

ERRORS BETWEEN MALE AND FEMALE STUDENTS IN CHANGING ACTIVE TO PASSIVE VOICE

Ravena Tania ¹, Ardayati ², Yulfi ³
PGRI Silampari University
Email: ravena0324aja@gmail.com

Abstract

This research aimed to analyze errors in order to obtain kinds, differences and causes of error between male and female students in changing active to passive voice. Sample of this research was the twelfth grade students of SMA Negeri 5 Lubuklinggau. The method of the research was qualitative descriptive research. The researcher used test and interview as the technique to collect the data. In analyzing the data, the researcher used four steps were: first, collecting the data, second is identifying the data, third, describing data and finally, the researcher explains the data. The results showed that there are four kinds of error made by male students in changing active to passive are; *Misformation errors with 68.84%, Misordering 21.34% Omission 8.70%, and Addition 0.72%*. On the other hand, there are only 3 kinds of error made by female students are; *Misformation error 53.47%, Misordering 29.37%, Omission 17.16%*. From the result of written test, the differences between male and female students in changing active to passive voice is male students tend to make more error than female students. In addition, the researcher found three causes of error made by male and female students in this analysis namely; *interlingual transfer, intralingual transfer and communication strategies*. In conclusion, this research showed that there are 4 kinds of error and 3 causes of errors between male and female students, and male students tend to make more errors than female students in changing active to passive voice.

Keywords: *Error Analysis, Female, Male, Passive Voice.*

I. INTRODUCTION

Communication is the act of giving or receiving information from others about their needs, wants, knowledge, opinions, and perceptions (Razak et al., 2019:3). In communicating, the use of good and correct sentences is very important, especially in written communication. In this context, success in communicating can be characterized by understanding between the writer and the reader. Using familiar words and choosing the right words will make communication easier. Good communication is needed in order to be able to interact with fellow human beings. Humans can be divided into two genders; males and females. Women and men use language differently due to the styles, registers, and the manner of using language, interplay, nation, tradition, and linguistic attitudes gender, politeness and stereotypes (Rafiul Islam Shazu, 2014:93). From the statement above, it means that between males and females have differences in thinking and the way

how they learn a language especially English. In learning English, they commonly use active and passive sentences.

The active voice and passive voice are two types of sentence in the grammatical form. Active voice is used to express more interest in the doer of the action. According to Anakotta et al. (2019:19), active voice is used in sentences where the subject/doer expresses the agent of the finite verb, the doer performs the action specified by the verb. People usually use the active voice to describe what they do and what they think to their interlocutor directly. Basically, the structure of the active sentence is subject + verb + object. For instance “Mr. Rudy teaches his students”.

On the other hand, passive voice is used to express more interest in the action than the doer of the action. According to Holler Sinamo (2019:31), the passive voice is used to show interest in the person or object experiencing the action rather than the person or object performing the action. Tenses which are used in passive voice are almost similar to active voice, but students should master the five basics of tenses. They are Simple Present tense, Present Continuous tense, Simple Past tense, Simple Future tense, and Present Perfect tense. The tenses can be learnt in order to understand the passive voice well.

Every language has its own sentence patterns. To change active sentences into passive sentences, an object in active sentence becomes subject when it is in passive sentence. For instance, in active sentence let's say “*My mother writes a letter*”, but in passive sentence it becomes “*a letter is written by my mother*”. Both sentences use Simple Present tense. It could have different ways in changing active sentence to passive sentence in other tenses.

Dealing with active and passive voice, this analysis is important in order to measure students' ability so that English teachers can improve their ability in changing active and passive. According to Mohammad Darohim (2020:38), For students who study English in academics, making errors in English will be a very serious problem in building correct passive sentences, students need to master grammar for example: tenses, auxiliaries (modal auxiliaries and auxiliaries“ verbs), past participle verbs, etc. In addition, error analysis is important to do to determine student competence. This analysis was conducted to assist researchers and teachers in identifying the success of the learning process and is expected to help teachers make future plans in teaching (Dulay, 1982:138).

