# AN ANALYSIS OF ENGLISH PASSIVE VOICE EDRORS AT THE ELEVENTH GRADE STUDENTS OF MA ISLAMIYAE UJUNGPANGKAH, GRESIK

## THESIS

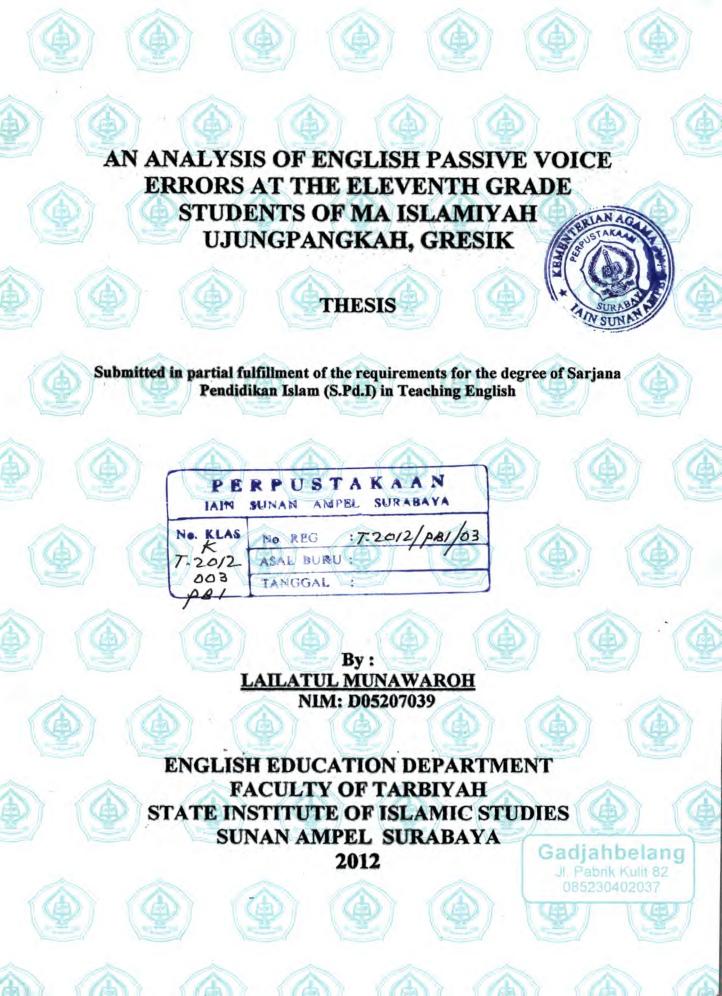
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This thesis by Lailatul Munawaroh entitled An Analysis of English Passive Voice Errors at The Eleventh Grade Students of MA Islamiyah Ujungpangkah, Gresik has been approved by the thesis advisors for further approval by the Board of Examiners.

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#### **ABSTRACT**

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Key Words: Error, Error Analysis, and Passive Voice.

Learning English is very important because English is International language. From this case, the government put it as a compulsory subject to be taught at school. The fact shows that in that process of learning English as the target language, students still have various difficulties. These are reflected on the errors they have made in the learning process. So, errors are signal that actual learning is taking place. Therefore, it is almost impossible for students to learn the language without making any errors. This fact brought the researcher to conduct a study on students' errors. It is intended to analyze the errors students make in passive voice construction. There are three problems which are going to be answered; what are the types of English passive voice errors made by the eleventh grade students of MA, Islamiyah Ujungpangkah, Gresik, what are the causes of English passive voice errors made by the eleventh grade students of MA, Islamiyah Ujungpangkah, Gresik and What are the possible solutions to deal with English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik.

Therefore, in line with the problem states above the purposes of this study are to identify and classify the English passive voice errors made by the eleventh grade students of MA, Islamiyah Ujungpangkah, Gresik, to describe the causes of the English passive voice errors made by the eleventh grade students of MA, Islamiyah Ujungpangkah, Gresik and to look for solutions that have been made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik.

The students' errors are identified and categorized in four types namely, omission, addition, misformation, and misordering. From the result of the analysis, it is found that the errors of omission are occurred 328 times or 58,99% as the dominant errors the highest number of occurrence. This is followed by errors of misformation 125 times or 22,48%, errors of addition 75 times or 13,49%, and the least or the lowest occurrence is errors on misordering that is 28 times or 5,04%.

In the passive voice errors in terms of tense, the students get difficulties with forming passive with modals or future as the dominant or the highest occurrence. It is 32 times or 9,02%. It is followed by present perfect continuous tense which is occurred 30 times or 8,45%. Then in sequence, past future perfect continuous tense





28 times or 7,89%, past future tense 27 times or 7,61%, past future continuous tense 26 times or 7,32%, future perfect continuous tense 23 times or 6,48%, future continuous tense and past future perfect tense 22 times or 6,19%, simple past tense, past perfect tense and future perfect tense 21 times or 5,92%, present continuous tense and past continuous tense 20 times or 5,63%, present perfect tense 18 times or 5,07%, past perfect continuous tense 17 times or 4,79%, and simple present tense 7 times or 1,97%.

From the analysis of errors the possible factors are discussed. The discussion includes overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis. Based on the findings above, it is concluded that the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik have difficulties in forming English passive voice. Finally, it is hoped that the teacher will make use of those findings in their teaching learning process in order to minimize the students' errors.





#### **CHAPTER I**

#### INTRODUCTION

#### A Background of The Study

English is one of the International languages and the second language. Recently, if we want to look for a job, we have to master English. That's why English is important for us. Everybody uses it as their regular means of communication and to built relationship with other people from different parts of places and languages in all over the world. It makes English become important to be mastered by many people in this world. Especially for the students them selves, English is crucial to be learned although it is a foreign language in Indonesia. English is important since the students need to improve their knowledge by reading books which are mostly written by the students in English. After knowing this statement, the government puts English becomes one of the important subjects to be taught, as a compulsory subject at school from elementary until university level.

Many teachers use English in their teaching learning activities at school and students are expected to develop four language skills: reading, listening, speaking, and writing. In addition, the students are expected to develop three language components: structure, vocabulary, and pronunciation. The teaching of language components are important, although it is not aimed to master the components them selves independently, but it supports the mastery and the development of language skills. From this case, the students are expected to be able to communicate using



English as the target language fluently, oral, and written. Brown states that the ultimate goal of the second language learning is the attaint of communicate fluency in language, 1 Moreover, Brown states that in the process of learning the target language in English, the students often face difficulties.<sup>2</sup> Therefore, students errors can be caused by different understanding between the native language and the target language in English, errors are an important source of information about SLA because they demonstrate conclusively that learners do not simply memorize target language rules and then reproduce them in their own utterances and also it is a self contained system which is different from other languages. Besides, the students difficulties can be also caused by the interference of the native to the target language which are reflected on the errors they have made. In the other hand, in the second languages acquisition studies, one of the issues discussed is that the deviation form of English language learners errors are not systematic in simple way. The basic idea in the error analysis is although the learners have cognitive ability to learn and acquire the target language, they got difficulties to avoid errors. In fact, it shows that learners have their own system in producing errors; it is mostly caused by the influence of their first language acquisition (mother tongue). As Chastain states that errors in the process of language learning are due to the interference from the mother tongue.<sup>3</sup> The interference of the first language is one of error sources in second language

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<sup>&</sup>lt;sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching. Fourth Edition*, (New York: Addision Wesley Longman, Inc. 2000), 219.

<sup>&</sup>lt;sup>2</sup>H. Douglas Brown, *Teaching By Principles*: An Interactive Approach to Language Pedagogy. Second Edition, (New York: Addision Wesley Longman, Inc. 1980), 40.

<sup>&</sup>lt;sup>3</sup>D.A. Wilkins, *Linguistics in The First Language Teaching*, (London: Edward Arnold Publisher Ltd., 1980), 197.



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acquisition. However, studies on error analysis contribute to the knowledge development of how people learn and use the languages and how this knowledge can be applied into teaching foreign language more effectively as well as developing more efficient instructional material.<sup>4</sup>

Therefore, the teacher should pay attention to the students' errors. The teacher can obtain feedback of difficulties which is faced by his students. So, by knowing those difficulties, the teacher can help his students to overcome the difficulties. The students can minimize or anticipate the errors in further learning. As Lie says that a teacher can choose and also modify the technique by himself in order to make it more appropriate with the situation of his class. Moreover, Dornyei notes that teacher skills in motivating learners should be seen as central to teaching effectiveness. In the other hand, the researcher has solution to overcome the students error is by giving exercise or worksheet to the students. Giving worksheet motivates the students do the best. Besides, the teacher should give students understanding and practicing continually, so that they are able to recognize the parts of speech and hopefully they can use of the function both in written and spoken. To know the result of the students' achievement, they are tested based on the difficulties of the students. In addition, the teacher has to give feedback in his students' writing by marking their writing right or

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<sup>&</sup>lt;sup>4</sup>J. Hendricson, *Error Analysis and Error Correction in Language Teaching*, (Singapore: Seameo Regional Centre, 1983), 9.

<sup>&</sup>lt;sup>5</sup>Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia, 2002), 54.

<sup>&</sup>lt;sup>6</sup>Z. Dornyei, *Teaching and Researching Motivation*, (England: Pearson Education Limited, 2001), 116.



wrong, possibly penciling in the correct sentences for them to study, responding to the students' work or giving comments.

Based on explanation above, the researcher intends to conduct a study on errors. The writer focuses on English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah Gresik. Moreover, the researcher chooses this level and this school because she has been well informed by the teacher there that the students sometimes confused when English teacher asked about passive voice lesson. When the English teacher has explained about the formula of passive voice, they still confuse to do the exercises if the teacher asked about it. Another reason is there are many students got difficulties to identify and analyze the English passive voice in learning activity.

The researcher also takes three research questions as a problem and very important that need to be discussed in this research because by knowing those problems which is faced by the students, the teacher can give the solutions from the problems that the students faced and the result of the research problems will be useful for the next education.

That's why, the researcher uses the title **An Analysis of English Passive**Voice Errors at The Eleventh Grade Students of MA Islamiyah Ujungpangkah,

Gresik because she wants to know the kinds of grammatical errors made by the eleventh grade students of MA Islamiyah Ujungpangkah Gresik, the types of errors, and the causes of errors.



## **B** Research Questions

Based on the background above of the study above, the problems of this study are formulated in the following questions:

1. What are the types of English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik?

The researcher uses this formulation because she wants to confirm the types of English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik.

2. What are the causes of English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik?

The researcher uses this formulation because she wants to analyze the causes of passive voice errors made by the students as a kind of confidential. These are classified based on Jack C. Richard theory as a reset of overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.

3. What are the possible solutions to deal with English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik?

The researcher uses this formulation because she wants to overcome the students' errors in passive voice lesson and also for the teacher, she/he can use the appropriate method to minimize the students' errors in passive voice lesson.



#### C Objectives of The Study

Derived from the formulated problems above, the purpose of the study are formulated as follows:

- 1. To identify and classify the English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik
- 2. To describe the causes of the English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik
- 3. To look for solutions that have been made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik.

## D Significance of The Study

The result of this study gives clear description about the difficulties in learning English especially related to the formation of passive voice. For the students, it helps them to know their own weakness in language learning. So, from this case, the students will have motivation to improve their competence in mastering English. Besides, it is useful for the English teacher to choose the appropriate method to help and to overcome the students' difficulties of passive voice especially at the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik.

