

## Analysis Of Students' Error In Constructing Passive Voice

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### Abstrak

Kesalahan seringkali dapat dimengerti dan rentan bagi pembelajar bahasa asing. Sangat mungkin untuk seluruh kemampuan bahasa Inggris dan terletak pada hal pengucapan, kosa kata, atau struktur gramatikal. Penelitian ini adalah untuk mengidentifikasi jenis kesalahan siswa dalam kalimat pasif. Deskriptif kualitatif analisis isi digunakan. Sampel penelitian ini adalah mahasiswa semester 1 fakultas syariah sebanyak 40 orang. Tes yang diberikan terdiri dari tes penyelesaian dan pembentukan kalimat untuk kalimat pasif. Teknik analisis deskriptif Creswell & Brown diadaptasi untuk menganalisis dengan mengidentifikasi, mengklasifikasikan, mentabulasi, dan menganalisis kesalahan. Hasilnya menggambarkan kompetensi gramatikal bahasa Inggris dari kalimat pasif masih rendah karena siswa kurang memahami bentuk kalimat pasif. Ini menggambarkan sebagian besar siswa membuat kesalahan pada penjumlahan sederhana yang siswa belum mengerti dengan baik kapan harus "am, is, are, was, were dan be" digunakan. Kemudian penghilangan "to be" yang mempengaruhi kesalahan siswa tanpa menempatkan to be "is, are" pada simple present, "was, were" pada simple past, dan kata bantu "be" pada simple future tense. Selain itu, kata bantu "being" pada simple present continuous tense juga dihilangkan. Selain itu, kesalahan muncul pada misformation karena siswa masih bingung membuat kalimat secara terstruktur. Kesalahan juga ditemukan selain pada regularisasi yang kira-kira siswa kurang hafal kata kerja regular dan irregular. Kesalahan ditandai dengan kegagalan dalam menyusun beberapa passive voice dengan benar dan bermakna karena adanya interferensi dari bahasa ibu. Terakhir, kesalahan siswa juga ditambah dengan double marking. Melalui hasil penelitian, kesalahan siswa dalam mengkonstruksi passive voice adalah masih banyak yang harus dilakukan dan muncul hampir semua jenis bentuk analisis kesalahan.

**Kata Kunci:** Analisis Kesalahan, Konstruksi Pasif Voice



### Abstract

Errors are often understandable and susceptible for foreign language learners. It is quite possible for whole English skills and lies in terms of pronunciation, vocabulary, or grammatical structure. This study was to identify the types of students' errors in passive voice. Descriptive qualitative of content analysis was used. The sample was 40 students of first semester in Sharia faculty. Test was given consisting of completion test and sentences building to passive voice. Descriptive analysis technique of Creswell & Brown was adapted to analyze by identifying, classifying, tabulating, and analyzing of the error. The result portrays English grammatical competence of passive voice is still low because the students lack of understanding of passive voice forms. It describes most of students make errors on simple addition which the students have not understood well when to be "am, is, are, was, were and be" is used. And then omission of "to be" affecting students' errors without putting to be "is, are" in simple present, "was, were" in simple past, and auxiliary "be" in simple future tense. Besides, auxiliary "being" in simple present continuous tense is omitted too. Furthermore, the errors appear in misformation because the students are still confused to make sentences structurally. The

errors are also founded in addition on regularization which students approximately did not memorize regular and irregular verb. Additionally, disordering errors are marked with failure in arranging some passive voices correctly and meaningfully due to exhibit interference from mother tongue. The last, students' errors are also in addition of double marking. Through the result of research, the students' errors in constructing passive voice are still a lot to do and it emerges almost all types of error analysis form.

