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Word count: 3783

Character count: 18840

1 ERROR ANALYSIS ON PASSIVE SENTENCES CONSTRUCTION MADE BY THE ELEVENTH YEAR STUDENTS OF MA ASSULAIMANIYAH MOJOAGUNG

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1 Abstract

This research analyzed on passive sentences construction in the form of present and past tense. It focused on what types of passive sentences error made by students and how do the students made errors. The aims of this research were to describe the types of passive sentences error and how the students made the errors. Qualitative research was the method of this research. The participants of this research were the eleventh grade students of MIA at MA Assulaimaniyah Mojoagung consisting of 18 students. The data of this research was the sentences of passive voice containing errors made by students. The findings showed that there were four types of error identified in passive sentences construction made by students: *omission*, *addition*, *misformation*, and *misordering*. Most of students were still difficult to differentiate between regular and irregular verb in passive sentence construction. It means that students were still lack of understanding of verb usage in passive sentence construction.

Keywords: Error, Error analysis, passive sentence, types of error

A. Introduction

There are four skills in learning language. The skills are listening, speaking, reading, and writing. It is supported by good grammar as well.

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Cowan (2008) defines that grammar is a rule that explains how words can be set into a sentence in a certain language so that grammar is an English fundamental knowledge (p.3).

Grammar has some topics to be discussed. One of them is passive voice. Passive voice is often used in writing to have a deep information. Unfortunately, some students do not use it. They more convertible using active sentences than passive sentences. The use of passive sentences is very important both spoken and written English. Besides, it is in the scientific writing and other writings where the writers are most interested in events and processes in things that happen (Swan, 1995). It is usually useful in writing because writer usually highlight the most important events instead of the person who does the action. So it is very important for students. It is because the information of their writing can be received well for the readers.

However, constructing passive sentences often make students confused. This case is also found at MA Assulaimaniyah Mojoagung, most students especially the eleventh year students were still lack of grammar understanding especially on constructing passive sentences.

They still get difficulty in understanding grammar rules of passive sentence in many tenses form especially in present and past tense; it also includes changing "verb form", in using singular and plural form of "to be", etc. The students do the errors in changing "verb form" for example: *The assignment is **gived** by the teacher* (the error showed in the "verb form" that is added "-d/-ed") because the irregular verb does not need it, so the right form is **given**. They are also still unable to determine the correct "be verb" of a noun for example: *People **was** asked to keep the environment clean* (the error showed in using "to be" was-, the correct form is were) because the subject is plural.

There are some previous studies which are related to this research. First, study was done by Saputro (2017). It was found that the error students made in passive sentence construction was 4 errors from 5 errors categories made. The error categories were combined between linguistics category taxonomy and surface category taxonomy. The highest error was in be form, followed by verb form, then subject – object was the error made by students. The last was pronoun, and by phrase was not made. Another finding of the students' lack of passive voice was also discovered by Rasyid (2017). She found that the respondents of this research made some errors in passive and active sentences. It is about using tenses, verb form, to be and preposition. Mostly the students were error in wrong tenses when they made sentences. And that was the highest error made by students. The second most error found in using verb form. Some students used present verb in simple past tense and past form in simple present tense, in simple present tense they did not add the suffix -s/ -es in verb when the

subject he or she as well. Then using to be is the next error made by students. And using preposition is the lowest error. ¹⁹

¹Based on the problems, the researchers use error analysis to find out the types of error on passive sentences construction made by students. Therefore, the researchers want to conduct a research entitled "Error Analysis on Passive Sentences Construction Made by the Eleventh Year Students of MA Assulaimaniyah Mojoagung". Here, the theory proposed by Dulay, et al. (1982: p.146) is used to analyze the types of errors.

METHOD

This research used ¹⁷qualitative descriptive research design to analyze the data because it did not use statistic formula in analyzing the data. This study identified the types of error in passive sentences construction made by students and give description. It is supported by Moleong (2012) "in the descriptive qualitative, the data collected from words, images, and not numbers" (p.11). Bogdan and Taylor in Moleong (2012) stated "qualitative method as a research procedure that produces descriptive data in the form of written or oral words of the persons and behavior that can be observed" (p.4). This result data was all in the form of sentences. This research use error analysis procedure by Corder in Ellis (1999: p.48).

