

ERRORS OF PASSIVE VOICE CONSTRUCTION FOUND IN THE EXPLANATION COMPOSITION OF ENGLISH DEPARTMENT STUDENTS

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Abstract

Writing is a course provided for the English Department students since it is one of important skills that must be mastered. However, the process of writing itself is not easy so errors easily appear. In order to decrease the number of errors in writing, types of the errors and the possible causes are sought. By knowing types of errors and the possible causes, it is hoped that teachers can apply some crucial things suggested in this study in order to make the students' understanding about passive voice construction more complex. This study reports what kinds of errors of passive voice construction found in the explanation composition of English Department students and the possible causes of the errors.

Keywords: *errors, passive voice construction, English Department students*

Introduction

Since writing is one of the important skills, English Department provides a course called Writing is provided to present the basic concepts of various genres of text such as recounts, narratives, descriptives, explanations, expositions, discussions, and reviews and to let the students pour their perspectives out into a piece of writing (Widiati, 2011:60). However, the process of writing itself is not easy so errors easily appear. The mistakes or errors can be words choice, order of words, or grammar. Beside, it is also necessary to know how well the students' mastery to grammar rules is when they compose a piece of writing since grammar rules have been taught in another course called Structure. Because Writing-3 students are chosen, the explanation composition becomes the focus to analyze. In an explanation composition, passive voice is required. Passive voice construction is difficult enough for students to apply in their composition because the form of all tenses must be mastered first before constructing passive voice in their explanation composition.

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Based on those reasons, an analysis is conducted to find out types of errors of passive voice construction found in the explanation composition and to find out the possible causes of the errors. Knowing the types of errors and the possible causes is important to help the teachers what must be emphasized in teaching passive voice construction and to help the students in having more complex understanding about passive voice construction.

Some Related Literature

Contrastive Analysis

Contrastive Analysis is a comparison of a learner's L₁ and L₂ (Dulay et al., 1982:97). CA took the position that a learner's L₁ "interferes" with his or her acquisition of a L₂, and that it therefore comprises the major obstacle to successful mastery of the new language. Terms of 'interference' and 'transfer' have been used to refer to two very distinct linguistic phenomena. The CA hypothesis states that 'interference' is due to unfamiliarity with the L₂, to the learner's not having learned target patterns. Further, it is manifested in the language the learner learns, not the first language of the learner.

Whereas, 'transfer' is used to refer to a process described as the automatic, uncontrolled, and subconscious use of past learned behaviors in the attempt to produce new responses. In this sense, transfer may be of two types: negative and positive. The CA hypothesis held that the automatic "transfer" of L₁ structure to L₂ performance is "negative" when L₂ and L₁ structures differ and "positive" when L₂ and L₁ structures are the same. Negative transfer would result in errors, while positive transfer would result in correct constructions (Dulay et al., 1982:101). Errors that reflect on the learner's first language structure have been labeled '*interlingual errors*' (Dulay et al., 1982:102).

Error Analysis

Error analysis is an analytical tool, as are the specification of transitional constructions, the computation of acquisition orders, and the delineation of special utterance types (Dulay et al., 1982:145). Descriptive taxonomies assume that the accurate description of errors is a separate activity from the task of inferring the sources of those errors. It means that classifying errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. According to descriptive taxonomies, there are four major types of errors presented. They are linguistic category, surface category, comparative analysis, and communicative effect. Two major purposes which guide these descriptive

taxonomies are to present error categories which rely solely on observable (rather than inferred) characteristics for their definition and to report the findings of research conducted to date with respect to error types observed.

Research Method

Three parallel classes of Writing 3 in English Department of Widya Mandala Catholic University were utilized in this study. The accessible target was the work of 57 students who joined Writing 3 in the academic year of 2014/2015. In details, there were 19 students from class A, 18 students from class B, and 20 students from class C who joined Writing 3 in the academic year of 2014/2015. In Writing 3, the students were taught and trained how to compose an explanation text, an analytical and a hortatory exposition. In this study, explanation compositions were chosen as the data source.

In order to conduct the study, an analysis of passive voice construction in the students' explanation composition was done. In the other words, the writer herself was the instrument in this study. Another instrument used in this study was a questionnaire which was distributed to all Writing-3 students and filled in.