**Keyword:** Error Analysis, Constructing Passive Voice

## INTRODUCTION

Most of education units in any level sets up the teaching curriculum objectives of English subject. The goal is to regulate and adjust curriculum needs of the subject materials in it. English major embodies in each education level where it is formally instructed. Even though the status is as a foreign language, English infests as subject priority and required to examine in final test. (Terasne, 2022) commands that English is taught and used as a foreign language in Indonesia for many years as English instruction formally. At the university level, English major is enforced in the whole study program of all faculties in undergraduate level although a few high schools of graduate students are still not being capable to communicate intelligibly in English. The government stipulates that religion, Indonesian language, English and civics education are obliged to learn in all university students (Government Regulation No. 19/2005,(Yulia, 2013)). The goal of teaching English in higher education is to enhance students' communicative competence both oral and written form to achieve creative functional stage and professional affairs and is considered as a tool for expressing meanings (Depdiknas in (Hafiz, 2020). He then confirms that one of goals in language mastery is to enhance students' communicative ability, either in oral or written(Hafiz et al., 2021). It is concluded that the objective of language instruction is to develop communicative competence.

Every language has structure and concept to sustain language users to communicate in acceptable forms. Since learners as language users have acquired language as getting the first language, it is a hope to wrap up language in good structure. Harmer (Hafiz et al., 2016) points out four activities in learning language, namely expressing language, understanding meaning, comprehending form, and keep practices. Getting good meaning and form, it should be well analyzed in understandably organized whether it relates in spoken or written. It is appropriate ideas with Larsen (Yasim et.al, 2018) which grammar is an activity to analyze grammatical form, meaning, and use. In other words, Enamul Hoque (2018: 2) also divides three components of language, it is form, content, and use. It is then broken down into syntax or structure, morphology, phonology, semantics, and pragmatics. Structure seems to be vital as a part of language components. Structure refers to grammar which indicates words structure that are arranged to create meaningful units (Husni, 2022). Thus, grammar plays important role to support meaningful organization aspects of language use.

Grammar seems to be unforgettable in language teaching since it can help the nature of language to use language which creates predictable patterns in what we say, read, hear, and write intelligibly. It also helps students use this knowledge as they write. Without having enough knowledge of grammar, learners' language mastery can be severely limited in building it up.

Learning grammar can be a problem for students who learn English as a foreign language, it is boring, difficult, monotonous, and even unpleasant topics to learn and rules often make confused. Nunan (Helmiyadi, 2018) states that one of the hindrances faced in learning English is grammar lesson because of difficult and boring ones. Other reasons affecting students feel difficult in learning grammar are students learning more slowly and forgetting things shortly, getting bored instantly, being not motivated to study if they are not interested in (Ellis, 1997:27).

There are some materials discussed in English Grammar as a language component, one of them is passive voice. A passive voice is a type of clause or sentence in which an action (through verb), or an object of a sentence, is emphasized rather than its subject. Simply,

the subject receives the action of the verb. The emphasis or focus is on the action, while the subject is not known or is less important. The writer more focuses in passive voice because it is almost used in every formal situation such as formal invitation letter, announcement, narrative text, analytical text. etc. According to Pullum (2019: 64)

“Passives are thus often used where the agent (the NP that would be the subject of the active version of the sentence) is either uninteresting or very obvious (in which case it is normally omitted); or where it makes sense to place it at the end of the sentence for discursive reasons such as given and new information”.

Teaching and learning English for college students have been doing since the beginning of studies however some students could not even tell something to English native speakers fluently and structurally. It makes sense that few of them could not use correct words, acceptable grammars, and appropriate pronunciation (Rusdin, 2022). Many structures are still written in errors, especially errors of changing active to passive sentences. Writer also found the following errors such as lack of vocabulary, less of simple past tense understanding and also, they are difficult to differentiate between active and passive voice because they still did not know wholly the basic tenses mainly in simple past tense form, so when they met the formula of passive voices, especially in simple past tense, they seldom comprehend and could not accomplished. Therefore, it is important for English learners to have a strong understanding on it.

