

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH
GRADE STUDENTS AT MTs RIYADLATUL ULUM BATANGHARI
EAST LAMPUNG**

**By:
HABIB MUSTOFA
Student Number: 1601070091**



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2020M**

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH
GRADE STUDENTS AT MTs RIYADLATUL ULUM BATANGHARI
EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
HABIB MUSTOFA
Student Number: 1601070091

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

Sponsor : Dr. Widhiya Ninsiana, M.Hum
Co-Sponsor : Eka Yuniasih, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2020M**



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE
EIGHTH GRADE STUDENTS AT MTs RIYADLATUL ULUM
BATANGHARI - EAST LAMPUNG

Name : Habib Mustofa

Students Number : 1601070091

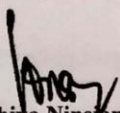
Department : English Education

Faculty : Tarbiyah and Teacher Training

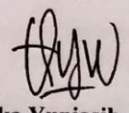
APPROVED BY:

To be examined in *munaqosah* in Tarbiyah Faculty and Teachers Training of State
Institute of Islamic Studies (IAIN) of Metro.

Sponsor,


Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 8 December 2020
Co-Sponsor,


Eka Yuniasih, M.Pd
NIDN. 0210078702



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Pengajuan Munaqosah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
Di-
tempat

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : Habib Mustofa
NPM : 1601070091
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi : AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF
THE EIGHTH GRADE STUDENTS AT MTs RIYADLATUL
ULUM BATANGHARI - EAST LAMPUNG

Sudah kami setuju dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

Pembimbing 1

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 8 Desember 2020

Pembimbing II

Eka Yuniasih, M.Pd
NIDN. 0210078702

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosah of Habib Mustofa**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to undergraduate thesis script which is written by:

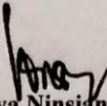
Name : Habib Mustofa
Students Number : 1601070091
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF
THE EIGHTH GRADE STUDENTS AT MTs RIYADLATUL
ULUM BATANGHARI – EAST LAMPUNG

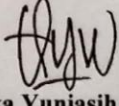
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosah. Thank you very much.

Wassalmu'alaikum Wr. Wb

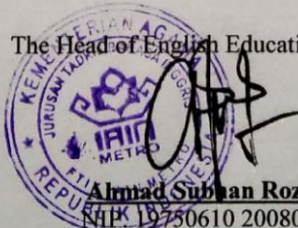
Sponsor,

Metro, 8 December 2020
Co-Sponsor,


Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002


Eka Yuniasih, M.Pd
NIDN. 0210078702

The Head of English Education Department


Almad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

RATIFICATION PAGE

No: ~~B-3304/10.28.1./D./P.009/12/2020~~

An Undergraduate Thesis entitled AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH GRADE STUDENTS AT MTs RIYADLATUL ULUM BATANGHARI – EAST LAMPUNG. Written by: HABIB MUSTOFA, Student Number 1601070091, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 8th 2020 at 10.00 – 12.00 a.m.

BOARD OF EXAMINERS

Chair person	: Dr. Widhiya Ninsiana, M.Hum	(.....)
Examiner I	: Ahmad Subhan Roza, M.Pd	(.....)
Examiner II	: Eka Yuniasih, M.Pd	(.....)
Secretary	: Rika Dartiara, M.Pd	(.....)

The Dean of Tarbiyah and Teacher Training Faculty



Dr. Akla, M.Pd

NIP. 19691008 200003 2 005

**AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH
GRADE STUDENTS AT MTs RIYADLATUL ULUM BATANGHARI
EAST LAMPUNG**

ABSTRACT

By:

HABIB MUSTOFA

This research is intended to analyze an errors of the eighth grade students' at MTs Riyadlatul Ulum Batanghari in changing *active* to *passive voice*. Specifically, it was conducted to finding out the kinds of error and the most errors in *active to passive voice of simple past tense* that the students' make.

The data sources of this research were 20 students of eighth grade at MTs Riyadlatul Ulum Batanghari which were taken by purposive sampling. The writer used the descriptive analysis method in this research to analyzed students' errors and describe the data. The data were taken from documentation and interview.