In answering why the researcher was interested in conducting this research, the researcher had done interview at SMA Negeri 5 Lubuklinggau on March 2022 at SMA Negeri 5 Lubuklinggau. Based on the result of interview to the English teacher of SMA Negeri 5 Lubuklinggau, each student had different abilities in learning grammar, especially in changing active to passive voice. There were several problems which are often found when students learnt about how to change the active voice into passive voice. The most common thing found was in writing. Students had the problem in writing sentences or text which used unfamiliar vocabularies to them. Furthermore, they also had the lack of grammar construction, especially in using the formula of each tenses used in constructing passive sentences.

In addition, interview results showed that it was commonly to find the errors made by learners in learning English as the foreign language. Students' errors are known as the false or incorrect that made by students in learning process. Students tended to make an error on changing verbs used in active to passive sentences. It was caused by the lack of students' vocabulary and knowledge about the types of verbs, spelling and their ability to memorize the formulas of each tense in the passive voice.

This research is hoped to be able to help English teachers to find out the extent of students' understanding in learning passive voice. In addition, the teachers can recognize the errors made by students in changing active sentences into passive sentences and the causes of these errors. They thus can find the right solution to improve students' ability in changing active to passive voice. Furthermore, this analysis is expected to help students improving their written skill in constructing the passive sentence. This research may help them in mastering the types of verbs so that they can identify the active and passive form and arrange them to be a good sentence.

This research aimed to find out kinds of error, differences, and also causes of error between male and female students in changing active to passive voice. There are several previous studies related to this study that support in writing this research. Firstly, a finding of Holler Sinamo (2019) entitled "An Error Analysis in Changing Active Voice into Passive Voice of Simple Past Tense". In collecting data, the researcher uses two instruments, test and interview. The form of the test is an essay question that consists of 20 items. Then the researcher interviewed the students directly about the students' difficulties in changing active sentences into passive sentences. The results of this study are the ability of second grade students at SMP Global Prima Medan in changing passive sentences is at a moderate level and the factors that affect students' abilities in changing passive sentences are low because students do not know how to change the formula used in active sentences. Furthermore, students tend to be bored with conventional learning methods because the teacher only explains by writing formulas on the blackboard.

Secondly, Mohammad Darohim (2020) in his descriptive research: "An Analysis of The Students' Error on Changing Active Voice to Passive Voice". He discussed the phenomena of English error in transforming active to passive sentence made by the students of El-Madani Islamic School Modern Boarding School. Data were collected using written test and questionnaire. First, the researcher observed the passive voice lesson in students' book in the classroom. Second, the writer explained about passive voices in the classroom and then conducted the students' tests two times. The last, the writer interpreted the data about what kinds of errors that students made mostly. The researcher found that students made errors after they completed the entire test, including, verb change problem, inappropriate use of *to be*, placement of subject, and placement of verb. The highest is the verb change problem, which has a score of 32.35%. There are three causes of errors in using passive voice sentences in writing made by the students of El-Madani Islamic Modern Boarding School Deket Lamongan: intralingua transfer, interlingual transfer, context of learning.

From the previous studies above, this research has differences with the others. In this research, the researcher only focuses on students' error in changing active to passive voice, while in Holler Sinamo (2019) entitled an error analysis in changing active voice into passive voice of simple past tense and Mohammad Darohim (2020) entitled an analysis of the students' error on changing active voice to passive voice used students answer sheets to measure students' errors in changing active voice to passive voice. Meanwhile, Holler Sinamo (2019) entitled an error analysis in changing active voice into passive voice of simple past tense has the same purpose, he only focused on changing active voice into passive voice in simple past tense.