#### **E** Scope and Limitation of The Study

In this study, the researcher only describes the errors dealing with the formation of passive voice in terms of the position change ( the subject and the



agent), and tenses (simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, past future perfect continuous tense). The researcher analyzes the errors based on Surface Strategy Taxonomy.

## **F** Definition of Key Terms

The definition of key term in this research is to avoid misunderstanding about the problems, the terms are defined as follows:

Error: is a noticeable deviation from the adult grammar of a native speaker, reflect the competence of the learner.<sup>7</sup>

Error analysis: is procedure, which deals with the collection samples of learners language, identifying the errors according to their hypothesized causes and evaluating seriousness.<sup>8</sup>

Passive voice: is a sentence in which the performer occurs in prepositional phrase at the end or not at all. The grammatical subject names the person or thing, which would normally occur in object position.<sup>9</sup>

<sup>7</sup>H. Douglas Brown, *Principles of Language Learning and Teaching. Fourth Edition*, (New York: Addision Wesley Longman, Inc. 2000), 217.

<sup>8</sup>Rod Ellis, *Understanding Second Language Acquisition*, (Oxford: Oxford University, 1999), 296.

<sup>&</sup>lt;sup>9</sup>Jean Praninkas, *Rapid Review of English Grammar. Second Edition A Test For Students of English as A School Language*, (New Delhi: Prentice-Hall of India, Inc., 1982), 97.





#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

This chapter explains some underlying theories related to this study. The reviews consist of sixth parts: The Definition of Error, Error Analysis, The Cause of Errors, Passive Voice, Pattern of Passive Voice, and Review of Previous Study.

#### A. The Definition of Errors

Dulay states that making errors in a part of language learning and we cannot learn something with good without first systematically committing errors.<sup>10</sup> According to Brown, human learning is fundamentally a process that involves the making of mistakes. So about the relation to the term of error, Brown defines error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.<sup>11</sup>

Another definition of error is given by Corder, i.e. error is breaches of the code meaning they are against or breaks the grammatical rules of the language and result in unacceptable utterance.<sup>12</sup> The errors are caused by his willful of his negligence in using the rules appropriately. The term of breaches of the code could not be used for learning because he was imperfect knowledge of the language

<sup>10</sup>Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), 138.

<sup>&</sup>lt;sup>11</sup>H. Douglas Brown, *Principles of Language Learning and Teaching. Fourth Edition*, (New York: Addision Wesley Longman, Inc. 2000), 217.

<sup>&</sup>lt;sup>12</sup>S. Pit Corder, *Error analysis and Interlanguage*, (Oxford: University Press, 1983), 257.



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learned. The errors made are a sign of his incompetence in achieving the language learned and therefore, they were systematic in them selves.

One of the suggestion again is according to Corder also make a distinction between error, mistake, and lapses. Mistakes are a case of the selection of wrong term, style, dialect or variety, because mistake occurs when the speaker fails to match the language to the situation and result in appropriate utterances. It happens from physiological which is imperfect knowledge of the linguistics norm of some groups. Lapses arise out of tiredness, nervousness or strain which results in slip of tongue, false start or confusion of structure made by a native speaker. <sup>13</sup>

#### **B. Error Analysis**

According to Dulay, et.al., "error analysis can be characterized as an attempt to account for the learner's errors that could not be explained or predicted by Contractive Analysis or Behaviorist Theory." Dulay, et.al. add that analyzing the learner's errors aim set answering the problem, namely: providing data and indicating to the teachers and curriculum developers. This statement is supported by Brown that making error is human. It is obviously common to human being to make mistakes in the process of learning.

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<sup>&</sup>lt;sup>13</sup>Ibid, 257.

<sup>&</sup>lt;sup>14</sup>Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), 141.

<sup>&</sup>lt;sup>15</sup>Ibid 23

<sup>&</sup>lt;sup>16</sup>H. Douglas Brown, Loc.cit., 216.



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The differences of errors and mistakes lead to the significance of a learner's errors. It provides evidence of the system of the language that is used. It is significant to three different ways: to the teacher, to the researcher, and to the learners. It tells to the teacher how far towards the goal, the learners have progressed and what remind for him to learns.

Corder in Hendricson proposes that the learners if studied systematically, can provide significant insight into how languages are actually learned.<sup>17</sup> According to Dulay that studying learner's error doesn't meant do not have purposes. First, it provides data from which interferences about the nature of the language learning process can be made. Second, it indicates to teacher and curriculum developers which errors types detract most from a learners ability to communicate effectively.<sup>18</sup>

According to Ellis error analysis is procedure, which deals with the collecting samples of learners language, identifying the errors according to their hypothesized causes and evaluating seriousness.<sup>19</sup> As Corder adds in Richards said that errors analysis has to do with the investigation of the language of second language learners.<sup>20</sup> From those theories, it can be concluded that error analysis is the analysis on errors made by the learners during in second language acquisition which is done through observing, analyzing, classifying, and evaluating the learners errors.

<sup>&</sup>lt;sup>17</sup>S. Pit Corder, *Error analysis and Interlanguage*, (Oxford: University Press, 1983), 3.

<sup>&</sup>lt;sup>18</sup>Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), 138.

<sup>&</sup>lt;sup>19</sup>Rod Ellis, *Understanding Second Language Acquisition*, ( New York: Oxford University Press, 1985), 296.

<sup>&</sup>lt;sup>20</sup>S. Pit Corder, op.cit., 158.





#### C. Types of Errors

In accordance with error, some linguists give several theoretical concepts to classify the types of errors. The errors are classified into linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

## 1. Linguistic Category Taxonomy

This taxonomy classified errors according to the language component and the particular linguistic constituent the errors effects. The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). For instance, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition. The adverb, the adjective, and so on.

According to Dulay, the linguistic category taxonomy is regarded as a tool which is used to organize the errors. Although some researchers use it as the only classification scheme offered, many use it to add to the description of errors provided by other taxonomies.<sup>21</sup>

#### 2. Surface Strategy Taxonomy

This taxonomy highlights the ways surface structure are altered. It shows the cognitive process that underlies the learner's reconstruction of the new language learned. According to Dulay that the learner's errors are based on some logic. It

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<sup>&</sup>lt;sup>21</sup>Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), p. 147



means that they are not the result of laziness or sloppy thinking, but because of the use of interim principles in producing a new language.<sup>22</sup>

Further, he divides errors into four types in this taxonomy. Those are:

#### a. Omission

This error is characterized by the absence of an item that must be appear in a well-formed utterance. For instance:

- She born in London for she was born in London
- The sky is cover with clouds for the sky is covered with clouds

#### b. Addition

This error is characterized by the presence of an item that must not appear in a well-formed utterance. There are three types of addition errors, they are:

## 1). Double marking

An error in which the student often give more than one marking when the language requires its expression. For example:

- The letter will be **writtens** tomorrow
- He doesn't knows my name

#### 2). Regularization

The students tend to apply the regular rules to the irregular ones. For example:

<sup>&</sup>lt;sup>22</sup>Ibid., 150.





This house has been buyed three years ago

#### 3). Simple addition

The errors of addition that do not belong to double marking and regularization are included in this category. For example:

Andy have been offered a good job

#### c. Misformation

This error is characterized by the use of the wrong form of the morpheme or structure. There are three types of misformations, they are:

## 1). Overregularization errors

This misformation category are those in which a regular marker is used in place of an irregular one. For example:

• The book must has been takens on the table by my sister

#### 2). Archi-forms

Those kinds of errors are characterized by the use one of a class of form to represent others in the class. For example:

• John **does interested** in Art

#### 3). Alternating form

This errors happen when a learner's vocabulary and grammar grow and he puts the apparently fairly free alternation of various members of a class with each other. For example:

• My house was painting by a painter two days ago.





#### d. Misordering

This error is characterized by the incorrect placement of a morpheme in an utterance. For example:

- I eat sometimes candy
- Where the sweater was made?

## 3. Comparative Taxonomy

The term comparative taxonomy is used to classify errors in which it is based on the target language and other structure. For example, if one is to use a comparative taxonomy to classify the errors of a Korean student learning English, one may compare the structure of the students' errors to that of errors reported for children acquiring English as a first language.

## 4. Communicative Effect Taxonomy

This one is different from other taxonomies. The focus of this taxonomy is the aspect of the error itself. Communicative effect taxonomy classifies errors from the perspectives of their effect on the listener and the reader. It focuses on distinguishing between errors that seem to cause miscommunication and those do not.

#### **D.** Causes of Errors

In the second language learning process, a learner cannot avoid making considerable errors. Richard argues that intralingual error is one of cause of error. It



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reflects the faulty or partial learning of the target language.<sup>23</sup> This is caused by the rules of the learners limited experience to apply the target language. He classified intralingual into; over-generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.

## 1. Over-generalization

The learner has the tendency to simplify the formations or the rulers of the target language. It seems that the learner tends to use the simple rules to generalize the uses. In the past tense, for example, we should add –ed the regular verb. Than, the learner may produce

- You **finded** the book yesterday
- Did you walked to school this morning?

The learner also often mixes the rules learned previously with the present rules taught. The learner over learners of structure which many pattern interferes with each other. For example: *She runs with she is running, she swims with she can swim*. Then, the learner produces *she can swims* 

#### 2. Ignorance of Rules Restriction

In this case, Richard states that learners are faulty to use the restrictions of the existing structure, it is the application of rules to context where they do not apply.<sup>24</sup> For example: the window **has locked.** 

<sup>24</sup>Ibid., 175.

<sup>&</sup>lt;sup>23</sup>Jack C. Richard, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman Group limited, 1974), 174.



In addition, several rule restriction errors are because of analogy; other instances may result from learning the rules by rote. Then, it can be said that analogy made by learners is the result from the learners' previous acquired rule of passive sentence in present prefect construction. So, they tend to make the sentence "The window has locked" than "The window has been locked". They feel that there is something incomplete of the word has locked omitted.

#### 3. Incomplete Application of Rules

This cause involves a failure to learn the more complex type of structure because the learner finds he can achieve communication by using relatively simple rules. Richard states that the deviancy of structures represent the degree of developmental of the rules required to produce acceptable utterances. For example the deviancy in the use of questions as a teaching device to get the learners responses. The learners neglect the rules of the target language in answering or giving response the teacher's question due to their incomplete knowledge of the target language. For example: the question, "where were you born?", the answer: I born in Surabaya".

In this case, the learners omit the auxiliary was. The correct from the answer is "I was born in Surabaya".

#### 4. False Concept Hypothesis

As a part of intralingual errors, False Concept Hypothesis deals with faulty comprehension of the rules in the target language. Richard states that the faulty

<sup>&</sup>lt;sup>25</sup>Ibid., 177.



comprehension may be caused the poor gradation of the teaching items.<sup>26</sup> Learners know that the form "by" is interpreted as a marker of the passive sentence. So, they usually use it with the passive sentence. For example they produce the sentence "Monalissa was painting by Leonardo Davinci" instead of "its painted". Meanwhile, "by" may be understood as a marker of the passive sentence. Than, when the learners produce the sentence in the form of passive sentence the marker "by" is put together with the passive sentence.

#### E. Passive Voice

According to Allen, passive voice is very important in English. Probably quite 90 per cent of the passive sentences spoken or written are of the type replacing the indefinite pronouns or reflexives in other language.<sup>27</sup> Based on the explanation, passive sentence has an important and special place in language.

Praninkas says that passive voice is a sentence in which the performer occurs in prepositional phrase at the end or not at all. 28 The grammatical subject names the person or thing, which would normally occur in object position. Lim adds that passive is derived from active. The deriving passive into active without changing the meaning of the sentence.<sup>29</sup>

<sup>&</sup>lt;sup>26</sup>Ibid., 178.