1. Participants

The participants of this research were the eleventh grade students of MIA at MA Assulaimaniyah Mojoagung academic year that consisted of 18 students. There were two classes of the eleventh grade students at MA Assulaimaniyah Mojoagung. They were XI MIA and XI IIS.

2. Instruments

¹The instrument of this research was using a test. The test was consisted of 3 parts, and each part was consisted of 5 questions. The first part, the students did the test by circling the correct words; the second part, the students did the test by filling in the blank. Changing sentences from active into passive was the last part that should students did.

3. Data Analysis

To analyzing the data this research used Miles and Huberman's theory (2014). The first step is selecting the data from the students by identifying the types of error. Then after the data found, the data was shown into a table to know the identification errors in passive sentences construction made by students, after that the data were explained based on the types of error made by students. The last step was making conclusion. After the data of types of error displayed, so the researcher can write the conclusion of types of error that were made by students in passive sentences construction of the eleventh grades at MA Assulaimaniyah Mojoagung.

RESULTS AND DISCUSSIONS

This research focuses on analyzing students' errors in passive sentences

construction. The researcher¹ collected the data for two days, on June 5, 2018 until June 6, 2018 in the eleventh grade students of MIA at MA Assulaimaniyah Mojoagung. The researcher gave the students fifteen items that was divided into three parts and each part were consisted of 5 questions which¹⁸ focused on Passive Voice in Present and Past Tense. The test was given for 22 students but only 18 students followed the test. After that, researcher selected the sentences that contained errors in passive sentences construction. Then the researcher identified the errors in passive sentences construction made by students based on surface strategy by Dulay, Burt and Krashen (1982: p.146).s

The researcher identified the errors made by students in passive sentences construction the researcher found the types of errors they made are omission, addition, misformation, and misordering. After selecting and identifying the errors on passive sentences construction made by students, the researcher explained the errors made by students based on the types of error. For the next, researcher described how students made the errors on passive sentences construction.

Types of Error Made by Students

1. Errors Based On Omission

Omission error happens when one of the components of the sentence structure which should be there is omitted. The components should be in the form of "to be" (is, am, are, etc.), in the form of regular verb (-d/-ed), preposition (in, on, under, etc.), auxiliaries' verb (will, can, is, etc.), articles (a, an, the,). Based on the data found, it showed that students made this kind of errors, the following were the examples of the students' error:

Table 1. Error Based On Omission

Students' Errors	Corrections
The music was really beautiful. It played by the best musician. (Student 2)	The music was really beautiful. It was played by the best musician.
Carolina is a student. She is delegate to take part in Math Competition. (Student3)	Carolina is a student. She is delegated to take part in Math Competition.

This error showed omission error where it is lack of an item that should appear. As it is seen based on the table above, a sentence written by a student (student 2) showed error in using "to be" which must appear in passive sentence form, that is to be "was" (s. past tense). And for the second sentence, the student (student 3) misses of adding -d/-ed in that verb, that must be appear as the form of regular verb.

2. Errors Based On Addition

Addition error happens when one of the components of the sentence

structure appear that should not present. It is is the opposite of omission. The components should be both of *verb auxiliary* and *verb*, it was also in exceptional words that added an item like *foods*, *sugars*. Based on the data found, it showed that students made this kind of errors, the following are the example of the students' error:

Table 2. Error Based On Addition

Students' Errors	Corrections
The rubbish doesn't is thrown by someone in the trash can. (Student 1)	The rubbish is not thrown in the trashcan.
The novel of Laskar Pelangi did was written by Andrea Hirata, a famous writer in Indonesia. (Student 14)	The novel of Laskar Pelangi was written by Andrea Hirata, a famouswriter in Indonesia.