II. METHOD

In conducting this research, the researcher applied descriptive method. According to Ary et.al (2010:640), descriptive research is a research which talks about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables. This method allows the researcher to identify students' feelings and behaviors more easily. The researcher used the descriptive qualitative as the method to describe errors between male and female students in changing active to passive voice because it can describe the real situation or the phenomena of the errors that made by the students in changing active voice into passive voice. Besides, the researcher also considered to describe causes of errors between male and female students in changing active to passive voice in order to overcome the problem for further researcher. Brown (2000:224) states that there are four sources of error; interlingual transfer, intralingual transfer, context of learning and communication strategies. By analyzing the sources, the phenomenon was described by researcher naturally based on the data result.

In addition, the population of this research was the first semester students of the twelfth grade at SMA Negeri 5 Lubuklinggau in the academic year 2022/2023. The population was explained by the researcher in the table below. Then, purposive sampling was used by the researcher as a research sampling technique to choose the sample. According to Ary et.al (2010:156), purposive sampling refers to as assessment sampling, the pattern factors which can be judged to be traditional, or representative, are selected from the populace. By using that technique, the researcher took only students of XII Mipa 1 which consists of thirty six students, fourteen males, and twenty two females. Based on the interview to English teacher of SMA Negeri 5 lubuklinggau, the students of class XII Mipa 1 tend to get the lowest score in learning English than other classes.

In this qualitative research, the researcher used written test in order to find out kinds of students' error in changing active to passive voice and by using the interview in order to describe causes of students' error in changing active to passive voice. The test aimed to identify errors between male and female students and their achievements in changing active sentences into passive sentences. Students were given a written test consisting of 20 items of questions which are taken from Understanding and Using English Grammar by Betty Azar (2000) related to passive voice which used 5 tenses. The tenses include Simple Present Tense, Present Continuous Tense, Simple Past Tense, Simple Future Tense, and Present Perfect Tense. Each of tense consists of 4 items. Students completed the test in 45 minutes according to the researcher's instructions.

Furthermore, the researcher prepared semi-structured interview which consists of 6 questions which related to the theory source of error by H. Douglass Brown (2000). The interview aims to describe causes of errors between male and female students in changing active to passive voice

After the researcher collected data, she analyzed it to get the intended objective. The technique of data analysis that was used is error analysis. The researcher used descriptive (percentage) form in analyzing the errors between male and female students in changing active to passive voice. The researcher used the procedures by Ellis (2003) to analyze kinds of errors between male and female students in changing active to the passive. The steps of analyzing kinds of errors between male and female students in changing active to passive are:

1. Collecting data from written tests which students have done,
2. Identifying students' errors,
3. Describing what kinds of error which students most encounter in the test based on Surface Strategy Taxonomy by Dulay (1982),
4. Explaining results of students' error data analysis.

To analyze causes of errors between male and female students in changing active to the passive voice, the researcher used the procedures by Creswell (2009). The steps of analyzing cause of students' error in changing active to passive are:

1. Doing interview to students
2. Transcribing results of the interview
3. Reading the results of the interview
4. Describing the results of interview
5. Making interpretation of results of the interview

III. RESULT AND DISCUSSION

1. Result/Hasil

1. The Kinds of Error between Male and Female Students in Changing Active to Passive Voice

By analyzing the students' answer sheets, the researcher had obtained the common errors made by male and female students in the following table:

Table 4.1
Recapitulation of Each Kinds of Error

No.	Kinds of Error	Frequency	Percentages
1.	Misformation	257	58.28%
2.	Misordering	119	26.98%
3.	Omission	64	14.51%
4.	Addition	1	0.23%

Based on the table 4.1 above, it can be concluded that there are four kinds of error from the highest until the lowest frequency and the percentage of errors made by male and female students, they are; *Misformation* with 257 errors or 58.28%, *Misordering* with 119 errors or 26.98%, *Omission* with 64 errors or 14.51%, and *Addition* with 1 error or 0.23%.

