ERROR ANALYSIS IN STUDENTS' WRITING COMPOSITION

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ABSTRACT

To recognize the students' difficulties, this research analyzes errors in Students' writing composition of Passive Voice. This study of error (error analysis) is part of an investigation of the process of English language learning. This research is to find the types of error analysis in students' writing composition and to find the most dominant types of error analysis in students' writing composition of passive voice. This research is qualitatively accomplished to look into errors in second language acquisition. This research focused on qualitative research by using document analysis to collect empirical data from the students' writing. This method is applied to get accurate data collection. The object of the research is students' writing composition randomly taken from sixteen ESP students of Strata 1 – Arabic Department of STAI Ali bin Abi Thalib Surabaya. The researcher investigates more details by using surface strategy taxonomy to get the result of this error analysis. It is limited on the students' passive sentences error in writing composition consisting of four error types: omission, addition, misformation, and misordering. Finally, after identifying the entire data and analyzing the research findings, it can be summarized that the types of passive voice errors produced by the students are (1) omission that occurred 24 times or 51,06% of all, (2) addition that occurred 15 times or 31,96% of all, (3) misordering that occurred 5 times or 10,64% of all, and (4) misformation that occurred 3 times or 6,38% of all. According to the research findings, the most dominant type of passive voice error is omission.

Keywords: Error Analysis, Writing, Passive Voice.

1. INTRODUCTION

Most people communicate with one another by using English. As the essential international language which is used in every field of life, it is similar to the second language in this world that everyone who wants to communicate globally must study gradually. Not only in the capability aspect of writing, reading, and listening but also in the speaking aspect people have to be comprehensively applied. Baker (2001) stated that the four basic language abilities are

commonly regarded as speaking, listening, reading, and writing. Listening and reading are defined as receptive skills. In contrast, speaking and writing are categorized as productive skills used by the learners to produce language.

To learn a language, writing as defined as a productive skill is different from other activities. In writing which is less self-generated but more enduring because it needs much time and focused drill, some language expressions are implied such as grammar, spelling, punctuation, model text, and preposition. Harmer states that 'writing has several conventions which separate it from speaking. Apart from the differences in grammar and vocabulary, there are issues of a letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation' (Harmer, 2002: 255). In improving students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form. 'Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form' (Palmer, 1994:1)

In addition, the entire English skills such as listening, reading, writing, speaking, and grammar are unified. All language skills must be implied to originate learners writing proficiency. Some students face some difficulties in understanding English since some language features such as sentence construction, vocabulary, grammar, spelling, and so forth in their mother tongue are different from those of the target language. Lado affirmed that 'those language features that are similar to the (learner's) native language will be simple for him, and those areas that are different will be difficult' (1957 in Richards, 1987: 46).

Then, the way of thinking and concepts from their native language to express their ideas in English may be used by the students in the university. How to transfer their knowledge of grammatical concepts of the target language from oral language to written language is acquired to learn. The students may commit some errors because of their difficulties in applying the rules of the language in writing. Dulay states that 'an error is a noticeable deviation from the adult grammar of a native speaker (1982 in Brown, 1994: 205). From the statement, it can be restated that learners commit errors because of their lack knowledge of the rules of the target language. Selinker points out that 'when a student makes a mistake, it is not the fault of the teacher or the materials or even the students, but it is a natural part of a learning process (1972 in Pranowo, 1996:50). It means that it is impossible to learn the language without producing errors first consistently. Learners' errors contribute to comprehending the foreign language acquisition step. To collect information in students' writing can be observed from students' errors.

To investigate the error in the second language, this research applied error analysis. Studying English is intimately connected to the tenses. Declerck, et al. (2006) state that tense is a kind of marker verb that is used to answer when the event or the tragedy happens. In this research, since passive voice usage is in connection with time and the possibility of verb-action change, so it can be closely related to all tenses, such as simple present tense, past tense, future tense, and so on. Richard (1974: 1) stated that errors analysis is the study and the analysis of errors made by second or foreign language learners. From the explanation, it can be restated that error analysis is a way to investigate students' errors in second or foreign language acquisition. Moreover, this study entitled "An Error Analysis in Students' Writing Composition of Passive Voice" is conducted as a part of scientific research of the process of English language learning. Further analysis of this research is to find out the types of errors and the most dominant types of errors especially in the aspect of grammar.