As the objective of this study is to find out types of errors and its possible causes, the analysis on types of errors referred to the surface strategy taxonomy and linguistic category taxonomy. Meanwhile, the possible causes of errors referred to the theory of interlingual and intralingual transfer.

Findings

Types of Errors

According to surface strategy taxonomy, errors were classified into four types. They were errors of misformation, errors of omission, errors of addition, and errors of misordering. However, there was no error of addition found in the students' explanation composition.

Errors of misformation

Concerning the errors of misformation, there were three kinds of miss-formation errors found in the students' writing composition. They were misformation of auxiliary, misformation of infinitive verb, and misformation of past participle. Totally there were 9 occurrences of error of misformation in the students' explanation composition. Misformation of auxiliary occurred 4 times, misformation of infinitive verb occurred 4 times, and past participle occurred once.

Table 1. Examples of Errors of Misformation

	Types of Misformation	Examples	Total Occurrences
Error of Misformation	Misformation of Auxiliary	(1) It is a place where everyone <u>are</u> welcomed to study foreign language for free	4
		(2) Vegetable and fruits are some healthy food which <u>are</u> needed our body	
		(3) A healthy body <u>are</u> control by ourselves	
		(4) 75% human body <u>are</u> made from water.	
	Misformation of Infinitive verb	(3) A healthy body <u>are control</u> by ourselves	4
		(5) But when we are sick, we are absent, and our salary will be <u>decrease</u>	
		(6) It causes that your fat is <u>burn</u> by your body-movement so that many people do exercising to reduce their fat and cholesterol in their body	
Misformation of Past participle	(7) Don't be <u>burden</u> because of the steps	1	
	(8) Don't ask her to allow you buying alcoholic drinks although you know that is <u>prohibited</u>		
Total Occurrences of Error of Misformation			9

Misformation of Auxiliary

In the example (1) It is a place where everyone are welcomed to study foreign language for free, the student used the plural auxiliary 'are' for pronoun 'everyone'. In L1, everyone is considered a plural pronoun but different from L1, everyone in L2 is considered a singular pronoun. The different concept of singular in L1 and L2 emerges the auxiliary 'are' in the example (1). Therefore, example (1) should be "It is a place where everyone is welcomed to study foreign language for free".

In the example (2) Vegetable and fruits are some healthy food which are needed [...] our body, the student used the plural auxiliary 'are' for noun 'food'. This example shows that the student considered food as a plural noun. It is not wrong if the student considered food as a plural noun because food can be both countable noun and uncountable noun. If food is considered as an uncountable noun, it is always considered as a singular noun. In the other words, food as an uncountable noun surely requires a singular auxiliary. However, if food is considered as a countable noun, it can be a singular noun or a plural noun. If food is a singular noun, nothing has to be added in the end but if food is a plural noun, 's' has to be added in the end so it becomes 'foods'. In the other words, food as a countable singular noun requires a singular auxiliary and foods as a countable plural noun requires a plural auxiliary. Now, notice the example (2). There are two kinds of healthy food mentioned in the example (2). They are vegetable and fruits so it indicates that food here is considered as a plural noun but there is no sign that food is a plural noun in the example (2) because there is no 's' in the end of 'food'; then suddenly the auxiliary 'are' appears. It is an error. If food is really considered as a plural noun, it should be 'foods' so example (2) should be "Vegetable and fruits are some healthy foods which are needed by our body". Another way to correct the example (2) can be written "Vegetable and fruits are some healthy food which is needed by our body". In this correction, food is considered as a singular noun so the singular auxiliary 'is' must exist before 'needed'. Further, there is another type of error found in the example (2) which will be talked in **Errors of Omission**.

In the example (3) *A healthy body ~~are control~~ by ourselves*, 'are' becomes the auxiliary of 'a healthy body'. The phrase 'a healthy body' is very clear that it is a singular noun so it surely needs the singular auxiliary 'is'. Here, the student has not successfully distinguished when the auxiliary 'is' and 'are' is used in the sentence. In the other words, example (3) should be "A healthy body is controlled by our self". Further there is another type of error found in the example (3) which will be talked in *Misformation of Infinitive verb*.