a. Errors Made By Male Students

Based on instrument of collecting data, there are 14 male students from 36 students at XII Mipa 1 who answered the written test which consisted of 20 items in changing active to passive voice in five basic tenses are Simple Present tense, Present continuous tenses, Simple Past tense, Simple Future tense and Present Perfect tense. Each tense consists of 4 items. It means that there are 280 total items collected from 14 male students. From the total items, the researcher found 138 errors made by male students. After

describing the errors, the researcher divided the kinds of error made by male students in the table below:

Table 4.2
Recapitulation Errors Made by Male Students

Students' number	Kinds of Error				Total
	Omission	Addition	Misordering	Misformation	
1	0	0	3	7	10
2	2	0	7	7	16
3	0	0	5	8	13
4	0	0	3	7	10
5	1	0	0	5	6
6	1	0	0	6	7
7	1	0	3	6	10
8	1	0	2	4	7
9	1	0	2	8	11
10	0	0	0	6	6
11	1	0	1	7	9
12	2	0	2	11	15
13	1	1	0	6	8
14	1	0	2	7	10
Total	12	1	30	95	138
Percentage	8,70%	0,72%	21,74%	68,84%	100%

b. Errors Made By Female Students

Based on instrument of collecting data, from 36 students at XII Mipa 1, there are 22 female students who answered the written test which consisted of 20 items in changing active to passive voice in five basic tenses are Simple Present tense, Present continuous tenses, Simple Past tense, Simple Future tense and Present Perfect tense. Each tense consists of 4 items. It means that there are 440 total items collected from 22 female students. From the total items, the researcher obtained 303 errors made by female students in changing active to passive. After describing the errors, the researcher divided the kinds of error made by female students in the table below:

Table 4.3
Recapitulation Errors Made by Female Students

Students' Number	Kinds of Errors				Total
	Omission	Addition	Misordering	Misformation	
1	3	0	5	10	18
2	0	0	3	9	12
3	1	0	2	10	13
4	5	0	4	8	17
5	1	0	4	8	13
6	3	0	6	9	18
7	1	0	4	5	10
8	0	0	3	5	8

9	2	0	4	12	18
10	1	0	4	4	9
11	2	0	4	6	12
12	7	0	4	6	17
13	4	0	3	6	13
14	2	0	8	6	16
15	1	0	4	8	13
16	4	0	3	7	14
17	1	0	0	6	7
18	1	0	5	9	15
19	4	0	6	7	17
20	5	0	4	8	17
21	1	0	4	7	12
22	3	0	5	6	14
Total	52	0	89	162	303
Percentage	17.16%	0 %	29.37%	53.47%	100%

2. The Differences between Male and Female Students in Changing Active to Passive Voice

Based on the finding of the research, the researcher found that from the total Omission errors made by male and female students with 64, the male students did the ommision errors with 12 errors or 8.70% and female students did 52 erros or 81.25%. The male student did 1 addition error or 100% from the total error with 1 error. From the total error in Misordering 119, error made by male students range to 30 or 21.74% and female students did 89 or 25.22%. Male students did misformation errors with 95 or 68.84%, on the other hand female students did the errors with 162 or 53.47% from the total misformation error with 257.

The researcher made the table to explain the total errors made by each male and female student:

Table 4.4
Total Errors Made by Male and Female Students

Gender	Number of Students	Kinds of Error				Total Error
		Omission	Addition	Misordering	Misformation	
Male	14	12	1	30	95	138
Female	22	52	0	89	162	303
Total	36	64	1	119	257	441

Based on the table, it can be seen that the total errors made by female is higher than male, the researcher considered its combined effect by the numbers of female students which were also greater than the numbers of male students. So the researcher assumed that from 14 male students were found 138 errors or can be said that each male student made 11% error. On the other hand there are 303 errors made by 22 female students, or it means that each female student made 7% error.

The researcher concludes that between male and female students, male students tend to make more errors than female students in changing active sentence to passive.