This error showed addition error where some items are present that actually should not appear. As it is seen based on the table above, two sentences written by students 1 and 14 showed error in using both of "**does**"/"**did**" and "**is**"/"**was**" in a sentence, but it must be only one of them in a sentence. Here those sentences is a passive form that must use "to be", in present tense (*is, am, are*) or past tense (*was, were*). The sentence written by student 1 is present tense so it must use "is". And the sentence written by student 14 is past tense so it must use "was".

3. Errors Based On Misformation

Misformation error was made by some students. They used the wrong form of morpheme or structure. It could be categorized as misformation when it was incorrect on changing the irregular verb form into past participle, lack of using singular and plural form of "to be", it was also where the learners select *one member of a class of forms to represent* other. Based on the data found, it showed that students made this kind of error, the following are the example of the students' error:

Table 3. Error Based On Misformation

Students' Errors	Corrections
The highest building in the world were built by someone in 2005. (Student 5)	The highest building in the world was built in 2005.
The novel of Laskar Pelangi wrote written by Andrea Hirata, a famous writer in Indonesia. (Student 6)	The novel of Laskar Pelangi was written written by Andrea Hirata, a famous writer in Indonesia.
Those vegetables were buyed by thehouse maid because they	Those vegetables were bought by thehouse maid because they

were still fresh. (Student 9)	were still fresh. (Student 9)
A pair of cute shoes are washed by a beautiful girl in the river. (Student 10)	A pair of cute shoes is washed by a beautiful girl in the river.

This error showed misformation error where student makes the wrong form of morpheme or structure. As it is seen based on the table above, two sentences written by students 5 and 10 showed error in using singular or plural form of "to be" in simple past and present tense. And for the next sentences which are made by students 6 and 9 showed error in changing the verb form. The word "**wrote**" (past tense) it must be changed into past participle form "**written**"; and the word "**buy**" is irregular verb, so it must be "**bought**" in past participle form not "**buyed**".

4. Errors Based On Misordering

Misordering error happens when it is incorrect position of group of morpheme. It could be categorized as misordering if some components presented are correct but incorrect in systematically. Based on the data found, it showed that students made this kind of error, the following are the example of the students' errors.

Table 4. Error Based On Misordering

Students' Errors	Corrections
Teacher is told the Indonesia history clearly. (Student 6)	The Indonesia history is told by teacher clearly.
The highest building in the world in 2005 was built by someone. (Student 7)	The highest building in the world was built in 2005 .
The highest building was built by someone in the world in 2005. (Student 9)	The highest building in the world was built in 2005.

This error showed misordering error where it is about incorrect position of group of morpheme. As it is seen based on the table above, a sentence written by a student (student 6) showed error in changing the subject becomes the object in passive sentence. For the second sentence, the student (student 7) showed error in incorrect placement of adverb of time. And the next sentence, the student (student 9) showed error in the word "**in the world**". It is not suitable put after verb because it is modifier of the word "**The highest building**".

Based on the data found (see table 4.6), ¹ the eleventh year students of MIA at MA Assulaimaniyah Mojoagung made many errors on passive sentence construction for example changing "verb form", using "to be" including use of singular and plural form of "to be", and the subject – object of passive

sentence.

The following are the example of the error students made on passive sentences construction:

Table 5. Students Errors on Passive Sentence

Construction	
Students' Errors	Corrections
A glass of milk is drinked by my nephew. (Student 9)	A glass of milk is drunk by my nephew.
The Indonesia history is tell by teacher clearly. (Student 11)	The Indonesia history is told by teacher clearly.
The highest building in the world was builtd by someone in 2005. (Student 12)	The highest building in the world was built by someone in 2005.
Many sun flowers was planted by Nadia in the back yard. (Student 1)	Many sun flowers were planted by Nadia in the back yard.
The highest building in the world were built by someone in 2005. (Student 5)	The highest building in the world was built in 2005.
The rubbish does not thrown by someone in the trash can. (Student 13)	The rubbish is not thrown in the trash can.
My nephew is drunk a glass of milk before he goes to school. (Student 6)	A glass of milk is drunk by my nephew before he goes to school.
Teacher is told the Indonesia history clearly. (Student 4)	The Indonesia history is told by teacher clearly.