In the example (4) 75% human body are made from water, the auxiliary 'are' is used for subject '75% human body'. Grammatically, there must be 'of' between '75%' and 'human body' but this is not the

researcher's focus since this study limits the types of errors and its causes. Coming back to the researcher's focus miss-formation of auxiliary, 75% is part of human body. The rule is that part of something always follows the main noun. For an example, 50% of men here seem unhealthy. The main noun here is men. 'Men' is a plural noun so '50% of men' is also a plural noun. Another example, 99% of this article is my idea. The main noun here is this article. 'This article' is a singular noun so '99% of this article' is a singular noun. Coming back to the example (4), the main noun in '75% of human body' is human body. Human body is a singular noun so '75% of human body' requires a singular auxiliary. Thus, example (4) should be "75% of human body is made from water because of that body needs a lot of water everyday".

Misformation of Infinitive Verb

Further, the example (3) is also categorized as miss-formation of infinitive verb. In the example (3), the student wrote down *A healthy body ~~are control~~ by ourselves*. Now, let us focus on 'control'. 'Control' is an infinitive verb; whereas, a past participle verb is required in passive voice construction. The past participle verb of 'control' is controlled. Thus, the example (3) should be written as the following, "A healthy body is controlled by our self."

In the example (5) But when we are sick, we are absent, and our salary will be decrease, the student wrote an infinitive verb 'decrease' instead of 'decreased'. 'Decrease' is an infinitive verb while passive voice construction requires auxiliary 'to be' and a past participle verb. In the example (5), the student successfully utilized auxiliary 'to be' but he failed to miss-format the past participle of 'decrease' which is decreased as passive voice construction requires. Thus, example (5) should be "But when we are sick, we are absent, and our salary will be decreased".

In the example (6) It causes that your fat is burn by your body-movement so that many people do exercising to reduce their fat and cholesterol in their body, the student used 'burn' in his passive sentence. It is wrong because 'burn' is an infinitive verb; whereas, passive sentence needs a past participle after auxiliary 'to be'. Instead of 'burn', the student should utilize 'burned' or 'burnt' as the past participle of 'burn'. In the other words, the example (6) should be correctly rewritten as the following "It causes that your fat is burnt/burned by your body-movement so that many people do exercising to reduce their fat and cholesterol in their body".

In the example (7) Don't be burden because of the steps, the student also failed to use a past participle in his passive sentence. In this example, burden is an infinitive verb. To construct a correct passive sentence, he should utilize 'burdened'. Therefore, the example (7) should be correctly written "Don't be burdened because of the steps".

Misformation of Past Participle

In the example (8) Don't ask her to allow you buying alcoholic drinks although you know that [...] is prohibited. the student wrote down 'prohibited' as the past participle of prohibit. However, it is incorrect. The correct past participle of prohibit is 'prohibited'. There should not be a double 't' in the past participle of prohibit. It is true that some regular verbs have a double consonant for their past participle such as admitted, banned, begged, kidnapped, travelled, and robbed. However, it is an exception for past participle of prohibit. Besides, there is another type of error in the example (8) which will be talked in *Omission of Pronoun*.

Errors of omission

Concerning the errors of omission, there were three kinds of omission errors that the students made in their writing composition. They were omission of auxiliary, omission of preposition, and omission of pronoun. Totally, there were 7 occurrences of omission in the students' explanation composition. Omission of preposition occurred once, omission of pronoun occurred once, and omission of auxiliary occurred five times.

Table 2. Examples of Errors of Omission

	Types of Omission	Examples	Total Occurrences
Error of Omission	Omission of Preposition	(2) Vegetable and fruits are some healthy food which are needed [...] our body	1
	Omission of Pronoun	(8) Don't ask her to allow you buying alcoholic drinks although you know that [...] is <u>prohibited</u>	1
	Omission of Auxiliary	(9) Many foreign literatures [...] massively translated to English (10) The most important reason why English should [...] used as the only language at campus is AFTA 2015	5