3. The Causes of Error between Male and Female Students in Changing Active to Passive Voice

The researcher had conducted interview with four students at class XII MIPA 1 on July 22nd, 2022. From the results of interview to students, the researcher found that there were some difficulties which are faced by students in changing active sentences into passive sentences. For example, when students had to identify the tenses used in active sentences, they had difficulties in converting the verb into the past participle form. It shows that there is interlingual transfer due to the influence of students' mother tongue. Then when the researcher asked the causes of students for having difficulty in changing active sentences into passive sentences, the dominant answers were due to lack of mastery of vocabulary, especially verbs, besides that students also lacked understanding of grammar, they got difficult in memorizing the formulas used in each tenses in passive voice. It means that there is intralingual transfer that cause to generalization of students target language. Furthermore, the researcher asked the expected learning method of students in learning active and passive voice, they answered that they hoped the teacher could give the more exercise and explain it in detail about the formulas and verbs used in each tense in passive voice so that they could more easily identify tenses. From the answers, it can be seen that there is error of communication strategies which relate to teacher's teaching style.

Based on the explanation above, the causes of errors between male and female students in changing active sentences into passive sentences which dominantly found are: *interlingual transfer, intralingual transfer and communication strategies*. In addition, there are important things need to be considered so that students can distinguish tenses used in active and passive sentences and improve their vocabulary mastery, especially the verbs in past participle, teacher must be more creative in providing exercises that can improve students' ability to master the formulas used in passive voice

2. Discussion/Pembahasan

This research aimed in order to find kinds, causes and differences between male and female students in changing active to passive. According to Balart & Oosterveen (2019:8), in completing a test, women are better at their performance. That statement is related to the results of this research's findings. Based on the results of the research entitled "Errors between male and female students in changing active to passive", errors made by male and female students can be categorized as high. The researcher found 4 kinds of error made by male and female students in changing active to passive, namely: Omission errors made by male students with 12 errors or 8.70% and female students with 52 errors or 81.25%. Addition error was only made by male student with 1 error or 100%. Misordering was made by male students range to 30 errors or 21.74% and female students with 89 or

25.22%. Misformation errors with 95 or 68.84% and female students did the errors with 162 or 53.47%.

The explanation about kinds of error made by male students was explained by the researcher from the highest into the lowest frequency as follow:

1) *Misformation*

Based on the table of recapitulation errors made by male students, it can be seen that the errors which are commonly found is Misformation. Misformation means that students made grammatical errors in morpheme and structure (Dulay, *et.al.*, 1982:150-162). Almost all male students did this kind of error with total errors 95 or 68.84%. It shows that students are still confused in changing active into passive sentences.

According to the results of interview to the students, the researcher found that the cause of error in misformation is intralingual transfer. Students had low understanding of the target language. Furthermore, they also had the problem in communication strategies in their class. The researcher assumed that they had a problem in learning about passive voice especially in using the auxiliary verb. In Indonesian, there is no different in using auxiliary verb in every subject of sentence. But, the students must put a different auxiliary in different subject. For example was taken from one of male student's answer sheet, "A decision *have* been made by the judges". In this sentence, the subject is singular form, so the correct answer must be "A decision *has* been made by the judges". In Fact, English has its own grammatical rules based on the context of the sentence.

2) *Misordering*

The second highest frequency that male students did is Misordering with 30 errors or 21.34%. Misordering in Passive voice means that students misunderstanding the sentence order in changing active into passive sentence because they have lack of grammatical rules (Dulay, *et.al.*, 1982:150-162). For example was taken from one of male student's answer sheet, "Jack *someone* is considered by for that job". From this sentence, it can be seen that there is wrong placement of a morpheme, the correct answer must be "Jack is considered for that job by someone"

The researcher assumed that the cause of the error is interlingual transfer due to influence of mother tongue.