<sup>&</sup>lt;sup>27</sup>W. Stannard Allen, *Living English Structure*, (London: Longman Group Limited, 1974), 268.

<sup>&</sup>lt;sup>28</sup>Jean Praninkas, Rapid Review of English Grammar. Second Edition A Test For Students of English as A School Language, (New Delhi: Prentice-Hall of India, Inc., 1982), 97.

<sup>&</sup>lt;sup>29</sup>Kiat Boey Lim, An Introduction to Linguistics for The Language Teacher, (Singapore: University Press, 1975), 60.





According to Azar, the object of active verbs become the subject of the passive verb. Passive voice emphasizes the object than the subject, while the active emphasizes the subject rather than the object.<sup>30</sup> From those statement, Allen adds that it is known that general principle governing the use of passive sentence is as follows: when the main interest of the speaker or writer is on the verb activity itself rather than on the active subject, there is a desire to express this idea first.<sup>31</sup>

## F. Pattern of Passive voice

## 1. Passive Sentence with be

The passive form of an active tense is formed by adding *to be* from the same tense of the active verb and adding the past participle of the active verb. The subject of an active verb becomes the "agent" of the passive verb. The general pattern is formulated on the table bellow:

Table 2.1 Passive sentence with *be* 

Sentence		Verb		Complement	
	Aux.	Be	P.P	Ву	Performer
Course		Are	Taught	By	Group of professors
Party		Is	Attended	By	Young people
Quiz section	Have to			By	All students

2

<sup>&</sup>lt;sup>30</sup>Betty Scrampher Azar, *Understanding and Using Grammar*, (New Jersey: Prentice-Hall, Inc., 1989), 120.

<sup>&</sup>lt;sup>31</sup>W. Stannard Allen, Loc.cit., 270.





#### 2. Passive Sentence with Tenses

Azar states how to form the passive sentence as follows:<sup>32</sup>

Table 2.2 Passive sentence with tenses

Tenses	Active	Passive	
Simple present	Mary help John	John is helped by Mary	
Present progressive	Mary is helping John	John is being helped by Mary	
Present perfect	Mary has helped John	John has been helped by Mary	
Simple past	Mary helped John	John was helped by Mary	
Past progressive	Mary was helping John	John was being helped by Mary	
Past perfect	Mary had helped John	John had been helped by Mary	
Simple future	Mary will help John	John will be helped by Mary	
Future progressive	Mary will be helping John	John will be being helped by Mary	
Future perfect	Mary will have helped	John will have been helped by	
	John	Mary	

## 3. Using the by Phrase

The by phrase is used in passive sentences when it is important to know who performs and acts, as in (a) and (b)

- (a) This dress was made by my mother
- (b) Mickey Mouse was created by Walt Disney

Usually there is no by phrase in a passive sentences, for example:

- (c) This sweater was made in Korea (by someone)
- (d) Spanish is spoken in Columbia (by people)

Note: The by phrase is not used when it is important or not knowing who exactly performs an action.

<sup>&</sup>lt;sup>32</sup>Betty Scrampher Azar, Op.cit., 120.





#### 4. Indirect Object as Passive Subject

- (a) Someone gave Mr. John an award
- (b) Mr. John was given an award
- (c) An award was given to Mr. John

Note: I.O. = Indirect Object

D.O. = Direct Object

An indirect object or a direct object may become the subject of a passive sentence. But, it is usually the first object (especially for the I.O.) that becomes subject of the passive. Between (a), (b), and (c) have the same meaning.

## G. Review of Previous Studies

There are some previous studies about grammatical errors which has been done by other researchers, among them:

1. Eka Fatmawati at University of Muhammadiyah Malang. Her research is about Errors Made by The Fourth Semester Students of English Department of University of Muhammadiyah Malang in Using Modal Auxiliary. The result of the study found that there are 267 errors made by the fourth semester students. They are 64 (23,97%) errors in omission, 32 (11,96%) errors in addition, 77 (28,84%) errors in misformation, and 94 (35,20%) errors in misordering.<sup>33</sup> From

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<sup>&</sup>lt;sup>33</sup>Eka Fatmawati, Errors Made by The Fourth Semester Students of English Department of University Of Muhammadiyah Malang in Using Modal Auxiliary. (Undergraduate Thesis, University of Muhammadiyah Malang. 2008), (<a href="http://eprints.umm.ac.id/id/eprint/1855">http://eprints.umm.ac.id/id/eprint/1855</a>, accessed on june 3, 2011)





the statement above we can see that the students of English department at UMM still had problems with modal auxiliaries, it proves that they still make errors in the use of modal auxiliaries. Moreover, the highest frequency of the error is misordering error (35,20%). The writer has classified the students' difficulties and also gives the percentage the students' difficulties, so we know the dominant students' difficulties from the data above.

- 2. Fitria Renitasari. With her thesis titled *Grammatical Errors in Using Quantifiers Made by The Second Year Students of SMPN 1 Tulungagung*. The result of the study shows that 145 (29,23%) errors in using a little; 134 (27,02%) errors in using much; 69 (13,91%) errors in using many; 66 (13,31%) errors in using a few; 56 (11,29%) errors in using some; 26 (5,24%) errors in using any. In her research, it can be concluded that the highest percentage of the frequency of the error occurrence is in using a little, so we know the dominant students' errors in the quantifiers from the data above.
- 3. Agustin Nirwanawati. She observes Error Analysis in Using Gerund Made by

  The Fourth Semester Students of English Department at University of

  Muhammadiyah Malang. This research focuses on error analysis in using gerund

  made by the fourth semester students of English Department at University of

  Muhammadiyah Malang. The aims of this research are to find out the errors in

  using gerund and reveal the most frequent error made by the fourth semester

<sup>34</sup>Fitria Renytasari. Grammatical Errors in Using Quantifiers Made by the Second Year Students of

SMPN 1 Tulungagung. (Undergraduate thesis, University of Muhammadiyah Malang. 2008), (http://eprints.umm.ac.id/id/eprint/1861, accessed on june 3, 2011)



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students of English Department at University of Muhammadiyah Malang in using gerund. The result of her study are 424; 96 (22,7%) errors in using gerund functioning as subject; 97 (22,9%) errors in using gerund functioning as nominative predicate; 128 (30,1%) errors in using gerund functioning as object of verb; and 103 (24,3%) errors in using gerund functioning as object of preposition.<sup>35</sup> The writer has classified the students' difficulties and percentage the students' difficulties, so we know the dominant students' difficulties from the data above.

4. Heri Siswantoro. His research is about *A Study on The Errors of Subject-Verb Agreements Made by Students in Their Theses.* The purpose of his study is to know the errors types subject-verb agreement and to know the dominant errors of subject-verb agreement made by students in their theses. The findings shows that there are tree types of subject-verb agreements error, namely basic subject-verb agreement error, subject-verb agreement with indefinite pronouns error and subject- verb agreement using expression of quantity. He just categorizes grammatical errors generally but he does not give the percentage of students' subject-verb agreements errors, so we do not know which was the dominant.

<sup>&</sup>lt;sup>35</sup>Agustin Nirwanawati. Error Analysis in Using Gerund Made by the Fourth Semester Students of English Department at University of Muhammadiyah Malang. (Undergraduate thesis, University of Muhammadiyah Malang. 2007), (<a href="http://eprints.umm.ac.id/id/eprint/2836">http://eprints.umm.ac.id/id/eprint/2836</a>, accessed on june 3, 2011)

<sup>&</sup>lt;sup>36</sup>Heri Siswantoro. A Study on the Errors of Subject-Verb Agrements Made by Students in Their Thesis. (Undergraduate thesis, University of Muhammadiyah Malang. 2007), (http://eprints.umm.ac.id/id/eprint/4533, accessed on june 3, 2011)



- 5. Lidya Firaningtias. She observes *An Analysis on Causative Verb Errors Made by The Fifth Semester Students of English Department at Muhammadiyah University of Malang.* In her study, she presents analyses of errors, especially errors focused on the use of causative verbs as one part of structure. The data of this study are students' errors derived from the result of the multiple choice test constructed by the writer. There are 442 error items, 183 (41,40%) misformation; 174 (39,37%) addition; and 85 (19,23%) omission.<sup>37</sup> The conclusion is that the dominant error made by the students is in misformation error. So we know which was the dominant errors in her study.
- 6. Rini Rahmatillah. Her research is about *Errors in The Use of Reported Speech Made by First Year Students at SMUN I Pamekasan-Madura*. The purpose of her study is that the writer would like to investigate the kinds of errors specially reported speech made by first-year students at SMUN I Pamekasan. In her research, there are two categories of errors. They are global errors and local errors. The highest rank of grammar global errors made by the students is the use of tenses, followed by the use of pronoun, the use of adverb of time and place and the use of conjunction. The highest rank of grammar local errors made by the students is the use of diacritical mark followed by the use of capital letters. The

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<sup>&</sup>lt;sup>37</sup>Lidya Firaningtias. An Analysis on Causative Verb Errors Made by The Fifth Semester Students of English Department at Muhammadiyah Malang. (Undergraduate thesis, University of Muhammadiyah Malang. 2006), (<a href="http://eprints.umm.ac.id/id/eprint/2235">http://eprints.umm.ac.id/id/eprint/2235</a>, accessed on june 3, 2011)



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global errors are more frequent than the local errors.<sup>38</sup> The writer just categorize grammatical errors generally but she does not give the result and also the percentage of students' reported speech errors, so we do not know which errors is dominant.

7. Dian Novita. With her thesis titled *An Analysis on Grammatical Errors Made by Fourth Semester Students of English Department at Muhammadiyah University of Malang in Writing Narrative Paragraph.* In her research, she is eager to analyze students' grammatical errors in writing narrative paragraph because most of students of English Department of Muhammadiyah University of Malang still have difficulties to construct a good sentence in the paragraph. The purpose of her study is to describe the areas of grammatical errors often made by fourth semester students of English Department at Muhammadiyah University of Malang in writing narrative paragraph.<sup>39</sup> From the statement above, she concludes that the area of grammatical errors which is often made by the students in writing narrative paragraph is run-on or fused sentence. But she does not mention the specific result in her research, such as scoring and percentage. So we do not know which are the dominant errors in her study.

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<sup>&</sup>lt;sup>38</sup>Rini Rahmatillah. Errors in the Use of Reported Speech Made by First-Year Students at SMUN 1 Pamekasan-Madura. (Undergraduate thesis, University of Muhammadiyah Malang. 2005), (http://eprints.umm.ac.id/id/eprint/5375, accessed on june 3, 2011)

<sup>&</sup>lt;sup>39</sup>Dian Novita. An Analysis on Grammatical Errors Made by Fourth Semester Students of English Department at Muhammadiyah Malang in Writing Narrative Paragraph. (Undergraduate thesis, University of Muhammadiyah Malang. 2003). (online).