Making errors is often understandable for the foreign or second language learners. By knowing these errors, the learners get feedback of his acquisitions in learning process. It is quite possible for speaking, reading, and writing English. Also, the difference between the native language and the foreign/second language lies in pronunciation, vocabulary and grammatical structure(Nur et al., 2019). Dulay, Burt and Krashen (1982) (in Ma'mun, 2016) categorizes errors into four types based on the surface strategy taxonomy, namely omission, addition, misformation, and misordering. (Hikmah, 2020) also confirms Ma'mun's quotation about Dulay, Burt, and Kashen's (1982) that there are four principal ways in which learners modify target forms, that are omission, Addition which is sub-categorized into regularization, double-marking, simple Addition, misinformation consisting of regularization, archi-forms, and alternating form, and misordering (for example, she fights all the time her brother)

The research focuses to analyze the students' error in constructing passive voice. Seeing the conclusion in the article of (Widiadnya et.al, 2021) that errors are affected with lack of knowledge about the target language, The leaners' errors still influence with the linguistic system of their mother tongue. Error is not as a failure of studying second language but it may be useful correction from the mistake for better result of target language. Al-Kresheh confirms that error analysis covers a systematic description and classification of second or foreign language errors conveyed in spoken or written form. The cause is second or foreign learners' errors possibly appear not only from interlingual interference from the first language but also from intralingual interference from the target language(Al-Khresheh, 2016). Therefore, this research shows what are possible errors made and what factor causes students' errors in constructing passive voices.

## **METHOD**

This research is a descriptive study since the output of data are presented descriptively. The study is aimed at analyzing students' error in constructing passive voice. The analysis includes in the aspects of types errors, namely omission, addition, misformation, and disorder.

The design of the research is content analysis. Writer analyzes and describes the data from the test result by using qualitative method. Regarding with Creswell & brown statement (2020: 1) “that qualitative research refers to a kind of social science study which is connected with non-numerical data and needs to interpret meaning from the data helping to take a point to social life of the study in particular populations or settings”. This method is aimed at using the available information to relate variable to one other. It attempts to analyze students' error in constructing passive voice. Then, the writer analyzes the students' errors in constructing

passive voice, to find out the type of errors, and to know what factors cause the errors, that the students make most in test of constructing passive voice.

The research is held in Hamzanwadi Islamic Institute of NW Lombok Timur of the first semester of Sharia Faculty students. 40 students participated from 58 students as the sample. It is because there were 18 students had not attended regularly during the research then the writer did not accommodate them.

Instrument of this study is a test. The test consists of two parts namely: completion test and sentences building from active voice into passive voice. These tests are confined in constructing passive voice which take two parts consisting of 40 students.

Completion test is given to students to measure the students' mastery in using passive voice, especially in using auxiliary verbs (be, being and will), to be (is, are, was and were) and verb past participle based on the tenses.

Changing the sentence is given to students to measure the students' mastery in constructing passive voice by changing the active sentence into the passive sentence. This item refers to the students' ability in mastering the sentence pattern in using passive voice, in positive sentence, negative sentence, and interrogative sentence.

To obtain an accurate data and refers to the method used which the writer conducts a test. The steps are students are given test of passive voice, when the test is held, the result is directly revised. So that, the data can be collected rapidly.

The data of students' errors analysis in constructing passive voice based on the types are portrayed in terms of to what extent in students' error in omission, addition, misformation, and disordering.

Data of students' errors in constructing passive voice are analyzed after collecting students' test result after identifying and checking the errors. The errors analysis is limited to omission, addition, misformation, and disorder types. In this study, the writer became the main instrument. The writer carried out the study directly. In analyzing the data, the writer used three techniques, those are identifying by underlining the errors types, classifying the omission, addition, misformation, and disorder errors, and tabulating the data of errors types based on data classification, and analyzing the data using the theories from Creswell & Brown (2019). The formula is as follows:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency of Error Made