	Types of Omission	Examples	Total Occurrences
Error of Omission	Omission of Auxiliary	(11) You do not have to try to memorize the words or phrases anymore because they will all [...] installed in your mind as the time goes	5
		(12) Because our souls' reflection or aura whether positive or negative will [...] shown outside	
		(13) Sleeping too long [...] also believed to be unhealthy	
Total Occurrences of Error of Omission			7

Omission of Preposition

Another type of error occurring in the example (2) is omission. In this example, there is no preposition 'by' between needed and our body. As the requirement of passive voice construction, it needs the preposition 'by' which is used to tell the agent or the doer. In the example (2), our body is the agent. The absence of preposition will make the readers misinterpret what is going to be delivered by the student. Therefore, example (2) should be "Vegetables and fruits are some healthy food which is needed by our body."

Omission of Pronoun

In the example (8), another type of error is error of omission of pronoun. Now, let us focus on what is omitted in the example (8). There is no pronoun or noun in the example (8). Moreover, a passive voice construction requires noun or pronoun so that the readers will not misinterpret what is going to be delivered by the writer in that sentence. Therefore, the example (8) should be written as the following "Don't ask her to allow you buying alcoholic drinks although you know that it is prohibited."

Omission of Auxiliary

In the example (9) Many foreign literatures [...] massively translated to English, the student did not utilize the auxiliary ‘are’ as a passive voice construction requires. Here, the student failed to construct a correct passive sentence because he omitted the auxiliary ‘to be’. He did not aware of the grammar rule of passive voice construction. As the result, the absence of auxiliary ‘are’ occurred. To make it correct, the example (9) should be written as the following, “Many foreign literatures are massively translated to English.”

The other four passive sentences are also incorrect because the students omitted the auxiliary ‘to be’ in their passive voice constructions. In the example (10) The most important reason why English should [...] used as the only language at campus is AFTA 2015, the student omitted the auxiliary ‘be’. Therefore, example (10) should be “The most important reason why English should be used as the only language at campus is AFTA 2015”.

In the example (11) You do not have to try to memorize the words or phrases anymore because they will all [...] installed in your mind as the time goes, the student also omitted the auxiliary ‘be’ before the past participle ‘installed’. Whereas, a passive voice construction requires an auxiliary ‘to be’ and a past participle verb. Therefore, the example (11) should be written as the following, “You do not have to try to memorize the words or phrases anymore because they will all be installed in your mind as the time goes.”

In the example (12) Because our souls’ reflection or aura whether positive or negative will [...] shown outside. the student omitted the auxiliary ‘be’. It should be “Because our souls’ reflection or aura whether positive or negative will be shown outside.”

In the example (13) Sleeping too long [...] also believed to be unhealthy, the student failed to construct a passive sentence because he did not utilize the auxiliary ‘is’ before ‘also believed’. To make it correct, the example (13) should be written as the following, “Sleeping too long is also believed to be unhealthy.”

Errors of misordering

Errors of miss-ordering occurred when the students wrongly put the elements of passive voice construction which consisted of subject, phrasal verb, and object and the students wrongly put the modifiers such as adverb of manner and frequency. Totally, there were 2 occurrences of misordering in the students’ explanation composition. Misordering of the elements of passive voice construction occurred two times while misordering of the modifiers was not found in the students’ explanation composition

Table 3. Examples of Errors of Misordering

	Types of Misordering	Examples	Total Occurrences
Error of Misordering	Misordering of the elements of passive voice construction	(14) If we obey the rules to consume the healthy food and do exercise regularly, we can <u>avoided be</u> from the disease	2
		(15) In fact, <u>people who eat more vegetables associated are with reduce of the risk of developing cancers of lung, breast, colon, cervix, and so forth</u>	
	Misordering of the modifiers	-	-
Total Occurrences of Error of Misordering			2

Misordering of the Elements of Passive Voice Construction

The sentence in the example (14)
 If we obey the rules to consume the healthy food and do exercise regularly, we can avoided be from the diseases, the order is not correct.

As the passive voice construction requires an auxiliary ‘to be’ followed by a past participle verb. Not being aware of the grammar rule of passive voice construction which is an auxiliary ‘to be’ followed by a past participle verb emerges the error of misordering. Therefore, it should be written as the following, “If we obey the rules to consume the healthy food and do exercise regularly, we can be avoided from the diseases.” However, this sentence is still incorrect. Later, the causes of this error will be talked in **Discussion**. Instead of that wrong passive voice construction, it should be written as the following, “If we obey the rules to consume the healthy food and do exercise regularly, we can avoid from the diseases.”