- 8. Nur Hidayah at University of IAIN Sunan Ampel Surabaya. She observes *An Analysis of Grammatical Errors in The Translation of English Phrases*. The main purpose of her research is to describe or to explain the phenomena of the real condition based on the fact. The result of her study shows that the English translation into Indonesian deals with the problems of modal 11,3%, demonstrative 3,75%, adjective 2,25%, gerund 2,6%, comparative degree 1,5%, participle 12,4%, article 28,95%, plurals 28,95%, and use of when 8,3%. It can be concluded that the students' grammar knowledge is not good. But she does not mention the specific tenses of her study within the translation process.
- 9. Olivia Yuniar Renata. Her research is about *A Study on Grammatical Errors in The Descriptive Composition of English Produced by The Seventh Grade Students of MTs Al-Wachid of Surabaya*. Her aim is to describe a particular person, thing or place. The result of her study shows that the most type of errors in the first task based on Linguistic Category Taxonomy belongs to *be* forms and articles as the least while in the second task, the most is simple present tense; verbal ending –s an the least is to infinitive and subject and number. It is found in omission 49 times or 58,3% out of 84 errors in the first task and 60 times or 50,4% out of 119 errors in second task, and the least is misordering errors 7 times

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<sup>&</sup>lt;sup>40</sup>Nur Hidayah. An Analysis of Grammatical Errors in The Translation of English Phrases. (Unpublised thesis S1: IAIN Sunan Ampel Surabaya. 2010)



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or 8,3% in the first task and 9 times or 7,6% in the second task.<sup>41</sup> The writer has classified the errors and has also given percentage the students' errors, so we know the dominant students' errors from the data above.

10. Jannatul Laily Novia Bahari. With her thesis titled *An Analysis Grammatical Errors in Recount Text by The First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo*. The result of her study is the grammatical errors are classified into seventh categories. They are errors in producing verb form, errors in auxiliary verb, errors in the use of articles, errors in the use of prepositions, errors in noun singular/plural, errors in the use of pronouns, and errors in the use of conjunctions. The conclusion is that the researcher finds the students produces a lot of errors. The writer has only classified the grammatical errors but she does not mention the specific result of the students' errors in recount text, such as scoring or percentage. So we do not know which error is the dominant.

Some researchers above have done their research about grammatical errors which are made by the students in English lesson. Therefore, the researcher uses the title an analysis of English passive voice errors because passive voice is one of important aspects that should be mastered by the students to make a well structured English. The researcher wants to know the ability of the students to accomplish passive voice test from the teacher.

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<sup>&</sup>lt;sup>41</sup>Olivia Yuniar Renata. A Study on Grammatical Errors in The Descriptive Composition of English Produced by The Seventh Grade Students of MTs Al-Wachid of Surabaya. (Unpublised thesis S1: IAIN Sunan Ampel Surabaya. 2010).

<sup>&</sup>lt;sup>42</sup>Jannatul Laily Novia Bahari. An Analysis Grammatical Errors in Recount Text by The First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo. (Unpublised thesis S1: IAIN Sunan Ampel Surabaya. 2010).





#### **CHAPTER III**

#### RESEARCH METHODOLOGY

This chapter describes some aspects that are used to do the study. They consist of research design, subject of the study, data collection technique, and data analysis technique.

## A. Research Design.

Based on the research problems and the objectives of the study, this study uses descriptive qualitative approach. According to Ary, et.al, states that descriptive qualitative is a research that describes and interprets the condition that exists. <sup>43</sup> Descriptive qualitative uses words or sentences presented as the source of data, which are going to be analyzed to answer the statement of the problem formulated. It is considered appropriate because the aim of the study is to identify, classify, and describe to English passive voice errors made by the eleventh grade students of MA Islamiyah Ujungpangkah Gresik.

The source of the data is the students' answer sheet. Moreover, checklist is used as an instrument to identify and classify the types of errors made by the students in passive voice lesson.

In this research, the researcher only collects the data from the teacher and then analyze them. The data is collected from the students compositions to fulfill the task

<sup>&</sup>lt;sup>43</sup>Ary, et.al., *An Introduction to research in Education*, (New York: Richards and Winston, 1972), 25.





given by the teacher. This is due to the fact that this research is designed to get information concern with the use of passive sentence made by the Senior High School students.

# B. Subject of The Study.

The subjects of the research are the eleventh grade students of MA Islamiyah Ujungpangkah Gresik. The reason to choose this school as a subject because the students sometimes confuse when the English teacher asks about passive voice. They still confuse to analyze the English passive voice lesson when the English teacher gave exercise about it. Besides, they are expected to be able to use passive sentence appropriately in which it is one of linguistics competence.

In this study, the researcher takes one class. It is class XI IPS, which consist of 23 students. The researcher chooses this class because many students still have difficulties to identify and analyze the English passive voice in the learning activity.

# C. Instrument of The Study.

In this research, the researcher only collects the data from the teacher and then analyze them. The data is collected from the students compositions to fulfill the task given by the teacher.



Change Weight

The data is classified through checklist. A checklist is used to identify and classify the types of errors made by the students in passive voice lesson. The form of the checklist is shown on the table, based on Dulay theory of errors analysis.<sup>44</sup>

Table 3.1. Types and causes of errors

sentence	Kin	ds	Is Types of errors		Types of errors		Causes of errors			S
	of		OM	AD	Misform.	Misorder	OG	IOR	IAO	FC
	erro	ors	M	D				R	R	Н
			-37							
	- 4			1.4	h					
	4				8 /					

Note:

OMM: Omission OG: Over-generalization

ADD: Addition IORR: Ignorance of rule restriction

Misform: Misformation IAOR: Incomplete application of rule

Misorder: Misordering FCH: False concept hypothesis

## D. Data Collection Technique.

#### Documentation

The researcher uses this technique because she wants to collect the data about the students' error in passive voice by getting the students' answer sheet. Next, the researcher copies them and classifies it. Than the result of errors on passive voice are shown by using checklist as shown on the table 3.1.

<sup>&</sup>lt;sup>44</sup>Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), 150.



# E. Data Analysis Technique.

The data of this study is the form of passive voice errors made by the students in their answer sheet given by the teacher. After collecting data, the researcher applies the procedures below:

## 1. Identification of Errors

In this step, the researcher identifies and tries to find out the grammatical errors by underlying the errors based on the tenses. She tries to analyze the data as objective as possible.

#### 2. Classification of Errors

After identifying the errors, the researcher classifies the errors based on surface strategy taxonomy.

# 3. Explanation of Errors

In this step, explaining the errors is used to explain the source or the cause of errors.

### 4. Calculation of Errors

Based on the errors classification above, the researcher will count the error in order to know the errors frequency made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik. In this case, the researcher uses formula Levin and Fox quoted by Sugiatun as follows:<sup>45</sup>

<sup>45</sup>Iis Nur Sugiatun, An Analysis of Error on Tenses made by Junior High School Students in Writing a

Recount Text, (UNESA: Unpublised Thesis, 2007), 42.





$$P = f_N \times 100\%$$

Where: P= the percentage of grammatical errors

f = the number of errors in each type

N = the total number of errors

# 5. Drawing conclusion

The last step is drawing a conclusion based on the analysis. In this step, the researcher will make a valid conclusion in the form of a brief description of the errors.





#### **CHAPTER IV**

### DATA DISPLAY AND DISCUSSION

#### A. Classification of Errors

As previously states in chapter 1, this study means to explain the grammatical errors in passive voice made by the eleventh grade students of MA Islamiyah Ujungpangkah, Gresik. The source of the data of this study is the students' answer sheet. The students' tasks which is given by the teacher are analyzed based on types of tenses and classified based on surface strategy taxonomy.

The result of the analysis are presented below:

## 1. Grammatical Errors

After collecting and analyzing the data, the researcher finds and analyzes that there are 16 tenses and 355 grammatical errors of various kinds are found, they are presented in table 4.1

Table 4.1. Percentage of grammatical errors.

No.	Problems	Number of errors	Percentage
1	simple present tense	7	1,97%
2	simple past tense	21	5,92%
3	Present Continuous Tense	20	5,63%
4	past continuous tense	20	5,63%
5	Simple future tense	32	9,02%
6	Past future tense	27	7,61%

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7	Present Perfect Tense	18	5,07%
8	Past Perfect Tense	21	5,92%
9	Future Continuous Tense	22	6,19%
10	Past Future Continuous Tense	26	7,32%
11	Future Perfect Tense	21	5,92%
12	Past Future Perfect Tense	22	6,19%
13	Present Perfect Continuous Tense	30	8,45%
14	Past Perfect Continuous Tense	17	4,79%
15	Future Perfect Continuous Tense	23	6,48%
16	Past Future Perfect Continuous	28	7,89%
	Tense		
	Total	355	100%

They are described as follows:

# a. Errors in Simple Present Tense

Some students still get difficulties to analyze the grammar passive voice in simple present tense. There are some rules to be obeyed such as the form of the sentences whether it's in active or passive form, and the tense of the sentence. These rules are complex so that the students still made errors in this tense. Some of the errors are presented in the table below:

Table 4.2 Errors in simple present tense

No.	Text	Students' answer Expected answer
1	She shows the flowers in the	• The flowers <u>is</u> The flowers are
	garden	showed by her in showed by her in





		the garden	the garden
		• The flowers were	
		showed by her in	
		the garden	
2	They take a bag on the table	A bag is took by	A bag is taken by
		them on the table	them on the table
3	A cat eats fish in the kitchen	• Fish was eat by a	Fish is eaten by a
		cat in the kitchen	cat in the kitchen
		• Fish is ate by a	
		cat in the kitchen	

Based on explanation above we can conclude that many students still confuse to make the correct sentence in the simple present tense. In the sentence "the flowers is showed by her in the garden" the students still confuse to identify the auxiliaries because the subject shows plural and the sentence is in the present, so it should use auxiliary "are" not "is" or "were". It should be changed into "the flowers are showed by her in the garden".

In the second sentence of students' answer, the students still do not know the transformation of the verb form. As in sentence "A bag is <u>took</u> by them on the table", in that sentence the students should use past participle after auxiliary. They should be in the form (be + past participle). The sentence should be "A bag is taken by them on the table". Many students still do not know the transformation of verb form in the sentence.



And in the third sentence, it is same with the first sentence that it should use the right auxiliary and past participle form. In the sentence "Fish <u>was eat</u> by a cat in the kitchen", it can be known that many students still do not know the formula of passive voice. They still make many errors in the sentence of simple present tense. In that sentence, the students should use auxiliary "is" because the tense is simple present tense and followed by V3 "eaten" not to use "eat".

# b. Errors in Simple Past Tense

Errors in simple past tense often occur in students writing. Especially in grammar passive voice, students make errors in the transformation of verb from the simple to the past form. They also make errors in the use of auxiliary with the present participle form of the verb. Some of the errors are presented in table 4.3 below:

Table 4.3 Errors in simple past tense

No.	Text	Students' answer	Expected answer
1	He asked the students a very	The students <u>is</u>	The students were
	difficult question	asked a very	asked by him a very
		difficult question	difficult question
		by him	
2	They told her to be quick	She is told to be	She was told by
		quick by them	them to be quick
3	He drew many pictures	Many pictures	Many pictures were
		drew by him	drawn by him





Some errors above which made by the students show that they still confuse to analyze the grammar errors. The researcher finds that they still confuse to identify the verb form of the tense and the auxiliary.

In the first sentence, the students make errors in using auxiliary "is". As like in the sentence "The students <u>is</u> asked a very difficult question by him". When the subject is plural, the auxiliary should follow the subject such as in the sentence above. The subject "students" are plural and the students' answer use auxiliary "is". In fact, the expected answer is "were" because it uses simple past tense.

In the second sentence, the students also make errors in auxiliary but it is different with the first sentence because in the first sentence the subject is plural whereas in second sentence the subject is subject pronoun "she", such as in sentence "She is told to be quick by them", so the auxiliary should follow the subject. But in students' answer, they use auxiliary "is". It should be transformed into "was" because the kinds of the tense is past tense, so the auxiliary should be in the past form.