N = Number of spells which is observed

## RESULT AND DISCUSSION

Seeing on the analysis of students' errors in constructing passive voice on 40 students of Sharia faculty students which there are 40 item tests given, it is found that there are some students' errors in omission, addition, misformation, and disordering which students' mastery in using passive voice is tested in terms of auxiliary verbs, to be, and verb past participle based on tenses. The writer analyzes students' error in students' answer by identifying, classifying, tabulating, and analyzing the errors. By analyzing the students' errors of answer sheets, the writer obtained the students' result in the following table:

**Table 2. Recapitulation of Errors Types in Constructing Passive Voice**

No	Students' Code	Errors on Each Type							Total	(%)
		OM		AD			MF	DO		
		Be	Being	DM	R	SA				
1	Student 1	7	4	1	3	8	3	-	26	65 %
2	Student 2	2	5	2	5	10	2	-	26	65 %
3	Student 3	7	4	-	6	6	5	3	31	77,5 %
4	Student 4	6	4	4	7	8	4	2	35	87,5 %
5	Student 5	10	4	1	-	7	6	4	32	80 %
6	Student 6	5	3	4	2	6	5	6	31	77,5 %
7	Student 7	6	2	-	4	8	4	3	27	76,5 %
8	Student 8	5	3	2	2	7	5	6	30	75 %
9	Student 9	8	3	1	2	8	5	3	30	75 %
10	Student 10	7	3	3	5	11	3	4	36	90 %
11	Student 11	2	4	1	2	3	2	1	15	37,5 %
12	Student 12	-	8	-	-	6	-	-	14	35 %
13	Student 13	8	9	-	4	2	7	2	32	80 %
14	Student 14	-	2	7	2	3	-	6	20	50 %
15	Student 15	6	6	-	7	2	4	-	25	62,5 %
16	Student 16	1	-	-	-	3	1	-	5	12,5 %
17	Student 17	6	7	-	6	5	6	1	31	77,5 %
18	Student 18	3	4	1	7	5	5	1	26	65 %
19	Student 19	6	6	3	5	6	-	-	26	65 %
20	Student 20	2	2	3	2	2	3	6	20	50 %
21	Student 21	9	6	3	1	5	3	-	27	67,5 %
22	Student 22	9	8	-	3	7	5	2	38	95 %
23	Student 23	1	7	-	2	5	-	-	15	37,5 %
24	Student 24	8	4	1	4	7	4	8	36	90 %
25	Student 25	6	2	-	-	7	2	-	17	42,5 %
26	Student 26	6	6	1	-	4	3	-	20	50 %
27	Student 27	3	6	-	5	8	2	2	26	65 %
28	Student 28	5	-	6	4	5	8	-	28	70 %
29	Student 29	8	7	-	2	4	4	-	25	62,5 %
30	Student 30	14	5	-	8	4	2	4	37	92,5 %
31	Student 31	2	-	5	1	5	3	10	26	65 %
32	Student 32	6	1	-	5	7	4	3	38	95 %
33	Student 33	-	6	4	1	4	-	7	22	55 %
34	Student 34	-	5	4	6	3	4	6	28	70 %
35	Student 35	2	2	4	4	8	3	6	29	72,5 %
36	Student 36	9	6	3	2	8	6	3	37	92,5 %
37	Student 37	3	2	3	10	4	6	2	31	77,5 %
38	Student 38	9	5	3	4	7	5	5	39	97,5 %
39	Student 39	10	4	1	3	4	6	3	31	77,5 %
40	Student 40	7	3	5	5	7	6	2	35	87,5 %
	Total	21	168	76	13	234	136	11	1.075	
		4			6			1		

Notes:

- OM = Omission
- MF = Misformation
- DM = Double Marking
- AD = Addition



DO = Disordering  
 R = Regularization  
 SA = Simple Addition

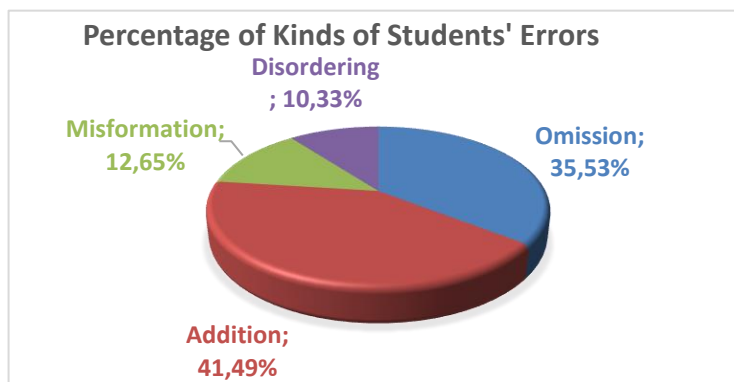
Based on the recapitulation of students' errors types in Table 2, total errors probably on each type in changing active voice into passive voice at the Sharia faculty students is in terms of omission, the use of to be "be" error is 214 and "being" is 168. The error in addition of DM is 76, R is 136, and SA is 234. The error in misformation also indicates 136 types, and there are 234 errors in disordering types. Thus, the highest error shows in addition of sample addition with the total number is 234 and the lowest error in addition of DM is 76 errors. Then, the writer calculated the frequency and the percentages of students' error types in the table below:

**Table 3. Percentages of Kinds of Students' Errors**

No.	Types of Error	Total Number of Error	%
1	Omission	382	35,53
2.	Addition	446	41,49
3.	Misformation	136	12,65
4.	Disordering	111	10,33
Total		1,075	100

From the table 3 above, it can be seen that the students have errors in constructing active to passive sentences are, namely in omission category, total number of errors is 382 (35,53 %). In addition category, the students make errors in this type are 446 with percentages are 41,49%. Besides that, the total errors in disorder type 111 with percentage is 10,33%. The chart below represents the percentages of students' error types.

**Chart 1. Percentage of Kinds of Students' Errors**



Based on chart 1 above, it can be concluded that the highest frequency and the percentage of errors made by students in constructing passive voice is in addition types with 41.49% and the smallest frequency and the percentage of errors made by students is in disorder type with 10.33%.

Based on the result described about the students' errors analysis in constructing passive voice, it can be identified some errors made by students of Sharia faculty as basic types of errors. This identification of errors points out the data of the students' errors are in form of omission, addition, misformation, and disordering.

Omission errors are characterized by the absence of an item which must appear in well-formed utterance (Nur et al., 2019). Omission errors consist of "To Be (am, is, are, was, were and be)" are omitted and "Being "is omitted in simple present continues tense sentences. There are some errors that has made by students especially in using to be in passive voice

sentences. As we know that, to be is one of the important elements in passive voice sentences. Many of students make passive voice sentences without to be, such as am, is, are in simple present tense, to be "was and were" in simple past tense, and "be" in simple future tense. Below are the data errors:

1. Gita always disturbed by Joko every day.
2. The thief store caught by police last night.
3. Lombok island will visited by the president next month.

From sentences above, the students have made sentences without putting "to be". In the first sentence, to be "is" is omitted, and second sentence, to be "was" is omitted, and the last sentence, "be" is omitted.

Besides to be am, is, are, was, were and be is omitted, the writer found "being" in the simple present continues tense is omitted too. The following are some sentences were made by students:

1. The gate is closed by Ahkyar now.
2. Miss. Dinda is visited by Mr. Wawan at the hospital.
3. The victims of disaster I are looked for by SAR TEAM.
4. The wall is painted by Tio with his old brother.
5. The bus is waited by the boy at the agent now.

Addition errors are characterized by the presence of an item which must not appear in well-formed utterance. Addition errors consist of double marking, regularization, and simple addition(Kurniasih, 2013). One of the students' errors is double marking. Firstly, students put "be" after to be "was". Furthermore, the students put "is" after will. The last one, they put twice "to be" in one sentence, as alike:

1. The delicious dish was be dished by Siti for lunch
2. The students is will be taught by Mr. Dedi about passive voice
3. The guest was be served by Mrs. Rika now
4. Was Mr.Andi's daughter was abducted by the man yesterday ?