3) *Omission*

The third highest frequency that male students made is omission which means students may omit some morphemes in the sentence pattern (Dulay, *et.al.*, 1982:150-162). The total frequency and percentage that male students made in this error types are 12 or 8.70%. This error could happen because students had lack grammatical knowledege. For example would be "Mistake * noticed by everyone" which had to be revised to "Mistake *was* noticed by everyone."

Based on the results of interview, the researcher assumed that the cause of the error is interlingual transfer, students are still distracted by their mother tongue. Their concept of turning active into passive is the formula in active and passive voice is same. However, changing active to passive in Indonesian do not need additional helping verb, so students are confused that after the subject they can put the finite verb directly.

4) *Addition*

In this type, the researcher only found 1 error made by a male student. So this type had the lowest frequency with the percentage 0.72%.

Addition means the students add the morpheme that should not appear in the sentence (Dulay, *et.al.*, 1982:150-162). For example “My mistakes was noticed by everyone” which could be revised “My mistake was noticed by everyone”.

Based on the results of interview, the researcher assumed that the cause of the error is intralingual transfer. Students might did fault because the wrong of target language.

On the other hand, here is the explanation of errors which were found by female students from the highest into the lowest frequency:

1) *Misformation*

Based on the table of recapitulation errors, it can be seen that Misformation is the highest frequency which made by female students in changing active to passive. According to Dulay, *et.al.*, 1982:150-162, misformation means that students made grammatical errors in morpheme and structure. Almost all female students made this kind of error with total errors 162 or 53.47%. It shows that students were still confused in changing active into passive sentences.

According to results of interview to the students, the researcher found that the cause of error in misformation is intralingual transfer. Students had low understanding of the target language. The researcher assumed that they had a problem in learning about passive voice especially in changing the verb used in active voice to past participle. In Indonesian, there is only the difference at the affix- to differ active sentence and passive sentence. But, in English, the active and passive using the different pattern with different verbs form. For example was taken from one of female student’s answer sheet, “The story was *tolded* by an old man”. In this sentence, the verb used had the wrong spell, so the correct answer must be “The story was *told* by an old man” . In Fact, English has its own grammatical rules based on the context of the sentence.

2) *Misordering*

The second highest frequency that female students made is Misordering with 89 errors or 29.37%. According to Dulay, *et.al.*, (1982:150-162), misordering means that students misunderstanding the sentence order in changing active into passive sentence because they had lack of grammatical rules. For example was taken from one of female student’s answer sheet, “the opportunity to study abroad has been offered by someone Mike”. From this sentence, it can be seen that there is wrong placement of a morpheme, the correct answer must be “Mike has been offered the opportunity to study abroad by someone”.

The researcher assumed that the cause of the error is intralingual transfer due to lack of knowledge and understanding of the target language.

3) *Omission*

The third highest frequency that female students made is omission. According to Dulay, *et.al.*, (1982:150-162), omission means students may omit some morphemes in the sentence pattern. The total frequency and percentage that female students made in this error type is 52 or 17.16%. This error could happen because students had lack grammatical knowledge. For example would be “Mistake * noticed by everyone” which had to be revised to “Mistake *was* noticed by everyone.”

Based on the results of interview, the researcher assumed that the cause of the error is interlingual transfer, students are still distracted by their mother tongue. Their concept of turning active into passive is the formula in active and passive voice is same. However, changing active to passive in Indonesian do not have additional helping verb, so students

were confused that after the subject they only need to put the finite verb "noticed" without adding helping verb.

4) Addition

According to Dulay, et.al., (1982:150-162), addition means the students add the morpheme that should not appear in the sentence. In this type, the researcher did not find the addition error which was made by female students.