In the third sentence, the students make errors in the use of verb form and auxiliary. They do not realize if they omit the auxiliary and put the wrong verb form. Such as in the expected students answer "Many pictures drew by him". There are some rules in passive voice, especially in the formula of passive voice simple past tense. So, the students should use the formula in order to make the correct sentence.





## c. Errors in Present Continuous Tense

The students also get difficulties to understand grammatical passive voice in this tense. Especially in using verb form, the auxiliary, and the structure of the sentence. Some errors are presented in the table below:

Table 4.3 Errors in present continuous tense

No.	Text	St	udent	s' ar	nswer	E	Expected	ansv	wer
1	He is painting his fence	•	His		fence	His	fence	is	being
		1	pain	ted	by	paint	ted by h	im	
			him						
- 3		•	His	fen	ce is				
			pain	ted	by		1		
			him		41				
2	My mother is giving her a ticket	Н	er tic	ket	gived	She	is being	g giv	ven by
		by	my n	noth	ier	my n	nother a	tick	et

Based on explanation above we can conclude that many students still confuse to make the correct sentence in the present continuous tense. Such as in the first sentence of students' answer above the students make errors in omitting the auxiliary. The sentence is "His fence painted by him". When the active sentence is transformed into passive in the present continuous tense, after subject singular, it should put the auxiliary "is" and add "being" as a point out of the continuous, than put the verb form. It should be past participle verb form. The sentence should be "His fence is being painted by him".



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In the second sentence, the students make errors in the structure of grammar. The students still confuse to analyze the object in active sentence that will be used as a subject in the passive sentence. Such as in the sentence "Her ticket gived by my mother". The students do not know if the pronoun "her" is the object and it should be changed into subject "she" in passive sentence. Word "a ticket" is also the object in active sentence, but it can not be changed become a subject in passive sentence. The sentence should be "She is being given by my mother a ticket". In the second sentence, the students confuse to identify and analyze the use of direct object and indirect object in the sentence. That's why, they can not make the sentence correctly or well structured.

# d. Errors in Past Continuous Tense

The frequency of the errors in past continuous tense is same with the errors in present continuous tense. There are 20 or 5,63% errors in grammar. In the past continuous tense, the students also face difficulties to use verb form and auxiliary. Some of the errors are presented in the table below:

Table 4.4 Errors in past continuous tense

No.	Text	Students' answer	Expected answer		
1	He was typing an article	An article was typing by	An article was being		
		him	typed by him		
2	He was selling my car	My car was sold by him	My car was being sold by him		
3	They were advising her	She advised by them	She was being		





	advised by them
--	-----------------

The researcher finds that many students still confuse to identify the verb form of the tense and the auxiliary. Such as in the first sentence, the students make errors in auxiliary. In the students' answer in the table 4.4, the sentence "An article was typing by him". The students omit "being" after auxiliary "was". They still confuse to add "being" in continuous tense and after auxiliary "being" it should put past participle verb form. The sentence should be "An article was being typed by him".

In the second sentence, the students omit the auxiliary "being". In the sentence "My car was sold by him". The students still confuse to identify the grammar in past continuous tense. The sentence should be "My car was being sold by him".

In the third sentence of students' answer, the students omit auxiliary "was" that should be put after subject "she" in passive sentence. And also omit "being" after auxiliary "was". As like in sentence "She advised by them", it should be "She was being advised by them". The students always forget or do not realize to put auxiliary "being" after to be (was, were) in the sentence of past continuous tense. Through the formula of past continuous tense, the students can make good grammar in writing. That's why, the students should understand the formula of each tenses.

## e. Errors in Simple Future Tense

Errors in simple future tense is the most frequent one made by the students. Some of the errors are presented in the table below:





Table 4.5 Errors in simple future tense

No.	Text	Students' answer	Expected answer		
1	We will look into this matter	• This matter will	This matter will be		
		looket by our	looked into by us		
		• This matter will			
		<u>loked</u> by <u>our</u>			
		• This matter will			
		<u>look</u> by <u>our</u>			
		• This matter will			
		looked by <u>our</u>			
2	He will invite her into his	• His house will	She will be invited		
	house	<u>invite</u> by him	by him into his		
		• She will invited <u>he</u>	house		
		into his house			
		• She will invited			
		into his house by			
		him			
3	You will bring those apples	• Those apples will	Those apples will be		
		being brought by	brought by you		
		<u>your</u>			
		• Apples will bring			
		those by you			
4	Charley will send a letter to	-			
	them	letter to by	by Charley to them		
		Charley			
		• A letter will be			
		send to them by			





		Charley
5	She will plan a rose in the	• A rose will be A rose will be
	garden	planed by her in the
		A rose will a plan garden
		by in the garden
		her

Based on the explanation above, we can conclude that there are many students do not understand passive construction in simple future tense. They still confuse to identify and analyze the sentence of simple future tense. There are many grammatical errors produced by the students in this tense. In the first sentence of students' answer above shows that there are many students confuse to identify the sentence to use verb form, omit "be" in the sentence, and the personal pronoun. For example in the sentence "This matter will <u>looket</u> by <u>our</u>". The word "looket" in the students' answer, it should be "looked" and should be put after the auxiliary "will". Many students do not know the transformation of verb form in past participle. Most of them also do not know the transformation of personal pronoun. The pronoun "we" in the subject of active sentence should be transformed into pronoun "us" in the object passive sentence, and pronoun "our" showed the possessive pronoun. If there are pronoun "our", it should be followed by the noun such as in word "our book".

In the second sentence, many students make errors to use verb form and omit "be". They confuse to understand the formula of the simple future tense. They still omit "be" after auxiliary "will". In the formula of simple future tense, "be" should be





put after the auxiliary and followed by past participle verb form. The students also omit adverb of place that should be put after by agent. They confuse to identify and analyze the active sentence that is transformed into passive sentence. The students also make errors in using pronoun object in passive sentence. The subject pronoun "he" in active sentence should be changed into object pronoun "him" in passive sentence and it becomes by agent in the passive sentence. So the sentence "She will invited <u>he</u> into his house" should be transformed into "She will be invited by him into his house".

In the third sentence, the students make errors in the subject. The word "those apples" is the phrase, so it should be put together and it could not be separated. The students also make errors in using verb form. They confuse to use past participle verb form after add "be". They should not put "being" after the auxiliary, because "being" is as the formula for continuous. The students also make errors in the object pronoun in passive sentence. The pronoun "you" in passive sentence is same with the pronoun in active sentence and it should not use pronoun "your" because the pronoun "your" shows the possessive pronoun and should be followed by noun. For example the sentence "Those apples will being brought by your", it should be transformed into "Those apples will be brought by you".

In the fourth sentence, the students also omit "be" after auxiliary "will". The students confuse to put "be" after auxiliary "will" in the passive sentence. The students also make errors in the use of verb form. In this matter, the students should memorize the form of verb. So, it can help the student to make good sentence. The





students make errors to determine of the verb form of "send". The verb "send" must be transformed into past participle. Moreover, auxiliary "be" must be added before the past participle. Therefore, the sentence "They will <u>send</u> a letter to by Charley" should be transformed into "A letter will be <u>sent</u> by Charley to them".

The last is in the fifth sentence of students' answer. The students make errors to use verb form. The verb form "planed" that is put after addition "be" should be "planned" with using double "n". In the next sentence, the verb form "plan" in active sentence should be changed into "planned" in passive sentence. The students also omit the adverb of place in the first sentence. The adverb of place should be put after by agent. The students' errors also found in the structure of the grammar. After agent must be put after word "by". In this matter, the students should know well the formula of the simple future tense because without knowing the formula of simple future tense, the students do not know to make the good sentence in writing. So, the sentence "A rose will be planed by her" and "A rose will a plan by in the garden her", should be transformed into "A rose will be planned by her in the garden".

#### f. Errors in Past Future Tense

Many students also make errors in past future tense. The researcher finds 27 errors made by the student in this tense. The students still get difficulties to determine verb form, to use subject, and omit *be*. Some of the errors are presented in the table below:





Table 4.6 Errors in past future tense

No.	Text	Students' answer	Expected answer
1	You would not call her	<ul> <li><u>He</u> would be <u>call</u> by you</li> <li>She would not be called <u>your</u></li> <li><u>Her</u> would not be</li> </ul>	She would not be called by you
		<u>call</u> by you	
2	He would not read a book	A book would not	A book would not
		read by him	be read by him
4		• A book would not	
		be <u>readen</u> by him	
3	They would visit you	You would been	You would be
		visited by them	visited by them

Some grammatical errors in passive voice sentence above shows that many students get difficulties to identify and analyze the sentence. They still confuse to identify the verb form and always omit *be* when they change active sentence to passive sentence. Such as in the sentence "He would be <u>call</u> by you", the students make errors to determine the verb form. The word "call" in active sentence should be changed into past participle. The students confuse to use verb form when they made sentence in passive. The students still do not know the transformation of verb form of V1, V2, and V3. Such as in other sentence "A book would not be <u>readen</u> by him", the students should use past participle "read" instead of "readen".





Furthermore, the students also omit *be*. Such as in the second sentence "A book would not read by him" and third sentence "You would <u>been</u> visited by them", the students do not realize if they omit *be* in the sentence. The students also make error by using "been". In the first sentence, the students not only make error in the verb form but also in using subject. Such as in sentence "Her would not be <u>call</u> by you". It shows that the students still do not know the transformation of the personal pronoun in grammar lesson. The pronoun "her" in active sentence should be changed into "she" in passive sentence.

## g. Errors in Present Perfect Tense

There are many students that make errors in present perfect tense. They confuse to make good sentence in passive. They make errors in using subject and auxiliary. Some errors show in the table below:

Table 4.7
Errors in Present Perfect Tense

No.	Text	Students' answer	Expected answer
1	They have studied English in	• English have been	English has been
	my room	studied in my room	studied by them
		by them	in my room
		• English have been	
		studied by in my	
		room them	
2	She has bought five English	Five English books has	Five English
	books	been bought by her	books have been
			bought by her



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3	She has taken my money on	• My money has been	My money has
	the table	taken by her	been taken by her
		• The table has been	on the table
		taken my money by	
4	They have discussed his	His problem have been	His problem has
	problem	discussed by them	been discussed by
			them

Many students get difficulties to identify in this tense. They confuse to make a good sentence. For example in the first sentence "English have been studied by in my room them", the students make error in the structure of the sentence. The object pronoun "them" should be put after by because the pronoun "them" is by agent in the object of passive sentence. In the second sentence and the fourth sentence of students' answer sheet. The students make error to determine the auxiliary. The subject "five English books" is plural, so the auxiliary should be "have". And the subject in the fourth sentence is singular, so it should be "has". Many students use auxiliary "has/have" because they do not know the subject noun is plural or singular. They confuse to analyze the part of speech in grammar lesson especially in passive construction. The students also make errors in using subject in the third sentence "The table has been taken my money by her". The students do not know exactly the subject, the word "on the table" as we know is adverb of place. But the students still confuse to analyze it. The students put it as the subject in passive sentence.