According to Quirk et al., as cited in Kast (2008), they state that aspect refers to a grammatical category that describes the verb action which is used in an utterance. It is simply restated that aspect provides a reply to a situation that occurs. The writing aspect is applied in this research since it is grammatically more complete than speaking. In writing, communication can be completely intelligible through the language itself. This research discusses the difference between passive and active meaning, passive voice functions, passive voice form, and the usage of passive voice.

2. METHOD

2.1 Research Method

In this research, document analysis is selected as the research method since the researcher analyses the usage of Passive Voice errors in students' writing composition. Best (1959: 117) states 'document analysis which is called content analysis is a kind of research method that deals with records or documents as the research data'. Referring to his statement, one purpose of document analysis is to analyze the types of errors in students' work. To get the data collection in students' errors of their writing composition, the qualitative method is applied. By applying this, the data collection is completely acquired. In addition, Ary, Jacobs, & Razavieh (2002) state that document analysis focuses more on analyzing and interpreting recorded meterials within materials context. This research method was carried out to get the data on An Error Analysis in students' writing composition of Passive Voice in *English for Specific Purpose II* course. Alwasilah (2002) states that one of

the purposes of a qualitative method or study is to acquire descriptive data. It means that the description of the research data is in the form of words, not in an adequate amount. Yin (2015) states 'qualitative research deals more with words rather than with number and symbols'. So, the research method, document analysis, is included in the qualitative research.

2.2 Participant and Setting

This research was conducted at STAI Ali Bin Abi Thalib Surabaya, the researcher's home institution, by focusing on fifth semester *English for Specific Purpose (ESP) II* students writing composition of passive voice as the research respondents. The source of research data was taken from *the ESP II* course. The researcher took sixteen random students' writing compositions since they were still in the starting-out degree of learning so they will be more enthusiastic to learn English and be more accessible to correction and pay attention to their errors. The errors will assist them in greater learning and understanding of English.

2.3 Data Collecting Technique

In association with two research questions, some techniques are employed in this research to collect the data. The data collection is taken from students' final test composed as the written test. Writing comprehension is applied to get and detect the students' errors in writing composition of passive voice. The researcher investigates the data collection of Passive Voice by taking from sixteen students' writing compositions as the object of the research.

In collecting the data, the researcher uses several steps to obtain the data. Meanwhile, the complete process of the data collecting technique can be noted; first, the instrument is prepared to examine the students' errors in passive voice usage in their writing compositions. Next, the steps to conduct the written test are explained. And then the duration of the test is informed to the students. Lastly, the students' writing composition is wholly gathered to be discussed.

2.4 Data Analysis Technique

Some steps are applied to analyze data by using a written test. Meanwhile, the complete process of the data analysis technique can be identified; first, the researcher asks the students to do a writing test and to accomplish it based on the similar provided topic. Then, after having finished their writing, the student's writing compositions are collected. Each of the sentences containing the passive voice is classified by putting it on the table and given note whether the data are correct or wrong. If the data is wrong, it will be given a short

description and a correction. Next, the data are identified by knowing and choosing the types of errors that frequently appear in the student's writing composition. The following steps are classifying the sentence errors that are found into some types of errors. The researcher uses the theory of Dulay et al. (1982) stating four types of errors in writing namely *omission, addition, misformation, and misordering* to analyze and correct the incorrect passive sentences based on the correct grammatical of passive sentence formula. Moreover, all errors sentences for each type are counted to find the most dominant errors students produced. At last, the researcher formulates data interpretation and the conclusion after finishing the data analysis process.

3.   **FINDINGS**

In this chapter, the researcher will give the results of the documents analysis which will answer the two problems formulation of the research. In addition, the findings of grammatical errors which were produced by the students in their writing composition focusing on passive voice are discussed in this research by presenting five primary sections. Those are (A) Data Findings of Passive Voice Usage, (B) Types of Passive Voice Errors in *Common Tenses,* (C) Types of Errors in Passive with *Infinitive*, (D) Types of Errors in Passive with *Gerunds*, (E) Types of Errors in *Stative Passive*.

3.1   Data Findings of Passive Voice Usage

3.1.1   The Total Number of the Sentences

There are several types of sentences and also several types of passive voice usage as in each document the students commit. The researcher identifies all sentences which consisted of (1) passive voice in common tenses, (2) passive voice with *the infinitive*, (3) passive voice with *gerunds*, and (4) stative passive. In addition, all students' sentences in every single document that would be examined are also counted. The number of sentences committed by students can be displayed through the following table of analysis. The table consists of all usage of passive voice. Those are Passive in *common tenses*, Passive with *Infinitive*, Passive with *Gerunds*, and *Stative* passive.