In the example (15) In fact, people who eat more vegetables associated are with reduce of the risk of developing cancers of lung,

breast, colon, cervix, and so forth, the order is totally confusing and ambiguous. After this sentence was read five times and the next sentences were also read, the researcher reached a decision that the clause which has a passive voice construction should be totally reordered into ‘the risk of developing cancers of lung, breast, colon, cervix, and so forth is reduced by eating more vegetables’. As the result, the readers are difficult to catch what the student was going to deliver in this sentence. To make it clear, the example (t) should be written “In fact, the risk of developing cancers of lung, breast, colon, cervix, and so forth is reduced by eating more vegetables.”

Misordering of the Modifiers

In the students’ explanation compositions, there was no misordering of the modifiers occurred.

According to linguistic category taxonomy developed by Burt and Kaspersky (1972), there were two kinds of errors in passive sentences. They were errors dealing with formation of passive sentences and inappropriate use of passive

Errors with formation of passive sentences

Concerning the errors dealing with formation of passive sentences, there were three kinds of omission errors that the students made in their writing composition. They were misformation of passive verb, active order but passive form, and absence of preposition. Totally, there were 18 occurrences of error with formation of passive sentences in the students’ explanation composition. Misformation of passive verb occurred 12 times, absence of preposition occurred once, and active order but passive form occurred five times.

Table 4. Examples of Errors with Formation of Passive Sentences

	Types of Formation of Passive Sentences	Examples	Total Occurrences
Error with Formation of Passive Sentences	Misformation of passive verb	(1) It is a place where everyone <u>are</u> welcomed to study foreign language for free	12
		(3) A healthy body <u>are control</u> by ourselves	
		(4) 75% human body <u>are</u> made from water	

	Types of Formation of Passive Sentences	Examples	Total Occurrences
Error with Formation of Passive Sentences	Misformation of passive verb	(5) But when we are sick, we are absent, and our salary will be <u>decrease</u>	12
		(7) Don't be <u>burden</u> because of the steps	
		(8) Don't ask her to allow you buying alcoholic drinks although you know that [...] is <u>prohibited</u>	
		(9) Many foreign literatures [...] massively translated to English	
		(10) The most important reason why English should [...] used as the only language at campus is AFTA 2015	
		(11) You do not have to try to memorize the words or phrases anymore because they will all [...] installed in your mind as the time goes	
		(12) Because our souls' reflection or aura whether positive or negative will [...] shown outside	
		(13) Sleeping too long [...] also believed to be <u>unhealthy</u>	
	Absence of preposition	(2) Vegetable and fruits are some healthy food which <u>are</u> needed [...] our body	1
	Active order but passive form	(14) If we obey the rules to consume the healthy food and do exercise regularly, we can <u>avoided be</u> from the diseases	5

	Types of Formation of Passive Sentences	Examples	Total Occurrences
Error with Formation of Passive Sentences	Active order but passive form	(16) If my mom see like that she <u>will be granted</u> my request	5
		(17) Those kinds of food can make our body healthy because many vitamins, proteins, and other elements that our body need to keep healthy and <u>be avoided</u> from diseases	
		(18) Your healthy <u>is depend</u> on your situation	
		(19) They can improve their life each day and make their life meaningful and worthy to <u>be live</u> in with healthy body	
Total Occurrences of Error with Formation of Passive Sentences			18

Misformation of Passive Verb

According to surface category taxonomy, the example (1), (3), (4), (5), (6), (7), (8) are classified into error of misformation. Example (1), (3), (4) have been explained in *Misformation of Auxiliary*. Meanwhile, the example (5), (6), (7) have been explained in *Misformation of Infinitive Verb* and the example (8) has been explained in *Misformation of Past Participle*. Then, the example (9), (10), (11), (12) and (13) are classified into error of omission. They have been explained in *Omission of Auxiliary*.