#### h. Errors in Past Perfect Tense

In this tense, the students still confuse to identify and analyze the subject, and omit *by* and been. Some of the errors are presented in the table below:

Table 4.8 Errors in past perfect tense

		3	
No.	Text	Students' answer	Expected answer
1	A boy had eaten Jackfruit	Jackfruit had been	Jackfruit had been
		eaten a boy	eaten by a boy
2	They had visited you	You had been visited	You had been
		them	visited by them
3	They had advised her	• She had advised	She had been
		by them	advised by them
		• She had been	
		advised them	
4	She had not called me	Me had not been	I had not been called
		called her	by her

The students omit by, such as in the first sentence "Jackfruit had been eaten a boy". In this sentence, the students omit by after past participle verb form. The auxiliary by should be put before word "a boy" because it is as a by agent in passive sentence. The students also omit by after past participle. In the third sentence, the students omit "been" after auxiliary "had" as like in the sentence "She had advised by them", this sentence is transformed into "She had been advised by them". In the fourth sentence, the students make error to use subject in the passive sentence. The





sentence "Me had not been called her", should be changed into "I had not been called by her".

# i. Errors in Future Continuous Tense

The researcher finds that there are 22 errors or 6,19% made by the students. It shows that many students get difficulties to analyze and identify the grammar passive voice. Some errors are showed in the table below:

Table 4.9 Errors in future continuous tense

	A				
No.		Text	,	Students' answer	Expected answer
1 1	He will	be building a house	•	A house will be	A house will be
				<u>build</u> by him	being built by
			•	A house will be	him
				built by him	
2	They wi	ll be cutting a tree	•	A tree will be	A tree will be
				being cut by	being cut by them
				they	
			•	A tree will been	
				cutting by them	
			•	A tree will be	
				being cutted by	
				they	
3	She wil	l be looking after a little	•	A little girl will	A little girl will
	girl			be being looked	be being looked
				by she	after by her
			•	A little girl will	
				be being look	





	after by she	

In this tense, many students confuse to analyze the grammar passive voice. The students make errors to use verb form, by agent, and omit being. In the first sentence, the students make error to use verb form and omit being. Such as in the sentence "A house will be <u>build</u> by him" and "A house will be built by him". In the first sentence, the students should use past participle form after auxiliary *be*. In the next sentence, auxiliary "being" should be put after auxiliary "be". So, the sentence should be "A house will be being built by him".

In the second sentence, the students make errors to use agent, verb form, and omit being. Such as "A tree will be being cut by they", in this sentence, the students make error to use agent. The pronoun "them" should be used in passive sentence. The next sentence "A tree will been cutting by them", the students make error to use verb form and use be. Auxiliary be should be used after auxiliary "will" and followed by auxiliary being before past participle. So, the students should memorize and understand well the formula of passive voice especially in future continuous tense.

In the third sentence, the students make errors to use agent and verb form. In the sentence "A little girl will be being look after by she", the verb form "look" should be changed into "looked" in the form of passive and the pronoun "she" should be changed into "her" as object in the form of passive sentence.





## j. Errors in Past Future Continuous Tense

Many students get difficulties to analyze grammar lesson in this tense. The researcher finds that there are 26 errors made by the students. The students' error shows in the table below:

Table 4.10 Errors in past future continuous tense

No.	Text	Students' answer Expected answer
1	They would be helping you	• I would been You would be being
		helping by them helped by them
		• You would be
4		being <u>help</u> by
		they
		• You would be
		being helped by
		they
2	You would be inviting us to	<u>Us</u> would be being We would be being
	your party	invited by you to invited by you to
		your party your party
3	He would be buying our book	Our would be Our book would be
		being by <u>he</u> book being bought by him
		• <u>Our</u> would be
		being <u>buyed</u> by
		<u>he</u> book

The students' errors in this tense are the subject and object pronoun, and the verb form. In the first sentence from students' answer sheet, the students make error





in the use of verb form and by agent. In the sentence "You would be being help by they", the word "help" should be changed into "helped" in the passive form. It should use past participle after auxiliary *being* and the object pronoun "they" should be changed into "them" in the passive form.

In the second sentence of students' answer sheet, the students make error in the subject. In the sentence "Us would be being invited by you to your party", the subject pronoun "us" should be transformed into "we" in passive sentence. So, the sentence should be changed into "We would be being invited by you to your party".

In the third sentence, the students make error in the structure of the sentence. For example "Our would be being buyed by he book". Many students still confuse to analyze and identify the part of speech in this sentence. The object in active sentence "our book" is phrase, it can not be separated one by one. The pronoun "our" is possessive pronoun, so it should be followed by noun. It can not stand alone. In this sentence, the students also make error to determine the verb form and by agent. The verb form in passive sentence should be changed into "bought" and pronoun "him" in passive sentence because it is as by agent. In this matter, the students confuse to analyze the grammatical error in personal pronoun.

#### k. Errors in Future Perfect Tense

The errors in this tense are in using verb form and personal pronoun. The researcher finds that there are 21 errors made by the students in this tense. The errors are showed in the following table 4.11





Table 4.11 Errors in future perfect tense

No.	Text	Students' answer	Expected answer
1	A cat will have killed a mouse	A mouse will have	A mouse will
		been <u>kiled</u> by a	have been killed
		boy	by a boy
2	A boy will have called you	You will have been	You will have
		caled by a boy	been called by a
			boy
3	They will have bought television	Television will	Television will
		have been bought	have been bought
4		by <u>they</u>	by them
4	She will have borrowed my book	My book will have	My book will
		been borrowed by	have been
		<u>she</u>	borrowed by her

In this tense, the students confuse to analyze and identify the verb form and personal pronoun in passive sentence. Such as in the first sentence and second sentence, the students made error to determine the verb form. "A mouse will have been kiled by a boy" and "You will have been caled by a boy", in this sentence, we can know that many students do not know the transformation of past participle (V3). The word "kiled" and "caled" should be transformed into "killed" and "called" with using double "Il". In the third sentence and fourth sentence, the students make error to determine the personal pronoun. Such as "Television will have been bought by they" and "My book will have been borrowed by she". In this sentence, the pronoun "they"





and "she" in active sentence should be changed into "them" and "her" in passive sentence, because their position is in object as by agent.

#### 1. Errors in Past Future Perfect Tense

In this tense, the students make errors in the structure of sentence, and personal pronoun. The errors are showed in the following table

Table 4.12 Errors in past future perfect tense

No.	Text	Students' answer	Expected answer
1	She would have invited him to take	A walk would have	He would have
	a walk	been invited by she	been invited by
		him to take	her to take a walk
2	He would have cut a palm tree	A palm tree would	A palm tree
		have been cut by	would have been
		<u>he</u>	cut by him
3	I would have found your book	Your book would	Your book would
		been have found	have been found
		by me	by me

In the first sentence, the students confuse to analyze and identify the subject pronoun, the object pronoun, and the adverb. In the sentence "A walk would have been invited by she him to take", the object pronoun in active sentence should be transformed into subject pronoun in passive sentence and the adverb could not be the subject in passive sentence. So, it should be changed into "He would have been invited by her to take a walk". In the second sentence, the students make error to

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determine the personal pronoun. The pronoun "he" in passive sentence should be changed into "him" because the part of speech is as object pronoun. In the third sentence, the students make error in auxiliary. The auxiliary "have" should be put after auxiliary "would". Through this matter, it can be known that still many students do not know the formula of passive voice. Based on Azar, the formula of past future perfect tense is (S + would have + been + V3 + by + O).

## m. Errors in Present Perfect Continuous Tense

In this tense, the students' error is showed in the table below:

Table 4.13 Errors in present perfect continuous tense

No.	Text	Students' answer	Expected answer
1	His parents have been visiting him	He <u>have</u> been visited	He has been
		by his parents	being visited by
			his parents
2	He has been finishing his duty	His duty has been	His duty has
		finished by him	been being
			finished by him
3	He has been eating salt fish	Salt fish has been	Salt fish has
		by him	been being eaten
		• Salt fish has been	by him
		eating by him	

<sup>&</sup>lt;sup>46</sup>Betty Scrampher Azar, *Understanding and Using Grammar*, (New Jersey: Prentice-Hall, Inc., 1989), 120.





The researcher finds that there are 30 errors that had been made by the students. In this tense, the students confuse to analyze and identify the grammar error to use auxiliary, omit *being*, and verb form. In the sentence "He <u>have</u> been visited by his parents", the students make error in auxiliary 'have". When the subject in passive sentence is singular, the auxiliary should follow the subject. The expected answer is "has". In the second sentence, the students omit *being*. The students should put the auxiliary *being* after auxiliary *been* and followed by past participle as like in the expected answer above "His duty has been being finished by him". In the third sentence, the students also omit *being* and verb form. In the sentence "Salt fish has been by him", the students should put *being* and put past participle before by agent. In next sentence "Salt fish has been <u>eating</u> by him", the student should put *being* after auxiliary *been* and change the verb into past participle.

#### n. Errors in Past Perfect Continuous Tense

In this tense, the students' errors is 17 or 4,79%. The students make error in the structure of the sentence, omit *being*, and verb form. The errors are showed in the table below:

Table 4.14 Errors in past perfect continuous tense

No.	Text	Students' answer	Expected answer
1	She had been getting little water to	Drink had been got	Little water had
	drink	little water by her	been being got to
			drink by her
2	Someone had been stealing his car	• His car had been	His car had been





		stealed by	being stolen by
		someone	someone
		• His car had	
		stealing someone	
3	He had been inviting her in the	In the restaurant had	She had been
	restaurant	been invited her by	being invited by
		him	him in the
			restaurant

In this research, we can know that many students make errors in grammar lesson. They do not know the formula of passive voice and part of speech in sentences. In the first sentence "Drink had been got little water by her", students still do not know the part of speech in every word. They still confuse to analyze it. The sentence should be "Little water had been being got to drink by her", because the word "little water" in active sentence is as object, so it only moves to front as subject in passive sentence. In the second sentence, the students omit *been*, *being*, and verb form. Such as in the sentence "His car had been stealed by someone" and "His car had stealing someone", the students should put *being* after auxiliary *been* and followed by past participle verb form "stolen" not "stealed". It shows that the students confuse with the transformation of V3 in passive sentence. In the third sentence, the students make error in the structure of the sentence. In the sentence "In the restaurant had been invited her by him", many students do not know the part of





speech of this sentence. It should be changed into "She had been being invited by him in the restaurant".

#### o. Errors in Future Perfect Continuous Tense

The students' errors in this tense is 23 errors. The students still confuse to analyze and identify the grammar to determine the verb form, omit *been*, *being*, and *by*. The students' errors are showed in the following table:

Table 4.15
Errors in future perfect continuous tense

No.	Text	Students' answer	Expected answer
1	We will have been finishing the	The work will	The work will
	work	have been finished	have been being
		by us	finished by us
2	Bush will have been repairing that	That broken vase	That broken vase
	broken vase	will repairing Bush	will have been
			being repaired by
			Bush
3	They will have been eating a cake	A cake will have	A cake will have
		been eaten by them	been being eaten
			by them

In the first sentence, the students make error in omitting *being*. Such as "The work will have been finished by us", the students should put *being* after auxiliary *been*. It should be transformed into "The work will have been being finished by us". In the second sentence, the students make error to use verb form and auxiliary. Such as "That broken vase will <u>repairing</u> Bush", the students should put auxiliary "have +





been" after auxiliary "will" and followed by past participle "repaired". The students omit *by*. It should be put after past participle because it is as by agent in object passive sentence. In the third sentence, the students omit *being*. It should be put after auxiliary *been* in passive sentence.