Regularization is one of the students' errors. They did not understand or did not know well of regular and irregular verb. It's one of difficulties of students in constructing passive voice sentences. Here is the error made by the students.

1. The thief store was caught by police last night
2. About 140 of bullets were finded by the farmer in his garden
3. The soccer of international matches will be showed by SCTV program on November 2022.
4. The money was taked by my sister at the bank yesterday

Simple Addition is one of students' errors. In this case, they did not know when to be "am", "is", "are" is used and when to be "was" and "were" is used. Let's see in the following sentences:

1. Andi was suggested by the doctor to stop smoke.
2. About 140 of bullets was found by a farmer I in his garden .

Misformation are characterized by mislaid of some words in sentence. The students mislaid some words in some sentences(Nur et al., 2019). So, the sentences will be meaningless. Below are the errors found in misformation:

1. The Lombok island be will visited by the president on the next month.
2. My younger sister not is invited by my mother to go to Malaysia.
3. The film of Cinta Setelah Cinta not is shown by RCTI program.

Disordering is characterized by incorrect placement of morpheme or a group of morphemes in making a sentence or in an utterance. In this case, the students did not arrange English sentences in passive voice correctly and meaningfully. The arrangement of sentences is not followed by the right sentence's pattern.

1. A letter for her father is will written by miss Rika.
2. The passive voice sentences are will taught the students by Mr.Dedi.

These types of errors above indicate that the students confuse how to make and arrange the sentences in form of passive voice sentences. It can be summarized that many

students have not understood yet in using passive voice. The students' errors occur in rather whole types of errors, it is influenced by the interference between first language and English as foreign language use, but teaching and learning process also to be a factor too due to different capability of each student from their previous education. On the description of table 2 above, the writer found that most of students made errors in types of addition errors especially on simple addition errors. The total of errors in this type is 234 with the percentages of 22 %. The result describes the grammar as a basic linguistics pattern should be well comprehended to support students' ability of four skills.

## CONCLUSION

Having analyzed the data previously, making errors of constructing passive voice is still a lot to do. The English grammatical competence of making up passive voice is categorized into very low because the students result in lack of mastering passive voice forms. The data shows of students' competence are firstly, most of students made errors in addition errors on simple addition errors with the total errors are 234 or 22 %. The students have still not comprehended yet as to be "am, is, are, was, were and be" is used. Secondly, the students made errors in types of omission of "to be". Students still show misunderstanding that "to be" is one of important elements in passive voice sentences. So that, many students made some sentences without putting to be "is, are" in simple present tense, to be "was, were" in the simple past tense, and auxiliary "be" in the simple future tense. The total of errors in this type is 214 or 20 %. Besides that, auxiliary "being" in simple present continues tense is omitted too with the total of errors is 168 or 16 %. These are caused by the weaknesses of students' background in English grammar. Thirdly, students made errors in type of misformation errors. In this case, the students are just confused how to make a sentence correctly or structurally. It is also caused with weak background of the students' mastery. The total of errors in this type is 136 or 13 %. Fourthly, students made errors in type of addition especially on regularization errors. In this case, they are confusing regular verb and irregular verb. The total of errors in this type is 136 or 13 %. Furthermore, students made errors in type of disordering errors. In this case, the students did not know arrange some sentences in passive voice correctly and meaningfully. It is perhaps caused by exhibit interference from mother tongue or the first language. The total of errors in this type is 111 or 10 %. The last, students made errors in type of addition errors especially in double marking. The total of errors is 76 or 7 %.

In this section, the author(s) should give his comprise statement regarding the major findings and implications of the study, but not the whole study. It is not suggested to bring any new information in the conclusion.

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