From the table above, it could be seen that three sentences written by students 9, 11, and 12 showed error in changing the "verb form" into past participle. For students 9 and 12, they made errors in the verb "**drinked**" it must be changed into past participle form "**drunk**" because it is irregular verb; and the verb "**builtd**" is irregular verb, so it must be "**built**" in past participle form. Then for student 11, the verb "**tell**" it must be change into past participle "**told**". The next sentences written by students 1, 5, and 13 showed error in using singular or plural form of "to be" in present and past tense. And the other sentences written by students 6 and 4 showed error in in changing the subject – object as the passive sentence form.

From the findings above, the eleventh year students of MIA at MA Assulaimaniyah Mojoagung made errors on passive sentences construction. It's

based on the findings above, the students made many errors in changing "verb form", using "to be" including use of singular and plural form of "to be", and the subject – object of passive sentence.

Some students made errors in using "to be", as in sentence "The rubbish does not thrown by someone in the trash can". The student omitted the "to be" that must be presented in passive form that was "to be" is (present tense), because the subject was singular subject. So the correct form of the sentence was "The rubbish is not thrown by someone in the trash can". The other error in using "to be" in singular and plural form could be seen in sentence "The highest building in the world were built by someone in 2005". The student did not use "to be" were (past tense), because the subject of the sentence was the third singular person, so it must use was as singular form of "to be". Therefore the correct form of the sentence was "The highest building in the world was built in 2005". It also happened in sentence "Many sun flowers was planted by Nadia in the back yard". The student missed the use of "to be" was (past tense), because the subject of the sentence was plural subject, so it must use were as plural form of "to be". Therefore the correct form of the sentence was "Many sun flowers were planted by Nadia in the back yard".

The other students had a problem in changing "verb form". It can be seen in sentence "The Indonesia history is tell by teacher clearly". It showed error in changing the verb form of *tell* into past participle *told* as the form of irregular verb. So the correct form of the sentence was "The Indonesia history is told by teacher clearly". The other students' error was in sentence "A glass of milk is drank by my nephew". The sentence was lack of changing the verb form *drink* (irregular verb) into past participle *drunk*. The students added the verb *drink* with "d/-ed", but it was not necessary to add "d/-ed" in irregular verb form. Therefore the correct form of the sentence was "A glass of milk is drunk by my nephew". It was also happened in sentence "The highest building in the world was built by someone in 2005". The word *build* is an irregular verb, so it does not need a final -ed. The students added the verb *built* with "d/-ed", but it was not necessary to add "d/-ed". Therefore the correct form of the sentence was "The highest building in the world was built in 2005".

The other students' sentence were errors in changing subject – object in passive sentence form, as in sentence "My nephew is drunk a glass of milk before he goes to school". The student did not change the subject (in active sentence) become the object in passive sentence or the object (in active sentence) become the subject in passive sentence as the form of passive sentence. So the correct form of the sentence was "A glass of milk is drunk by my nephew before he goes to school". It was also happened in sentence "Teacher is told the Indonesia history clearly". The student did not change the subject (in active sentence) become the object in passive sentence or the object (in active sentence) become the subject in passive sentence as well. So the correct form of the sentence was "The Indonesia history is told by teacher clearly".

CONCLUSION AND RECOMMENDATION

Based on the findings and discussion of this research, the eleventh grade students of MIA at MA Assulaimaniyah Mojoagung made some errors in passive sentences construction especially present and past tense form. There were four types of error identified in passive sentences construction made by students. Those were omission, addition, misformation, and misordering. Some students did the omission error. They forgot to put the "to be". And also they were lack of changing the verb into regular verb. In addition error, some students were use both "does" and "is" or "did" and "was" in a sentence. But that was not necessary using both of them in a sentence. The other students did misformation error in in deciding the "to be", whether it was singular or plural form of "to be". In misordering error, some students did not change the subject (in active sentence) become the object in passive sentence or the object (in active sentence) becomes the subject in passive sentence, and also incorrect placement of adverb of time. Most of students still got difficulty in distinguishing between regular and irregular verb on passive sentence construction. It means that students were still lack in understanding of verb usage on passive sentence construction.

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