reconstruction is We kept laughing.

The global errors in the sentences Hendra to bath always moist, Her's shoes play up to opponent, I strumble it me play by ball, Motor cycle this one course with we, Water instead be feel himself and I with friend wish make surprise have unclear meaning. There are too many wrong word orders in each sentence. It makes the reader confused and causes the miscommunication.

The Description of Inter-Language and Intra-language Errors

Inter-language	Intra-language
- He is no use t-shirt	- One day, I am playing cycle with my friend
- We to play together	
- We will back to home	- While my friend will kicked ball, his shoes throwed
- I am remember about my friend	- I see some womans and boy friend's are to fight
- I see the crazy's human	
- I running to keep far from they	- When I was go home
- My mother sing song	- I was played football
- That event made we laughed	- She is hug my body

The sentence He is no use t-shirt has a grammatical error. The student straightly translated the words he knew from Indonesia into English. The form of that sentence is almost same like the right structure in English. The sentence reconstruction is He didn't wear t-shirt.

The use of to-infinitive in the sentence We to play together was not proper. However, the form of that sentence is almost same like the right structure in English, It's better to change it into We played together. Because, in making the sentences in the spoof text, the student should use past tense.

The sentence My mother sing song and We will back to home are almost like the correct English structures, however, they should be used past tense. So the verb sing should be changed into sang and be verb will should be changed into would. The sentence reconstructions are My mother sang a song and We would back home.

The sentence I am remember about my friend has double verbs. The structure looks like a correct English structure, but actually it should be change into I remembered about my friend.

The word we in the sentence That event made we laughed refers to an object pronoun that should be changed into us. The verb laughed should be changed into laughing. So, that sentence is an inter-language error. The reconstructions of those sentence is That event made us laughing.

The tense that used in the sentence One day, I am playing cycle with my friend is wrong. In writing spoof text, it should use past tense, so it should be changed into One day, I was playing cycle with my friend. That error is not because of the student's first language but their second language structure. That is an intra-language error

The sentence While my friend will kicked ball, his shoes throwed has wrong structure. The words will kicked should be changed into kicked, and the verb throwed in that sentence is the wrong past participle

verb. It was affected by the student's second language. That verb should be changed into were thrown. So the sentence reconstruction is While my friend kicked the ball, his shoes were thrown.

The sentence I see some womans and boy friend's are to fight is an intra-language error which has wrong plural word; womans and boy friend's and wrong tense. Those are not reflected by the students' mother tongue. Those sentences reconstructions are I saw some women and boyfriends had fought.

The sentences When I was go home, I was played football and She is hug my body are the intra-language errors which affected by the wrong concept or the concept hypotheses which is wrong. Those sentences should be When I went home, I played football and She hug my body.

After asking the students to write their text in active and passive voices, this is the result of the test by 20 students:

NO	STUDENTS' NAMES	KINDS OF ERROR			
		Global	Local	Intra-language	Inter-language
1	Ade Anggi Aldaefian	√		√	
2	Ayi Budi Mulyana	√		√	
3	Ardiansyah	√		√	
4	Lela Arofah		√	√	
5	Moh. Nurpajri	√			
6	Resita Ameliani		√		√
7	Tri Hardika				√
8	Muktaqin Ardiansyah		√		√
9	Nurul Aini		√		√
10	Wilda Dian Sari	√			
11	Nurhikmah				√
12	Ninis Kusmawati		√		√
13	Intan Halimah Komarudin		√		√
14	Silvi Mutia Tsani		√		√
15	Widia		√		√
	Aplrilia				
16	Siti Khodijah		√		√
17	Dirlan Dayu N.M		√		√
18	Stevanus Immanuel		√		√
19	Raka Priwardana	√			√
20	Ajie Anhar Anugrah		√	√	
TOTAL ERROR		6	12	5	13

Those data can be shown on a pie chart as below:

47
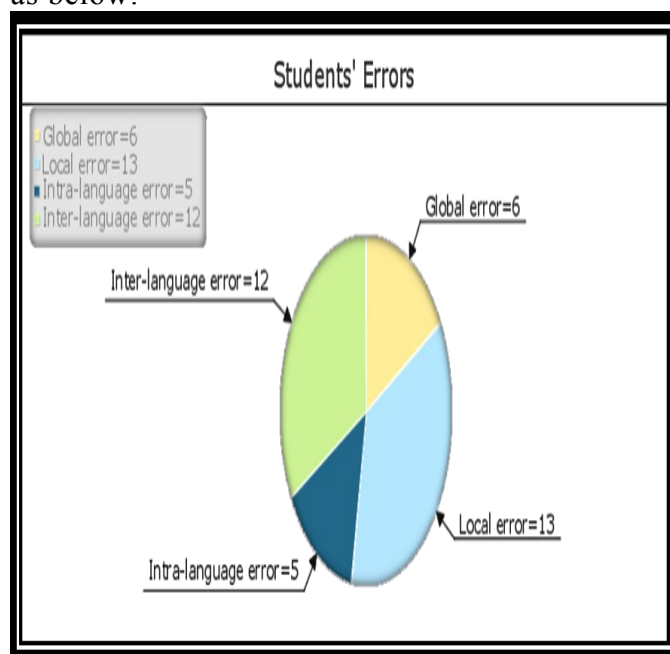
CONCLUSION

Based on this research on Chapter IV, some analyses about the error analysis on active and passive voices on students' writing skill in spoof text are concluded. The conclusions are:

1. The active voice errors are more than passive voice errors. It means that the students still have difficulties to make the correct English structure in active voice.
2. The local errors are more than global errors. It means that most of the sentences that students made were able to understand. However, the grammatical structures in the sentences are wrong.
3. The inter-language errors are more than intra-language errors. It means that the effects of the first language, mother tongue, are bigger than the second language, English.
4. Perceiving the qualities of the students' blunders. The vast majority of them haven't aced yet the objective dialect so they finished with committing errors in their first language.
5. The vast majority of students' blunders occurred in literary mistakes
6. The vast majority of them were impacted by their primary language, in other hand, they exchanged straightforwardly to their first language even with syntactically off-base.
7. The mistakes done by the students maybe happened as a result of the educator's style in instructing

8. The students weren't utilized to compose or make an English satire message by the English instructor so they got a few troubles when they were approached to make a spoof text.
9. After having research on the learners' English spoof text, the errors happened in global errors 6 learners, local errors 12 learners, intra-language 5 learners and inter-language errors 13 learners.

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