Furthermore, Based on the result of interview to the twelfth grade students at XII Mipa 1, the researcher found several causes of errors which affect the ability of both male and female students in changing active to passive voice, they are: Intralingual transfer which made the students had poor vocabularies so they felt difficult when they were asked to change the verb in passive voice, the students also got confused to use the formula of tense because they had lack of grammatical rules, for addition they got confused to use helping verb or to be in active and passive voice because there was interlingual transfer that affect to the target language. And the last cause of error that affect students' error in changing active to passive voice is communication strategies.

In conclusion, the results of this research relate to the theory proposed by Balart & Oosterveen (2019:8) which said that in completing a test, women are better at their performance. It was proven based on the results of this research which shows that between male and female students did the differences in making error in changing active to passive. Based on the finding and discussion above, female students tend to make fewer errors both in the type of error and in the number of errors made by each student. Female students only did three types of errors with a percentage of 7% per student. It can be said that they usually got higher performance in doing test than male students. On the other hand, from the results of written tests, the researcher found that there are four types of errors made by male students in changing active to passive voice with a percentage of 11% per student. It means that each male student tend to make more errors in changing active to passive voice than female students.

IV. CONCLUSION

Based on the finding above, the researcher concludes that male students made 4 kinds of error by Dulay Strategy Taxonomy, namely *Misformation errors* with 68.84% (95 errors), *Misordering* 21.34%. (30 errors), *Omission* 8.70%. (12 errors), and *Addition* 0.72% (1 error). On the other hand, the researcher found that female students only made 3 kinds of error are *Misformation error* 53.47% (162 errors), *Misordering* 29.37% (89 errors), and *Omission* 17.16% (52 errors). The researcher documented that female students tend to make lower error or they usually got higher performance in doing test than male students. Male students tend to make more errors in changing active to passive than female students. The researcher obtained three causes of errors which were dominantly found between male and female students in changing active into passive sentences are: *Interlingual transfer*, *Intralingual transfer* and *Communication strategies*.

REFERENCES

- Anakotta, D. S. (2019). Analysis the active voice in moi language (the structure of moi sentences). *INTERACTION: Jurnal Pendidikan Bahasa*, 6(1), 18-31.
- Ary, D. & Cheser, L. J., Sorensen, C. (2014). *Introduction to Research in Education* (9th ed.). Canada: Nelson Education, Ltd.
- Azar, B. S. (2000). *Understanding And Using English Grammar* (3rd ed.). USA: Pearson Education.
- Batubara, M. G. (2020). An analysis on students' difficulties in changing active to passive voice. *As-Salam*, 4(1), 61-78.
- Brown, H. D. (2000). *Principle of Language Learning And Teaching* (4th ed.). New York: Addison Wesley Longman.
- Darohim, M. (2020). An analysis of the students' error on changing active voice into passive voice. *E-Link Journal*, 7(2), 35-47.
- Dulay, M. B. (1982). *Language Two*. New York, Oxford: Oxford University Press, inc.
- Creswell, J. (2009). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (3rd ed.). California, USA: SAGE Publication, Inc.
- Ellis, R. (1997). *Second Language Acquisition*. New York: Oxford University Press.
- Ellis, R. (2003). *The Study of Second Language Acquisition*. New York: Oxford University Press.
- Gass, L. S. (2008). *Second Language Acquisition : an introductory course* (3rd ed.). United Kingdom: Routledge.
- James, C. (1998). *Errors In Language Learning And Use: Exploring Error Analysis*. New York, USA: Pearson Education Limited.
- Moser, I. K. (2018). Series: Practical guidance to qualitative research.Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120-124.
- Oosterveen, P. B. (2019). Females show more sustained performance during test-taking than males. pp. 1-11.
- Razak, N. H. (2019). Effective communication as a tool for achieving organizational goals. *Research Gate*, 1-9.
- Shazu, R. I. (2014). Relationship between Gender and Language. *Journal of Education and Practice*, 5(14), 93-100.
- Sinamo, H. (2019). An error analysis in changing active voice into passive voice of simple past tense. *Ide Bahasa*, 1(1), 31-40.