Table 1. The Number of Written Sentences in the Usage of Passive Voice

The Usage of Passive Voice	Number	Percentage (%)
Passive in *common tenses*	216	81,51%

Passive with *Infinitive*	18	6,79%
Passive with *Gerunds*	11	4,15%
Stative Passive	20	7,15%
Total of sentences	265	100%

After having finished calculating and identifying students' sentences, the researcher found some facts. There were wholly 265 passive sentences committed by 16 students based on the data. Furthermore, 216 sentences of Passive in *common tenses* were productively written. Some other facts being the most dominant usage of passive voice is Passive sentences *in common tenses*. The percentage of this first passive category is 81,51%. Thus, the use of this first category was dominantly written by the students in the writing compositions. Considering all the passive sentences committed by the students, the researcher found 18 passive sentences with *Infinitive* or approximately 6,79% of all sentences, 11 passive sentences with *Gerunds* or 4,15% of all sentences, and 20 sentences of *Stative* Passive or 7,15% of all sentences. In addition, there were also some other active sentences in many tenses like *the simple present, past tense, future tense, present/past perfect tense, simple/past progressive tense*, etc. arranged by the students in the writing compositions. Since the research focus is the usage of *Passive Voice*, those sentences will not be consequently discussed in all details.

3.1.2   Classifications According to the Types of Error

The researcher keeps on carrying on the sentence classification into each type of error called *omission, addition, misformation, and misordering* after counting and presenting the total number of the usage of Passive Voice. The results of the sentence classification could be distinctly examined in the following table and diagram analysis.

Table 2. The Frequency and Percentage of *Passive Voice* Types of Error in Surface Strategy Taxonomy and Each Category

No.	Types of Errors in Surface Strategy Taxonomy		Number of Each error	Frequency of Errors	Percentage (%) of Errors
1.	Omission		24	24	51,06%
2.	Addition	Regularizations	1		
		Double marking	11	15	31,91%

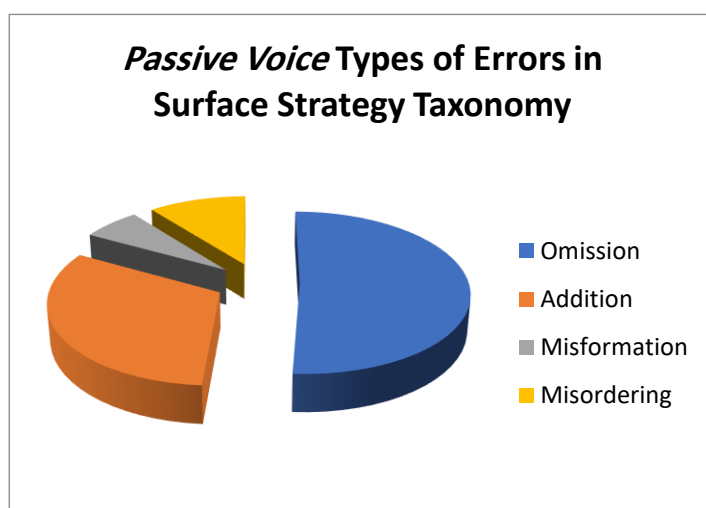|		Simple Addition	3		
3.	Misformation	Regularizations	0		
		Archi-form	2		
		Alternating form	1	3	6,38%
4.	Misordering		5	5	10,64%
Total			47	47	100%

Figure 1. The Distribution of Students' Passive Voice Error on Surface Strategy Taxonomy

From the results demonstrated in the table and diagram analysis, the first position or most dominant types of errors that were found in the students' writing compositions were *omissions.* There were 24 times *omission* or approximately 51,06 % emerged in the data. *Addition* error is the second top position. There were 15 times of occurrences of *addition* errors or 31,91 % of all errors found in the data. *Addition* error is classified into three parts: *Regularizations, Double-Marking, and Simple Addition. Regularizations Error* appeared only a time, *Double-Marking Error* occurred 11 times*, and *Simple Addition errors* emerged 3 times.