In this part, the example (1), (3), (4), (5), (6), (7), (8), (9), (10), (11), (12) and (13) are classified into errors with formation of passive sentences. More specifically, those errors occurred due to misformation of passive verb.

Absence of Preposition

According to surface strategy taxonomy, the example (2) is classified as the error of omission. The example (2) has been further explained in *Omission of Preposition*.

Active Order but Passive Form

It is said that the example (14) is classified into error of misordering according to surface strategy taxonomy. It has been explained in *Misordering of the Elements of Passive Voice Construction*. However, example (14) is also classified into error dealing with formation of passives according to linguistic category taxonomy. Here, the student was going to deliver in active order but he formed in the passive sentences.

In the example (16) If my mom see like that she will be granted my request, what is granted is not my mom but what is granted is my request so it is wrong to say 'she will be granted'. To make it comprehensible, the example (16) should be changed into active voice. It will be "If my mom sees like that, she will grant my request".

The same thing happens to the example (17) *Those kinds of food can make our body healthy because many vitamins, proteins, and other elements that our body need to keep healthy and ~~be avoided~~ from diseases*. Now, let us focus on the clause 'our body need to keep healthy and be avoided from diseases'. Actually, there should be 's' behind 'need' because of the present simple tense requirement but the researcher's focus now is the active order but passive form. At first, the student utilizes active order and put it into the correct form of active sentence but suddenly, the student utilize 'be avoided'. The occasion of 'be avoided' makes the readers misinterpret what the student was going to deliver. Therefore, the example (17) should be written as the following "Those kinds of food can make our body healthy because many vitamins, proteins, and other elements that our body needs to keep healthy and to avoid diseases".

In the example (18) Your healthy is depend on your situation, what the student was going to deliver is active order but he formed his sentence into passive. However, the form of his passive sentence is also wrong because of using the infinitive verb instead of the past participle verb. Coming back to the researcher's focus which is active order but passive form, the student failed to distinguish when to construct passive voice and when to construct active voice. Therefore, the error of active order but passive form appeared. The example (18) should be changed into active order so it becomes "Your health depends on your situation".

In the example (19) They can improve their life each day and make their life meaningful and worthy to be live in with healthy body,

there is no need to utilize ‘be’ in the phrase ‘be live in’. It was already an active order then suddenly the student used ‘be’ before ‘live in’. Therefore, it is classified into type of active order but passive form. To make it correct, the example (19) should be written as the following “They can improve their life each day and make their life meaningful and worthy to live with healthy body”.

Inappropriate use of passives

Concerning the inappropriate use of passive, there were two kinds of inappropriate use of passive in the students’ explanation composition. They were intransitive verb and misuse of passives in complex sentence. Inappropriate use of passive occurred when passive sentences were not appropriately or correctly used so it made misinterpretation to the readers. Totally, there were 2 occurrences of inappropriate use of passive in the students’ explanation composition. The use of intransitive verbs in passive sentence occurred once times while misuse of passives in complex sentences occurred once.

Table 5. Examples of Inappropriate Use of Passive

	Types of Inappropriate Use	Examples	Total Occurrences
Inappropriate Use of Passive	Intransitive verbs passive	(20) We feel anxiety if we are looked to other who are able to communication with English language	1
	Misuse of passives in complex sentences	(15) In fact, <u>people who eat more vegetables associated are with reduce of the risk of developing cancers of lung, breast, colon, cervix, and so forth</u>	1
Total Occurrences of Inappropriate Use of Passive			2

Intransitive Verbs Passive

In the example (20) We feel anxiety if we are looked to other who are able to communication with English language, the student used

the verb 'look'. 'Look' is an intransitive verb or in the other words, 'look' does not need any objects. Meanwhile, as we know that passive voice construction only requires transitive verbs which have or need an object. Thus, any sentences utilizing intransitive verb cannot be changed into passive voice and it is categorized as the error of intransitive verbs passive. To make it comprehensible, the example (20) should be written as the following "We feel jealous if we look at others who are able to communicate very well in English."

Misuse of Passives in Complex Sentences

According to surface strategy taxonomy, the example (15) is classified as the error of misordering. It has been further explained in *Misordering of the Elements of Passive Voice Construction*. However, in this part, the example (15) is classified as inappropriate use of passive.