The findings showed that there are 83 errors made by students. The common error made by students in using *passive voice in simple past tense* from the highest percentage to the lowest are misformation, which consists of 40 errors or 48,2%, omission was 18 errors or 21,7%, misordering which 17 errors or 20,5%, and addition which 8 errors or 9,6%. As for the most errors made by students is misformation with an error rate of 48,2%. According to Suhono and Hossein theory, it was interpreted that interlingual error and intralingual error are causes of those errors.

Key Words: *Active to Passive Voice, Error Analysis, Simple Past Tense.*

**ANALISIS KESALAHAN KALIMAT AKTIF KE KALIMAT PASIF PADA
SISWA KELAS VIII DI MTs RIYADLATUL ULUM BATANGHARI
LAMPUNG TIMUR**

ABSTRAK

Oleh:

HABIB MUSTOFA

Penelitian ini bertujuan untuk *menganalisis kesalahan* siswa kelas VIII MTs Riyadlatul Ulum Batanghari dalam merubah *kalimat aktif* ke *kalimat pasif*. Khususnya, untuk mengetahui jenis-jenis kesalahan dan kesalahan juga yang paling banyak dilakukan oleh siswa dalam merubah *kalimat aktif* ke *kalimat pasif* dalam bentuk kalimat lampau.

Sumber data dalam penelitian ini adalah 20 siswa kelas VIII MTs Riyadlatul Ulum Batanghari yang diambil menggunakan teknik purposive sampling. Dalam penelitian ini penulis menggunakan metode analisis deskriptif untuk menganalisis kesalahan siswa dan mendeskripsikan datanya. Data diambil dari dokumentasi dan wawancara.

Hasil penelitian menunjukkan bahwa terdapat 83 kesalahan yang dilakukan oleh siswa. Jenis kesalahan yang dilakukan siswa dalam menggunakan kalimat pasif pada simple past tense dari yang tertinggi hingga yang terendah antara lain adalah misformation yang terdiri dari 40 kesalahan atau 48,2%, omission 18 kesalahan atau 21,7%, misordering 17 kesalahan atau 20,5%, dan addition dengan 8 kesalahan atau 9,6%. Adapun kesalahan yang paling banyak dilakukan siswa adalah misformation dengan tingkat kesalahan 48,2%. Berdasarkan teori Suhono dan Hossein, ditafsirkan bahwa kesalahan interlingual dan kesalahan intralingual adalah penyebab kesalahan tersebut.

Key Words: *Analisis Kesalahan, Kalimat Aktif ke Kalimat Pasif, Simple Past Tense.*



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

STATEMENT OF RESEARCH ORIGINALITY

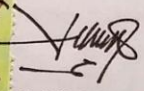
The undersigned:

Name : Habib Mustofa
Student Number : 1601070091
Department : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the writer's research,
in excerpction of certain parts which are excerpcted from bibliographies mentioned.

Metro, 8 December 2020




Habib Mustofa
St.ID 1601070091



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Habib Mustofa
NPM : 1601070091
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 8 Desember 2020



Habib Mustofa
St.ID 1601070091

MOTTO

...إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ ﴿١١﴾

“Allah does not change a people's lot unless they change what is in their hearts.”

(Q.S Ar-Ra'ad: 11)

DEDICATION PAGE

This piece of work is dedicated to:

My beloved Parents Mr. Ibnu Harto and Mrs. Aneng Hayati who always give me support, spirit, motivation and inspiration...

My little brother, Irham Asrori, Muhammad Adhar Jamil and Fauzan Fadlil Mannan.

Everyone who always asks me, “how’s your thesis going?”, “when are you going to graduate?” ...

My beloved Almamater...

ACKNOWLEDGEMENT

Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. The writer also thanks to prophet Muhammad S.A.W. Allah has given the writer blessing and mercies so writer could finish the under graduate thesis entitled "AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH GRADE STUDENTS AT MTS. RIYADLATUL ULUM BATANGHARI EAST LAMPUNG".

Regarding to the undergraduate thesis, the writer couldn't stay alone, there were many persons who contributed their meaningful hands in accomplishing this undergraduate thesis that the writer could not mention one by one. His greatest gratitude for the following: the principle of IAIN Metro; Prof. Dr. Hj. Enizar, M.Ag. The principle of Tarbiyah and Teacher Training Faculty; Dr. Hj. Akla, M.Pd. The principle of English Education Department; Ahmad Subhan Roza, M.Pd. The sponsor Dr. Widhiya Ninsiana, M.Hum and co-sponsor Eka Yuniasih, M.Pd who has guided the writer to accomplish this research undergraduate thesis in time. May Allah SWT give them His better reward for their spending time to support and guide during the undergraduate thesis writing process.