Besides, the researcher found other types of errors occupying the next position right after *omission* and *addition errors.* Those errors are *misordering* and *misformation. The misordering error* appeared 5 times of occurrences or 10,64 % of all errors. Then, *misformation errors* occurred 3 times or 6,38 % of the entire error data. Even though *Misformation error* has three categories: *regularizations (no error), Archi-form (no error), and alternating form (2 times of error occurrences)*, it is the fewest error of students' writing composition in terms of *passive voice usage.*

4.   DISCUSSION

4.1   Types of *Passive Voice* Errors in common tenses

After identifying and classifying the sentences, the errors made by 16 students were analyzed and classified based on Dulay's theory. According to the theory, as presented in the previous chapter, there are four types of errors that would deal with the data analysis. Those are the errors of *omission, addition misformation, and misordering*. The number of passive voice errors in *common tenses* could be observed in the following table.

Table 3. The Number of Passive Voice Errors in *common tenses*

The Usage of Passive Voice							
Passive Types of Errors in *common tenses*							
O	A			MF			MO
	Reg	DM	SA	Reg	A-F	Alt	
23	0	11	3	0	2	1	3

Besides, some passive voice errors in common tenses which were committed by the students were discussed further. The error passive sentences presented below were based on the data findings which were entirely available in Appendix A. The errors could be observed as follows.

1. Omission

The most dominant errors committed by the students as observed in the above-presented table analysis were *omission*. There are 23 times occurrences of *omission* errors of passive in *common tenses*. The following sentences are some random parts in the results of *omission* on students' sentence errors.

> 1.b. *I want to explain about "preposition". **Preposition** base on Physical Relationship ***divided***
>
> into 2 elements.
>
> 5.c. ***It is also used*** for a date. e.g. I visit you on July 10.
>
> 6.g. ***A pencil will bringid***.

From the above passive voice, those sentences are classified as *omission errors.* The students omitted the significant points that should be in the sentence. Therefore, being ill-formed sentences is caused by the *omission*. In the first composition, (1) the *omission* occurred once. The error was in the verb *divided*. A form of a passive verb is determined by a subject of a sentence. The subject of the sentence is *Preposition*s. According to the theory presented in the previous chapter, both active and passive sentences should have a subject

and a verb. The fundamental form of passive voice is **Subject + be (verb) + past participle.** In line with case (1.b), it is identified as passive in common tense (simple present tense) that there is no verb in the first sentence. To compose an appropriate sentence both in active and passive voice, the students should pay attention to the subject-verb agreement. Since "*Preposition*"is used as the subject of the verb is singular, so the verb should be available in a singular form. In the similar case of the next finding (5.c), the student omitted the "be"-verb in the use of passive applied in the simple present tense. Then, in the third case (6.g), the student was not aware of the unavailability of the "be" verb in the use of passive applied in the simple future tense. Although all of the above sentences are still intelligible by the readers, it is grammatically incorrect. The possible correction of those sentences can be observed as follows.

> 1.b. I want to explain about "preposition". **Preposition** based on Physical Relationship **is divided** into two elements.
>
> 5.c. **It *is* also *used*** for a date. e.g. I visit you on July 10.
>
> 6.g. **A pencil will *be* brought.**

2. Addition

The second types of error which were mostly committed by the students were the error of *addition*. As elaborated in the previous discussion about *omission error* which occurs when there are one or more items omitted in a sentence. So, it can be identified as an incorrect sentence. By contrast, *addition errors* can be defined as 'the presence of an item which must not appear in a well-formed utterance' (Dulay et. al. 1982). Some *of the Addition* errors committed by the students were found after analyzing the data. The following step which appeared in the students' writing compositions or students' documents to be discussed was *addition errors*. There were 14 times occurrences of *addition errors* applied to passive in *common tenses*. *Addition error* has three categories: *Double marking*, *Regularizations*, and *Simple Addition*.

In analyzing *addition error* categories, the researcher found no double-marking error, 11 times *regularization errors*, and 3 times of *simple additions*. The researcher only discussed the random *addition error* categories. To investigate the other details of *addition errors* completely and to check all possible corrections is precisely available in appendix B as well. The following sentences are two kinds of *addition errors* that can be observed.

> 2.a. ***A pen is drawed** by Tania. (*Regularization Error*)
>
> 7.a. ***A houses had been built.** (*Simple Addition Error*)

Those two sentences are grammatically incorrect. In line with the first sentence (2.a), the verb "drawed" applied by the student in the sentence is an incorrect irregular verb. The

irregular verb *draw (V₁), drew (V₂), drawn (V₃)*. By the form of passive voice, past participle (V₃) is needed. Thus, the appropriate verb which is defined as past participle should be *drawn*. Then, in the second sentence (7.a), there is a *simple addition error*. The subject was singular, the *simple addition –s* of the word "*house*"is not necessary. The possible correction of the sentences can be observed as follows.