Causes of Errors

Errors occurred due two major sources. They were interlingual transfer and intralingual transfer.

Interlingual Transfer

It is said by Dulay et al. (1982:108-112) that the environmental factors occasion the interlingual errors. The indications are conditions that result in premature use of the L2 and certain elicitation task.

Table 6. Examples of errors due to Interlingual Transfer

	Examples	Total Occurrences
Interlingual Transfer	(1) It is a place where everyone <u>are</u> welcomed to study foreign language for free.	5
	(2) Vegetable and fruits are some healthy food which <u>are</u> needed [...] our body.	
	(14) If we obey the rules to consume the healthy food and do exercise regularly, we can <u>avoided be</u> from the diseases.	
	(15) In fact, <u>people who eat more vegetables associated are with reduce of the risk of developing cancers of lung, breast, colon, cervix, and so forth.</u>	

	Examples	Total Occurrences
Interlingual Transfer	(17) Those kinds of food can make our body healthy because many vitamins, proteins, and other elements that our body need to keep healthy and <u>be avoided</u> from diseases.	5

Intralingual Transfer

Intralingual transfer which is transfer within the target language itself is another major factor in second language. Overgeneralization is the negative counterpart of intralingual transfer. Researchers have found the early stages of language learning are characterized by a predominance of interference (interlingual transfer) but once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalization within the target language is manifested. In addition, incomplete application of rules and failure to learn conditions under which rules apply occasion the negative intralingual transfer.

Table 4.7. Examples of errors due to Intralingual Transfer

Intralingual Transfer	Examples	Total Occurrences
	(3) A healthy body <u>are control</u> by ourselves	15
	(4) 75% human body <u>are</u> made from water.	
	(5) But when we are sick, we are absent, and our salary will be <u>decrease</u> .	
	(6) It causes that your fat is <u>burn</u> by your body-movement so that many people do exercising to reduce their fat and cholesterol in their body.	
	(7) Don't be <u>burden</u> because of the steps.	
	(8) Don't ask her to allow you buying alcoholic drinks although you know that [...] is <u>prohibitted</u> .	
	(9) Many foreign literatures [...] massively translated to English.	

	Examples	Total Occurrences
Intralingual Transfer	(10) The most important reason why English should [...] used as the only language at campus is AFTA 2015.	15
	(11) You do not have to try to memorize the words or phrases anymore because they will all [...] installed in your mind as the time goes.	
	(12) Because our souls' reflection or aura whether positive or negative will [...] shown outside.	
	(13) Sleeping too long [...] also believed to be unhealthy.	
	(16) If my mom see like that she <u>will be granted</u> my request.	
	(18) Your healthy <u>is depend</u> on your situation.	
	(19) They can improve their life each day and make their life meaningful and worthy to <u>be live</u> in with healthy body.	
	(20) We feel anxiety if we <u>are looked</u> to other who are able to communication with English language.	

Discussion

The occurrence of errors of passive voice construction in the students' explanation composition is low. In the other words, 70% of students successfully constructed correct passive voice in their explanation composition. However, the findings must be considered with care. Errors encountered in the students' explanation compositions due to two major sources: interlingual and intralingual errors and supported by the questionnaires filled by the students must be highly cared.

Interlingual transfer which is occasioned by the environmental factors emerge five occurrences of errors which showed in the example (1), (2), (14), (15), and (17). Now, look at the example (1) It is a place where everyone are welcomed to study foreign language for free. In L1, everyone is considered a plural pronoun but different from L1, everyone in L2 is considered a singular pronoun. The different concept of singular in L1 and L2 emerges the auxiliary 'are' in the example (1).

Another interlingual transfer is showed in the example (2). As explained in *Misformation of Auxiliary*, the noun 'food' in the example (2) can be both singular and plural noun. However, in the example (2), it is clearly that 'food' here is singular noun but the student utilized auxiliary 'are'. Misuse of the auxiliary 'are' and 'is' occurred because of the interference of L1. In L1, when we say two different things in the beginning, those two things are considered as plural noun. However, in L2, the structure is totally different.