As human being, the writer do apologizes for all mistakes he has made in writing and presentation item. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, 8 December 2020

The writer,

Handwritten signature of Habib Mustofa in black ink, featuring a large, stylized initial 'HM' on the left and a cursive signature on the right.

Habib Mustofa

St. ID 1601070091

TABLE OF CONTENT

	Page
COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS	iv
RATIFICATION LETTER	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTOS	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENT	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF DIAGRAM	xix
LIST OF APPENDICES	xx
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Focus of the Study	5
C. Limitation of The Study	5
D. Problem Formulation.....	5
E. Objectives and Benefits of the Study	6
F. Prior Research	7

CHAPTER II REVIEW OF THE RELATED THEORIES	10
A. Error.....	10
1. Definition of Error	10
2. Differences Between Error and Mistake	11
3. Categories of Error	12
4. Sources of Error.....	15
B. Error Analysis.....	17
1. Definition of Error Analysis	17
2. Goal of Error Analysis.....	18
C. Active Voice.....	19
1. Definition of Active Voice	19
2. Form of Active Voice	20
3. Usage of Active Voice.....	21
D. Passive Voice.....	21
1. Definition of Passive Voice.....	21
2. Passive Voice Form of Simple Past Tense	22
3. Usage of Passive Voice	27
CHAPTER III RESEARCH METHOD	29
A. Type and Characteristics of Study.....	29
B. Data Resource.....	30
C. Data Collecting Technique	31
D. Data Analysis Technique.....	32

CHAPTER IV RESEARCH FINDING AND DISCUSSION	36
A. Result of the Research	36
B. Discussion.....	51
CHAPTER V CONCLUSION AND SUGGESTION	53
A. Conclusion	53
B. Suggestion	54

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

	Page
Table 1. Formula of the Simple Past Tense of “To Be”	24
Table 2. Formula of the Simple Past Tense of “Verb-2”	25
Table 3. The Patterns of Simple Past Tense.....	25
Table 4. The Formula of Passive Voice in Form of Simple Past Tense	26
Table 5. Teachers Data of MTs Riyadlatul Ulum Batanghari in Academic Year 2020/2021	37
Table 6 Students Data of MTs. Riyadlatul Ulum Batanghari in Academic Year 2020/2021	38
Table 7. Facilities Data of MTs Riyadlatul Ulum Batanghari in Academic Year 2020/2021	38
Table 8. Total of Error in Active to Passive Voice of Simple Past Tense	47

LIST OF FIGURE

	Page
Figure 1. Schema of Data Analysis Based On Creswell	33
Figure 2. Organizational Structure of MTs. Riyadlatul Ulum Batanghari in Academic Year 2020/2021	39
Figure 3. Site Plan of MTs Riyadlatul Ulum Batanghari in Academic Year 2020/2021	40

LIST OF DIAGRAM

	Page
Diagram 1. Chart of Error Analysis Active To Passive Voice of Simple Past Tense Result	52

LIST OF APPENDICES

1. The Result of Students Book Documentations
2. Table of Error In Active To Passive Voice of Simple Past Tense
3. Table of The Error Types Recapitulation of Active to Passive Voice of Simple Past Tense
4. Research Instrument (The Instrument of Interview)
5. The Teacher Interview Result
6. The Student Interview Result
7. Surat Izin Pra-Survey
8. Surat Balasan Izin Pra-Survey
9. ACC Kartu Konsultasi Bimbingan Proposal
10. Approval Page Seminar Proposal
11. Nota Dinas Seminar Proposal
12. Notification Letter Seminar Proposal
13. Ratification Page Seminar Proposal
14. Surat Bimbingan Skripsi
15. ACC Kartu Konsultasi Bimbingan APD
16. Surat Izin Research
17. Surat Tugas
18. Surat Balasan Izin Research
19. ACC Kartu Konsultasi Bimbingan Skripsi
20. Surat Keterangan Bebas Pustaka IAIN Metro
21. Surat Keterangan Bebas Pustaka Jurusan
22. The Documentations Photos

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that used almost every human in the world. In Indonesia, English is a foreign language and it has been taught to the students from the first years of junior high school up to university. There are four basic skills that students must be mastered, listening, speaking, reading, and writing.