> 2.a. *A pen is ~~drawed~~ drawn* by Tania.
> 7.a. *A house~~(s)~~ had been built.*

3. Misformation

The next types of Passive Voice in *common tenses* errors committed by the students were the error of *misformation*. To be effective, an appropriate morpheme or structure should be applied in a sentence. There are 3 times occurrences of *misformation error.* It can be identified if the sentence does not have the correct form of morpheme or structure. It has three categories: *Regularization errors, Archi-forms, alternating forms.* The following random sentences of student's *misformation errors* are discussed in all detail.

> 3.a. **A pencil will being brought. (Misformation: Alternating forms error)*
> 3.b. **A bike would being bought. (Misformation: Alternating forms error)*
> 15. **A car it driven* by Rudi. *(Misformation: Alternating forms error)*

From the above-mentioned error sentences, it can be observed that those sentences were grammatically incorrect. In the previous theory, it was stated that '*Alternating forms error is caused by the learners' vocabulary and grammar development* '. In line with the first (3.a), the second (3.b), and the third sentence (15), the students do the alternation in the sentence structure. The *Passive Voice* verbs in the entire sentences can be categorized *alternating forms errors.* In the first (3.a) and the second sentence (3.b), the student is supposed to use the passive verb '*be*' instead of '*being*' to be relevant passive sentences. Then, in the third sentence (15), the student put the incorrect verb '*it*' which should be a '*be*' verb *(is)* to be agreed with the singular subject '*A car*'. The following sentences below are the possible correction of the above *misformation (alternating forms)* error sentences.

> 3.a. *A pencil will ~~being~~ be brought.*
> 3.b. *A bike would ~~being~~ be bought.*
> 15. *A car ~~it~~ is driven* by Rudi.

4. Misordering

The last types of Passive Voice in *common tenses* errors which were written by the students were the error of *misordering*. The researcher found 3 times of occurrences of misordering errors students made in Passive Voice applied in *common tenses*. As stated in the previous theory, *misordering errors* can be defined by 'the incorrect placement of a

morpheme or group of morphemes in an utterance'. Here are the sentences of passive *misordering* errors.

  1.a. ***I have been studied Arabic from*** 2 years. I have a plan to enroll for this program in
     the winter.*. (Misordering error)*

  3.c. * ***I have been studied*** arabic for 2 years . *(Misordering error)*

  10.*b.* ***Poem study she has***. *(Misordering error)*

From the above-mentioned error sentences, it can be observed that those sentences were grammatically incorrect. In line with the first (1.a), the second (3.c), and the third sentence (10.b), the students did the incorrect placement of the morphemes in the above utterances. The morphemes students made were not put in where they should be. In the first (1.a) and the second sentence (3.c), both students are supposed to put the appropriately rational passive sentences. The sentences could be illogical although they were grammatically correct. Therefore, to compose the logical sentence, it must be semantically correct as well. In both similar sentences following their meaning, it is clear that "Arabic" as one of the foreign language cannot study someone. Then, in the third sentence (10.b), the student puts the incorrect passive verb '*study she has*' which should be a *'be' verb (is) + past participle (studied)* to be agreed with the singular subject '*Poem*'. The following sentences below are the possible correction of the above *misordering* errors.

  1.a. ~~*I have been studied*~~ *Arabic has been studied* ~~*from*~~ *for* two years. And I have a plan to
     enroll for this program in the winter

  3.c. ~~*I have been studied*~~ *Arabic has been studied* for two years.

  10.*b.* *Poem* ~~*study she has*~~ *is studied.*

4.2 Types of Errors in Passive with *Infinitive*

After analyzing and classifying the types of Passive Voice errors in common tenses, the types of errors in passive with *infinitive* made by 16 students are also analyzed and classified based on Dulay's theory. As elaborated in the previous discussion, four types of errors are *omission, addition misformation, and misordering*. Nevertheless, the number of passive voice errors with *infinitive* observed in this following table could only be found in two types of errors: *omission and misordering*.