# p. Errors in Past Future Perfect Continuous Tense.

In this tense, the students make error in structure of the sentence. Same as many tenses above that many students confuse to analyze and identify the part of speech in sentences. The students' errors show in the table below:

Table 4.16
Errors in past future perfect continuous tense

No.	Text	Students' answer	Expected answer
1	He would have been writing a letter	She would have	A letter would
	to her	been <u>wrote</u> a	have been being
		letter by him	written by him to
			her
2	She would have been writing a novel	In my home	A novel would
	in my home	would have been	have been being
		wrote a novel by	written by her in
		her	my home
3	Her sister would have been making a	In the kitchen	A cake would
	cake in the kitchen	would have been	have been being
		maked a cake by	made by her sister
		her sister	in the kitchen



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In three sentences above, most of the students make errors in the structure of sentences. They confuse to make good sentences in passive sentence. In three sentences above, the students make errors not only in the structure of sentence but also the verb form. The word "wrote" and "maked" in three sentences above should be changed into past participle "written" and "made". In this tense, the students make error in determine the part of speech in the passive sentence. They should understand well about the formula of passive voice when they want to make good sentences. The formula can help them to make sentence in well structured sentence.

# 2. Surface Strategy Taxonomy

The result of this study gives clear description about the difficulties to the formation of passive voice sentence. The researcher analyzes the errors based on Surface Strategy Taxonomy. The researcher uses surface strategy taxonomy to know the errors' frequency made by the eleventh grade students of MA. Islamiyah Ujungpangkah Gresik. In this case, the researcher uses Levin and Fox formula quoted by Sugiatun.<sup>47</sup>

## a. Omission.

In this research, the researcher finds that many students still get difficulties when they do the exercises from the teacher. They confuse to analyze and identify the

<sup>47</sup>Iis Nur Sugiatun, An Analysis of Error on Tenses made by Junior High School Students in Writing a Recount Text, (UNESA: Unpublised Thesis, 2007), 42.

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passive voice lesson. They do not understand well the formula of passive voice when the teacher explained it in the learning activity.

Here the result that had been found by the researcher

## 1). Errors in Simple Present Tense

Many students still get difficulties in this tense. In the sentence "my sister praised by the people", the students omit to be "is". It's because the students get difficulties to analyze and identify the sentences. It should be changed into "my sister is praised by the people".

## 2). Errors in Simple Past Tense

In this result, the students also get difficulties. In the sentence "You tough Mathematic by her" and "Many pictures drew by him" many students omit to be "were" in the sentences. It should be changed into "You were tough by her Mathematic" and "Many pictures were drawn by him".

## 3). Errors in Present continuous tense

The sentence "His fence painted by him". The students omit to be "is" and auxiliary "being". The students confuse to put auxiliary "being" in continuous passive sentence. The answer should be changed into "His fence is being painted by him".

# 4). Errors in Past continuous tense

In the sentence "An article was typing by him. Most of students make errors in "being". They should know the formula for past continuous tense, the auxiliary "being" should be put after passive sentences.





# 5). Errors in Simple future tense

In the sentences "This matter will look by our" and "She will invited into his house by him". In this tense, the students confuse to put "be" in simple future passive sentence. It should be transformed into "this matter will be looked into by us" and "she will be invited by him into his house".

## 6). Errors in Past future tense

In this tense, the students make error omit "be" and "by". Such as in the sentence "She would not called you" and "My job would be done her". It should be transformed into "She would not be called by you" and "My job would be done by her".

## 7). Errors in Present perfect tense

In this tense, the students omit pronoun "them". The students answer is "English has been studied by in my room". It should be changed into "English has been studied by them in my room".

#### 8). Errors in Past perfect tense

In this result, the students also omit "by". In the sentences "Jackfruit had been eaten a boy" and "You had been visited them", should be transformed into "Jackfruit had been eaten by a boy" and "You had been visited by them".

#### 9). Errors in Future continuous tense

In this tense students omit auxiliary "being". For example the students' answer are "A house will be built by him" and "A wagon will been pulling by





horses". It should be changed into "a house will be being built by him" and "a wagon will be being pulled by horses".

## 10). Errors in Past future continuous tense

In the sentence "I would been helping by them". Most of students omit auxiliary "being". They should know the formula for continuous, the auxiliary "being" should be put in passive sentences.

# 11). Errors in Future perfect tense

Many students still get difficulties in this tense. Such as in the sentence "a car will have drived by he", the researcher finds that many students do not know the answer. When the researcher corrects the students answer sheet. Most of them do not answer the question. It's because the students still get difficulties to analyze and identify the sentences. It should be changed into "a car will have been driven by him".

#### 12). Errors in Past future perfect tense

In the sentence "He would have been invited by to take a walk". Most of students omit object pronoun "her". The sentence should be changed into "He would have been invited by her to take a walk".

## 13). Errors in Present perfect continuous tense

The sentence "He have been visited by his parents" and "His duty has been finished by him". In this sentences, the students confuse to put "being" in present perfect continuous passive construction. The sentences should be





transformed into "He has been being visited by his parents" and "His duty has been being finished by him".

## 14). Errors in Past perfect continuous tense

In this tense, the students omit "being". Such as in the sentence "His car had been stealed by someone". It should be changed into "His car had been being stolen by someone". From this matter, the students still get difficulties to analyze the grammar passive voice.

# 15). Errors in Future perfect continuous tense

In the sentence "A letter will not have been received by us", most of students omit auxiliary "being". They should know that the formula for future perfect continuous tense should put the word "being" in passive sentences. It should be changed into "A letter will not have been being received by us".

#### 16). Errors in Past future perfect continuous tense

In this result, the students also omit "being". In the sentence "Our teacher would have been met by us". It should be changed into "Our teacher would have been being met by us".

From many sentences above, it shows that still many students get difficulties to analyze the passive sentence. Most of the sentences above omit being, by, pronoun, to be, and also they could not answer the question. From this case, the students should study hard and understand well about the passive voice lesson. They should memorize the formula of passive voice if they want to make the sentence well structured.





#### b. Addition

# 1) Error in simple present tense

In the sentence "A bag is takens by them on the table", many students still do not realize if they put "s" in the word "takens", it should be changed into "A bag is taken by them on the table".

# 2) Error in Simple past tense

The students add "ing". Such as in the sentence "A mango tree was cutting by a carpenter in front of his house yesterday". In this sentence, the students should not add "ing".

## 3) Error in Past continuous tense

In the sentence "Her tea wasn't been being drunk by him". In this tense, the students should not add "been" after to be "was" because auxiliary "been" is only for perfect tenses in passive voice.

## 4) Error in Simple future tense

In the sentence "This matter will being looked into by us". The students should not add "ing" in auxiliary "be" because the question is "We will look into this matter". So, it should be changed into "This matter will be looked into by us".

#### 5) Error in Past future tense

In the sentence "She will be being invited by him into his house". The students should not add auxiliary "being" after auxiliary "be", because the





question is "He will invite her into his house". So, it should be past participle directly after auxiliary "be".

# 6) Error in Present perfect tense

The students add "being". Such as in the sentence "My money has been being taken by her on the table", the students should not add auxiliary "being" after "been", it should be directly past participle. It should be changed into "My money has been taken by her on the table".

# 7) Error in Future continuous tense

The sentence "A tree will be being cutted by them". In this sentence, the students should not add –ed for the transformation of verb "cut" in passive sentence. It should be changed into "A tree will be being cut by them".

#### 8) Error in Past future continuous tense

The result of this error is in adding "-en" and "-ing", such as in the sentence "You would been meeting by her in front of your gate". Many students still do not know well the formula of passive voice. So, they always make errors in sentence structure.

# 9) Error in Future perfect tense

The students' error is in adding "-ed". In the sentence "Television will have been boughed by them", the student should not add -ed for the transformation of verb. It should be "bought" for the V3 of "buy" in passive sentence.





# 10). Error in Past future perfect tense

In the sentence "A palm tree would have been cutted by him". The students should not add –ed for the transformation of V3 "cut". It should be changed into "A palm tree would have been cut by him". There is no transformation from the verb.

# 11) Error in Past perfect continuous tense

In the sentence "A thief had been being caughts by a policeman in bus station". The students should not add –s for the transformation of verb "caught" in passive sentence. It should be changed into "A thief had been being caught by a policeman in bus station".

# 12) Error in Future perfect continuous tense

In the sentence "A letter will not have been being receiving by us". The students should not use -ing for the transformation of verb "receive" in passive sentence. It should be changed into "A letter will not have been being received by us".

# 13) Error in Past future perfect continuous tense

In the sentence "Our teacher would have been meting by us". The students should not use -ing for the transformation of verb "met" in passive sentence. It should be changed into "Our teacher would have been being met by us".





#### c. Misformation

# 1) Error in simple present tense

In this tense, many students still get difficulties to make good sentences in passive sentence. In the sentence "The flowers is shown by her in the garden", the students made error in using to be "is". It should use "are", because the subject is plural. It should be changed into "The flowers are shown by her in the garden".

# 2) Error in Simple past tense

In the sentence "The students is asked by him a very difficult question", the students also use to be incorrectly. The students should use "were", because the subject is also plural and the tense is simple past. It should be changed into "The students were asked by him a very difficult question".

## 3) Error in Simple future tense

The students made error in the verb form. In the sentence "This matter will look into by us", the students should use past participle in passive sentence. It should be changed into "This matter will be looked into by us".

# 4) Error in Past future tense

In the sentence "her would not be call by you", the students make error in the verb form also and the subject pronoun. The students still get difficulties to analyze the sentence. It should be changed into "She would not be called by you".

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# 5) Error in Present perfect tense

The students make error in auxiliary. The students' answer is "English have been studied by in my room them". In this sentence, the students should use auxiliary "has" because the subject pronoun is singular. It should be changed into "English has been studied by them in my room".

# 6) Error in Past perfect tense

In the sentence "us had been forgotten by her". The students make error in subject pronoun. The pronoun "us" in active sentence should be changed into "we" in passive sentence because the position is as a subject pronoun. It should be transformed into "We had been forgotten by her".

## 7) Error in Future continuous tense

The students make error in verb form. In the sentence "A tree will be being cutted by them". The students should not add –ed in the verb of "cut", because the transformation of verb "cut" is constantly "cut" without adding – ed.

# 8) Error in Past future continuous tense

The students make error in the verb form and the pronoun. The students' answer is "You would be being meeted by she in front of your gate". In this sentence, the students should use verb "met" and pronoun "her". It should be changed into "You would be being met by her in front of your gate".

## 9) Error in Future perfect tense





The students also make error in verb form and pronoun. In the sentence "Television will have been boughed by they", the students should use verb "bought" and pronoun "them" because the verb should use past participle and followed by agent object pronoun. It should be changed into "Television will have been bought by them".

# 10) Error in Past future perfect tense

The students make error in the pronoun. In the sentence "Him shouldn't have been hit by you", the students should use pronoun "he" in subject pronoun in passive sentence. It should be changed into "He shouldn't have been hit by you".

## 11) Error in Present perfect continuous tense

The students make error in auxiliary. In the sentence "He have been being visited by his parents", the students should use auxiliary "has", because the subject pronoun is singular. It should be transformed into "He has been being visited by his parents".

# 12) Error in Past perfect continuous tense

In the sentence "His car had stealing someone". The students make error in verb form. The verb "stealing" in active sentence should be changed into "stolen" in passive sentence, it should be transformed into "His car had been being stolen by someone".

#### 13) Error in Future perfect continuous tense





In the sentence "A letter will not have been receiving by us". The students make error in verb form. The verb "receive" in active sentence should be changed into "received" in passive sentence because the verb should use past participle. It should be transformed into "A letter will not have been being received by us".

# 14) Error in Past future perfect continuous tense

In the sentence "The wood would painting Teenagers". The students make error in verb form. The verb "paint" in active sentence should be changed into "painted" in passive sentence because the verb should use past participle. It should be transformed into "The wood would have been being painted by Teenagers".