Then, in the example (14), the error here occurred due to the interference of L1. In L1, the student is going to say "kita bisa terhindar dari penyakit-penyakit". Because the student only translates without being aware of the structure in L2, passive voice is constructed and the preposition 'from' appears behind the passive voice construction itself. This different concept between L1 and L2 emerges the preposition 'from' in the example (14). In the other words, the student was going to say it in active order but in fact he formed the verb in passive. As the result, the error of active order but passive form occurred.

Next, in the example (15) In fact, people who eat more vegetables associated are with reduce of the risk of developing cancers of lung, breast, colon, cervix, and so forth, the order is totally confusing and ambiguous. The researcher notices that the student just translated what was in her mind but she did not think of the grammatical rule in L2. It is due to the difference of structure between L1 and L2 so the error encountered in the student's sentence.

Then, in the example (17) *Those kinds of food can make our body healthy because many vitamins, proteins, and other elements that our body need to keep healthy and ~~be avoided~~ from diseases*, the error in this sentence occurred due to the interference of L1.

Different from interlingual transfer, intralingual transfer is occasioned by overgeneralization, incomplete application of rules and failure to learn conditions under which rules apply. This interlingual transfer then emerge the errors like in the example (3), (4), (5), (6), (7), (8), (9), (10), (11), (12), (13), (16), (18), (19), and (20).

Moreover, the questionnaires support the possible causes of the errors. Based on the questionnaires filled, the researcher found that there are four main difficulties that students have in constructing passive voice which are use of passive, word order, grammar rule and use of irregular verb and irregular verb. After analyzing the questionnaires, the researcher notices that the use of passive voice was the most difficult in constructing passive voice. In fact, active order but passive form occurred only five times. This number is less than the occurrence of errors dealing with formation of passive verb. There were 12 occurrences of misformation of passive verb. In the other words, intralingual transfer which includes overgeneralization, incomplete application of rules and failure to learn

conditions under which rules apply really plays a role in the occurrences of errors found in the explanation compositions of Writing-3 students.

Conclusion

This research was conducted to find out the types of errors, specifically according to surface strategy taxonomy and linguistic category taxonomy. After analyzing the data, the researcher notices that there were four types of error according to surface strategy taxonomy and there were two types of error according to linguistic category taxonomy in the students' explanation composition. According to surface strategy taxonomy, those four types were errors of misformation, errors of omission, and errors of misordering. Errors of misformation occurred when the students wrongly formatted auxiliary, infinitive verb, and past participle. Errors of omission occurred when the students omitted auxiliary, preposition, and pronoun. Errors of addition did not occur in the explanation composition. Errors of misordering occurred when the students wrongly put the passive elements. According to linguistic category taxonomy, those two types consisted of errors with formation of passive sentences and inappropriate use of passive. Errors with formation of passive sentences occurred when the students misformatted the verbs in passive voice or when active voice was going to be delivered but the form was passive or when preposition was omitted before agent. Meanwhile, inappropriate use of passives occurred when the students made intransitive verb in passive voice or when the students wrongly used passives in complex sentences.

Besides, the questionnaire showed that there were four main difficulties that the students faced when they constructed passive voice. Firstly, in what context and when to construct passive voice is not totally understood. Secondly, the pattern of passive voice is not well understood. Thirdly, ordering the passive elements is considered not easy as well. Lastly, the form of irregular and regular verbs is not remembered well. In the other words, these difficulties are occasioned by two major sources which emerged the errors. The two major sources were the intralingual transfer and interlingual transfer. The environmental factors occasion the interlingual transfer whereas faulty of overgeneralization, incomplete application of rules, and failure to learn conditions under which rules occasion intralingual transfer.

Suggestions

Through the data obtained, the researcher suggests when teaching passive voice to students, as a teacher, the use of passive voice construction must be emphasized and repeated so that the students get the points about the function of passive voice construction. Besides, several

passive voice sentences must be presented to the students before explaining the grammar rule of passive voice. It aims at giving general knowledge to the students before knowing the pattern of passive voice. The students must be also reminded to remember the form of irregular and regular verbs because it will affect when they construct passive voice. More importantly, the students must be repeatedly given the exercises of passive voice construction, not only a fill-in-the-blank exercise but also a writing which requires passive voice construction.

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