Table 4. The Number of Errors in Passive with *Infinitive*

The Usage of Passive Voice							
Types of Errors in Passive with *Infinitive*							
	A			MF			MO
O	Reg	DM	SA	Reg	A-F	Alt	
1	0	0	0	0	0	0	1

There is only one occurrence of *omission* error. The occurrence of *addition* and *misformation* error was not found. Then, *the misordering* error is also just appeared once. In addition, two types of passive voice errors with *infinitive* made by the students will be discussed in all detail. The errors could be observed as follows.

1. Omission

The passive errors with *infinitive* committed by the students as observed in the above-presented table analysis were *omission*s. There is only one occurrence of *omission* errors. This error sentence can be observed as the result of *omission* on students' writing composition.

5.e.　***** And *it may omitted*.

From the above sentence, it is classified as *omission errors.* As discussed in the review of the related theory, the use of *Passive Voice* with the *infinitive* is applied after modal (auxiliaries) verbs and other most verbs normally followed by an infinitive. In line with the student's passive sentence error (5.e), after putting the subject and the modal auxiliary, the students omitted the significant point that should be well-arranged in the passive sentence. Therefore, the ill-formed sentence is caused by the *omission error.* The error was in the use of modal auxiliary verbs. In making Passive Voice with *the infinitive*, the passive sentence construction should consist of a subject and the appropriate passive modal (auxiliary) verb form as the underlying Passive Voice form (*subject + modal aux. + be + past participle*). The possible correction of the sentence can be checked as follows.

5.e. And *it may be omitted.*

2. Misordering

The other type of error is *misordering.* The researcher found only once *misordering* errors students made in the use of Passive Voice with *the infinitive.* By defining *misordering errors* as 'the incorrect placement of a morpheme or group of morphemes in an utterance', this kind of sentence error identification can be analysed.

16.b.　*** *He has to signature*** five month ago.

From the above-mentioned sentence error, it can be observed that the sentence was grammatically incorrect. Based on the sentence (16.b), the incorrect placement of the morphemes in the above utterance is made by the student. The morphemes were not put in where they should be. The student is supposed to put the appropriate use of passive sentences with the *infinitive.* The above sentence has an ill-formed construction. In addition, *misformation* types of error also appeared in the sentence. The word "*signature*" the student put in the verb position was inappropriate. The part of speech is as a *noun* that should be altered to *past participle* "*signed*". Since the subject referring to

the person in the sentence is irrelevant, so it should not be a '*person*', but '*something' (that has to be signed)*. Furthermore, the other *omission* error appeared in the use of the word '*month*' as well, it should be grammatically in plural minimal meaningful language unit (morpheme) '*months*'. The following sentence below is the possible correction of the above *misordering* errors.

16.b.   ~~He~~ The program *has ~~to signature~~ to be signed* five month**s** ago.

4.3   Types of Errors in Passive with *Gerunds*

After analyzing and classifying the types of Passive Voice errors in common tenses, and the types of errors in the passive with the *infinitive*, the researcher now attempts to investigate the types of errors in passive with *gerunds* made by 16 students. The error sentence of the passive with *gerunds* is also analyzed and classified based on Dulay's theory. As explained in the previous analysis, *omission, addition misformation, and misordering* are four types of errors. However, there is only one type of error in the passive with *gerunds.* In the following table, the only type of error found is the *addition error*.

Table 5. The Number of Errors in Passive with *Gerunds*

The Usage of Passive Voice							
Types of Errors in Passive with *Gerunds*							
	A			MF			
O	Reg	DM	SA	Reg	A-F	Alt	MO
0	0	1	0	0	0	0	0

The *addition* error in the passive with *gerunds* presented below was based on the data findings.

1. Addition

The only type of error which was committed by the students was the error of *addition*. As worked out in the detailed previous explanation about *addition errors,* it can be defined as 'the presence of an item which must not appear in a well-formed utterance' (Dulay et. al. 1982). The *addition* error committed by the students was found after analyzing the data. There was once an *addition error* found in the passive with *gerunds. Addition error* has three categories: *Double marking, Regularizations,* and *Simple Addition.*

In analyzing the data based on *addition error* categories, the researcher found only one *double-marking* error. The sentence refers to *double marking (addition) errors* that can be seen as follows.