## d. Misordering

#### 1). Error in Present continuous tense

In this tense, the students still confuse to make good sentences. Many students make error in this tense. The students' answer was "her ticket gived by my mother". It should be changed into "She is being given by my mother a ticket".

# 2) Error in Present perfect tense

In the sentence "They have studied English in my room", many students still got difficulties to structure it well. The students' answer is "English have been studied by in my room them". It should be transformed into "English has been studied by them in my room".





### 3) Error in Future continuous tense

In the sentence "a letter to them will be sent by Bill". It could be known that many students still do not understand well the structure of passive sentence. It should be changed into "A letter will be being sent by Bill to them".

# 4) Error in Past future continuous tense

In this tense, the students still confuse to make good sentences. Many students made error in this tense. The students' answer is "for would be being looked by he his parents". It should be transformed into "His parents would be being looked for by him".

# 5) Error in Past future perfect tense

The students' answer is "a walk would have been invited by she him to take". It should be transformed into "He would have been invited by her to take a walk". From this sentence can be known that many students could not make good sentence.

# 6) Error in Past perfect continuous tense

In the sentence "we had been getting little water to drink by her". It can be known that many students still do not understand well the structure of passive sentence. The sentence should be changed into "little water had been being got to drink by her".

#### 7) Error in Past future perfect continuous tense



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In this tense, the students still confuse to make good sentences. Many students made error in this tense. The students' answer is "he would not been a letter to her writing". It should be changed into "A letter would have been being written by him to her".

## **B.** The Causes of Error

Most students often face difficulties when they are in the process of learning a target language. It can be seen from the errors that they have made. The students make more proportional errors in omission. It is because the students do not apply the rules of passive sentence in the correct form. Mostly, the students do not understand how to form passive in the correct form.

Generally, the errors can be differentiated into interlanguage errors and intralingual. Interlanguage errors are caused by the interference of students' native language (L1 interference). Intralingual errors are caused by the errors those reflecting common specific rule restrictions, which are studied by the students. Based on Richard in Ellis, there are caused of errors, those are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.<sup>48</sup>

The first possible cause of errors related to the use of passive sentence made by students is overgeneralization. Richard states that overgeneralization covers instances where the learners create a deviant structure on the basic of his experience of other structure in the target language. In this case, the students have learnt a rule of forming

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<sup>&</sup>lt;sup>48</sup>Jack C. Richard, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman Group limited, 1974), 174.





passive. The pattern of passive sentence is be + V3 (past participle). The students predict that passive can be made by adding –ed on the V3. It happens because most of verb are categorized into regular verb. While, the irregular ones have certain rules to make past participle. Mostly, in this study the students forget to add –be when the students are constructed passive sentence. When the students use modal or future to construct passive sentence, they should use the correct form, which is *modals* + *be* + *past participle* to make passive voice. When the students write "will looked". They overgeneralized the rule, since "will" is modal or future. So, the students should add – be after the modals.

The second cause is ignorance of rule restriction. Based on Richard, it covers when learners do not apply the rules to the text. It is because the learners failure to observe the restriction of existence of structure. As in the passive voice "The flowers is shown by her in the garden" and "She will invited into his house by him". These examples show that the learners do not apply the rule correctly. In the first example, the students use to be "is" to construct the passive voice. Whereas, the correct to be that should the students use is "are" because the subject in passive sentence is plural. The correct sentence as follows "The flowers are shown by her in the garden". While the second example, the students should put auxiliary "be". It because the modals followed by "be + past participle".

The third cause is incomplete application of rules. Based on Richard states that the deviancy of structures represent the degree of developmental of the rules required to produce acceptable utterances. In this case, the learners neglect the rules of the



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target language in answering or giving response to the teacher's question due to their incomplete knowledge of the target language. Such as in the passive voice "You tough Mathematic by her" and "My job would be done her". This examples show that the learners do not apply the rules correctly. In the first sentence, the students omit to be "were". In this case, the students should use to be "were", because in the rule of passive sentence is "be + past participle". While, in the second example, the students omit "by". The students should use "by" after past participle, because it is as object agent in passive sentence.

The fourth one is false concept hypothesis. Based on Richard, the learners' errors are devided from faulty comprehension of distinction in the target language. In this case, the students might feel that they apply the correct forms, whereas they failed to understand the construction of passive sentence. They confuse to analyze the part of speech in active sentence to be changed in passive sentence. So, they sometimes confuse to make good sentences in passive. The most frequent students' error in this research is in simple future. Many students still omit auxiliary "be" and the use of verb form. This is incorrect because the modal "will" must be followed by auxiliary "be", which is modals + be + past participle to make passive voice. Therefore, the sentence "His house will invite by him" should be changed "His house will be invited by him".

The result of the errors that students made, it shows that in learning English they still get difficulties. The analysis has been done carefully to know how the students acquire and learn the second language. It shows that the students might tend to use



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certain rules, which they know and fail to apply the other rules. In this case, dealing with the ability to construct passive sentence. The students often forget to add –be before past participle. They only concern to add –ed and fail to apply the other rules, irregular past participle which should be used in well structured. Besides, in this study, the students do not enough time in doing writing because they were asked to finish their work in this class in limited time. That's why, the students could not focus on the form and accuracy. In addition, because the students have limited knowledge, most of them make grammatical error particularly on constructing passive sentence.

Moreover, the causes of the errors in this research has been explained that the causes are not from the students' pronouncement or through the questionnaire as like other researchers done but the causes of the errors in this research is from the completeness of the researcher carefulness which is proven based on Richard theory that he classified the causes of the errors in four types, those are over-generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis. From this type of the causes, the researcher can know the result of the causes that the students made in passive voice lesson and describe it based on the result as explanation above.

#### C. The Solutions for The Students' Errors in Passive Voice

Based on many errors that have been made by the students, the researcher has solution to overcome the students error is by giving exercise or worksheet to the students because many students get difficulties to learn second language and most of





them still have limited knowledge and grammatical errors on constructing passive sentence. Giving exercise or worksheet can raise the students' involvement in writing and help students to master passive voice. This encourages them to try things out for themselves and succeed at passive voice quickly. It motivates the students to do the best in writing.

Besides, the teacher should give students understanding and practicing continually. Many effective teachers set high standard for students. They also articulate goals in their teaching. The students should know what they will learn and what they will be expected to do with what they have known. Practicing enables the students to recognize the parts of speech and use the function of grammar passive voice both in written and spoken. To know the result of the students' achievement, they are tested based on the difficulties level of the students.

In addition, the teacher has to give feedback in his students' writing by marking their writing right or wrong, possibly penciling in the correct sentences for them to study, responding to the students' work or giving comments. Moreover, the most important aspect while giving feedback is adopting a positive attitude to students' writing because the purpose of feedback is to be helpful not criticize. While marking mechanically the teacher may not realize that they are showing the students only his mistakes-negative points. If the student receives only negative feedback, the teacher may easily be discouraged from trying to form complex structures and using vocabulary. However, feedback sessions can be a beneficial experience for the students if the teacher shows the strong points as well.





In this possible solutions, the researcher gives her argument to overcome the students' errors in passive voice because it is as responding toward the types of errors and contributing the causes concern with the students' difficulties that they faced in passive voice lesson. That's way, the researcher gives the solution to solve the teacher's problem in order to he/she can choose and also modify the teaching technique by himself and make it more appropriate with the situation of his class. The teacher is also expected to minimize the students' difficulties in passive voice lesson. So, the students can anticipate or avoid doing the some errors in further learning.





#### **CHAPTER V**

#### CONCLUSION AND SUGGESTION

This chapter present the conclusions and suggestions according to the result of analysis.

#### A. Conclusion

# 1. Types of Errors

Based on the tenses, the highest frequency of the errors is happened on simple future tense which is occurred 32 times or 9,02%. It is followed by present perfect continuous tense which is occurred 30 times or 8,45%. Then in sequence, past future perfect continuous tense 28 times or 7,89%, past future tense 27 times or 7,61%, past future continuous tense 26 times or 7,32%, future perfect continuous tense 23 times or 6,48%, future continuous tense and past future perfect tense 22 times or 6,19%, simple past tense, past perfect tense and future perfect tense 21 times or 5,92%, present continuous tense and past continuous tense 20 times or 5,63%, present perfect tense 18 times or 5,07%, past perfect continuous tense 17 times or 4,79%, and simple present tense 7 times or 1,97%.

Based on the *surface strategy taxonomy*, the highest errors is omission. In the research finding, the number all of errors are 556 errors consists of: Firstly, omission which is occurred 328 times or 58,99% error. The students tend to omit auxiliary "be", which should be added in modals or future passive forms. Furthermore, the error of misformation which is occurred for 125 times or 22,48%. The students errors





in misformation is in simple future tense. In this case, The students misuse the correct verbs. They use V1 or V2 with incorrect writing to form passive sentence. While, the error of addition is the third rank after misformation which is occured 75 times or 13,49%. The students errors in addition is present perfect tense. In this case, the students use incorrect auxiliary "being" when they construct passive sentence. And the last rank is misordering. The students errors in this type is present continuous tense. In this case, many students still do not know or understand well about the rules of passive voice. Most of them still made errors in structure the sentence. They still confuse to analyze the sentence. So, they can not make passive sentence in well structure.

#### 2. Causes of Errors

Based on data analysis, the researcher finds out the errors that the students have made belong to both interlanguage and intralingual errors. In the intralingual errors, this study finds out some of the possible causes of errors. Those are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis. The most frequently causes are Ignorance of rule restriction and incomplete application of rules. It means that the students misuse the correct verbs. They use V1 or V2 with incorrect writing and also omit the auxiliary to the form of passive sentence. Besides, the interference of the first language into the second language is also cause the errors.





## 3. The Solutions for The Students' Errors in Passive Voice

Beside giving more explanation about passive voice, the teacher also should realize the students' difficulties that they face, particularly in writing activity. So, the teacher is expected to give more exercises focusing on the difficulties that the students faced, in order to know the correct forms and minimize the errors. It is also can be solved by giving remedial teaching, particularly in the sense of construction of passive sentence, and more drill associated with the students' difficulty, so that the difficulty they face could be minimized. The third, the teacher should be a facilitator that guides the students when they are writing. The teacher should be patient to accompany the students when they are on the writing activity. She/he must not impose his/her tough on students' writing.

## **B.** Suggestion

Based on conclusion above, the writer tries to give suggestions to the teacher and the students as follows:

#### 1. To the teachers

First, by knowing the errors that the students' made, the teacher should predict and use more effective teaching methods in the class. The teacher should not only give more exercises to the students because it can make them bored. To attract the students' attention, the teacher may give more interesting teaching methods such as inserting games within teaching and learning process, especially in teaching passive voice.





Second, the teacher may use debate, music, dialogs, drama, role-plays and a variety of other typical classroom activities in application of suggestopedia to foreign language learning.

Third, to get the students' comprehension in the learning process, the teacher may also use simple teaching methods such as writing story which includes passive voice.

Fourth, the teacher should use active learning methods such as work in pairs, grouping or team and so on, to make students familiar with the English lesson.

## 2. To the students

First, The students should pay more attention to the English grammar usage by doing many practices and more open mind to discuss and receive any opinions or critics from other friends related to their writings.

Second, The students should learn more from the errors they have made in order to avoid doing the some errors in the further learning.

Third, The students realize that in actuality, the mastery of grammar, vocabulary, pronunciation, sentences, and tenses of the target language will support the mastery of the target language it self to have the better competence of target language (English).



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