16.c. *I hope ***he will likes being ecxepted*** ther

The only one sentence is grammatically incorrect. In line with the above sentence (16.c), the student made an error caused by the failure to delete certain items which are required in some linguistic construction. So, the verb "*will like*" applied by the student in the sentence having a redundant verb is incorrect. The verb should be only '*like*'. Under the form of passive voice in *gerunds, being* and *past participle (V3)* is needed. Thus, after placing the singular subject of the verb in the sentence, then the appropriate use of passive verb *likes being accepted* is supposed to be applied by the student. In addition, there is also a *misformation: regularization* error in the sentence. The past participle '*ecxepted*' should be '*accepted'*. The possible correction of the sentences can be seen as follows.

16.c. I hope ***he will*** *likes being* ~~*ecxepted*~~ *accepted* there.

4.4   Types of Errors in *Stative Passive*

The last usage of passive voice to identify and classify is the types of errors in *stative passive.* As elaborated in the review of the related theory, Azar (2002) states that 'when the passive form is used to describe an existing situation or state, it can be defined as *stative passive*'. Based on the data produced by 16 students, there was only a type of error in the analysis. That is *the misordering error* that will be discussed and classified based on Dulay's theory. There are four types of errors dealing with the data analysis, but the researcher will focus on the only type of error that appeared. The error in *stative passive* could be observed in the following table.

Table 6. The Number of Errors in *Stative Passive*

The Usage of Passive Voice							
Passive Types of Errors in *Stative Passive*							
	A			MF			MO
O	Reg	DM	SA	Reg	A-F	Alt	MO
0	0	0	0	0	0	0	1

The *misordering* error in *the stative passive* presented below was based on the data findings. The errors could be observed as follows.

1. Misordering

The only type error in stative passive is *misordering* errors produced by the students. Dulay (1982) stated that *misordering errors* can be defined by 'the incorrect placement of a morpheme or group of morphemes in an utterance'. Here is the sentence about *misordering* errors.

16.a.   ***He is studied*** Arabic now is less than 1 years.

In the discussion, only one sentence is grammatically incorrect. In line with the above sentence (16.a), the student made an error caused by what the student-produced. The student put the incorrect placement of the morphemes in the above utterances. The morphemes students made were not placed where they should be. By having a look at that above sentence carefully, it will be proved irrelevant in terms of the contextual meaning. The possible correction of the *stative passive* sentence can be seen as follows.

16.a.   ~~***He is studied***~~ Arabic is now ***studied*** less than a year.

5. CONCLUSIONS

Related to the objective of the study that is to describe the type of passive voice error and to recognize the most dominant type of error found in the students' writing compositions, the researcher analyzed the data based on the surface strategy taxonomy proposed by Dulay, Burt, and Krashen. Some points can be inferred based on the result of this research. The first conclusion deals with the types of errors of Passive Voice Usage. Then, the second one deals with the most dominant type of passive voice error found in the students' writing compositions. Since the research dealt with error analysis, the document analysis method was taken on the data analysis. The method is selected because the research dealt more with the data. The data were taken from *English for Specific Purpose* (ESP) Class of *Program Studi Pendidikan Bahasa Arab* (PBA) students of STAI Ali Bin Abi Thalib Surabaya. The data were handed in as a written test. In the process of collecting the data, the researcher that is also the students' English lecturer in that class is exclusively responsible for conducting some asking and giving information. The students could consult their related essay before turning it in. One of the factors is the process of writing establishing the value of good writing including the use of grammar. Bram (1995) stated that good writing cannot only be seen semantically but also grammatically correct. Then, based on the theory applied, the researcher analyzed and classified the data. From the results, there were four types of errors of Passive Voice. Those were the *omission, addition, misformation,* and *misordering* errors. Based on those four types of passive voice errors, the *omission* errors occurred 24 times or 51,06% of all errors, the *addition* errors occurred 15 times or 31,91% of all errors,

the *misordering* errors occurred 5 times or 10,64% of all errors, and *misformation* error 3 times or 6,38% of all errors. Thus, it could be concluded that the four types of errors that are related to the theory occurred in Passive Voice Usage of students' writing. Those are *omission, addition, misformation,* and *misordering* errors. In addition, to be correlated to the second objective of the study, it can also be inferred that the *omission error* was the most frequent or dominant passive voice errors which occurred in the students' writing composition according to the research findings and data analysis. Furthermore, another fact that can also be summarized based on the data findings is that the students tend to produce *omission* and *addition* errors in the usage of Passive Voice. Although *misordering* errors appeared in the data was lower than *omission* and *addition* errors. The *misformation* was the fewest errors of all.

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