In order hand, writing is one of the four basic skills. The students start learning to communicate through the written form as the beginning to interact with others at the school level. The writing skill is more complex than that of other language skills. Even sometimes a native speaker of the English language can make mistakes in a tricky situation. Mainly the writing skill requires a well-structured way of the presentment of thoughts in an organized and planned way. To produce correct writing, a person must pay attention to vocabulary, grammar structure, spelling, punctuation, and others.

Grammar is one of the language aspects which are taught to every people who are learning the language, especially for the writing skill. Krista Uibu says that “Learning grammar, especially the use of punctuation marks is one of the most difficult tasks for students”.¹ It has an important role in understanding the English language. Grammar accuracy is only part of

¹ Krista Uibu and Merili Liiver, “*Students’ Grammar Mistakes and Effective Teaching Strategies,*” *International Journal of Teaching and Education* 3, No.1 (2015): 71.

communication to convey a message, where grammar is only a tool. It means that grammar has an important role in mastering the English language because grammar is like rules in language and the most difficult thing to learn by foreign learners. Through grammar, the students know how to order, combine, and change words to produce correct writing.

There are many aspects discussed in English grammar, one of them is passive voice. Passive voice is one of the distinctive features of the English language that can appear in many different forms. Because it takes many forms, students often make mistakes in transforming active to the passive voice sentences. According to Hacker in Mingyao, the variation of the form of passive voice makes it very difficult for accurate identification with any software on its own.² Most passive voice sentences in English have lost the original active voice subject because it is not necessary. The passive voice is very important in English subject. It is often used both in spoken and written form. In addition, it is very common in scientific writing and other kinds of expression where the writers are most interested in events and processes in things that happen. So, to increase English written skill, the students need to master passive voice.

The goal of English teaching in Indonesia is to enable students to use English as a medium in communication with other people. Through the standard education curriculum established by the Indonesian government, students should master four basic skills of English language includes

²Mingyao Chen and Qionxia Ye, "A Corpus-Based Study On Original English Abstract and Translated English Abstract: A Case Study of Passive Voice and Pronouns," *International Journal of English Linguistics* 4, No.6 (2014): 53.

several components such as voice of grammar. Ideally, students are able to understand the form of active and passive voice in simple present, present continuous, present perfect, simple past, past continuous, past perfect, and simple future. When the students are asked to change sentences from active to passive, the students will not find difficulties. So, students easily to transforming active voice to passive voice.

However, under the real conditions, grammar structure becomes more difficult for students in any level of English because it needs hard thinking to memorize and use the corect form in grammar. The students have many errors in learning grammar in English especially passive voice. The students still confuse to change verb and order active voice form to passive voice on each tenses. Although the teacher has give explanation how to change active to passive voice on each tenses before the teacher ask the students to change any active sentences to passive voice form. Sometimes, the students often face some errors to change active to passive voice with lack of knowledge in grammatical rules and tenses. In fact, students' ability on change active to passive voice is still far from the objectives. The students get many errors to change the sentences on active to passive voice.

To know the students' errors on active to passive voice, the writer has conducted pre-survey in MTs Riyadlatul Ulum Batanghari East Lampung on 2nd September 2019. There are 30 student documents that the writer had analyze, there were several errors on active to passive voice. It was found that some students of the Eighth Grades of MTs Riyadlatul Ulum Batanghari still

had low in English tenses mastery. The students still had difficulties in mastering grammar, especially in mastering passive voice. From 10 items of English assignment, it was found that most students conduct an errors on active to passive, for example: *Abi ate an apple yesterday*. Several students' answered "*Apple has eat by Abi yesterday*". The students still made error with omitted article "an" on the passive form. It should be "*An apple was eaten by Abi yesterday*". The writer found that 11 of 30 students can't change good enough in the sentence above based on grammatical usage. The students still error on active to passive voice rule.

Therefore, error analysis has an important role to reveal what kinds of error the students' do most, to know the causes of the error and how the students can learn from their errors on active to passive voice by themselves. Then, the students will not do the same error or make same errors repeatedly. Those are the reasons why the writer is interested in analyzing student's writing on active to passive voice. In this case, the writer wants to find out the grammatical error that's made by the eighth grade of MTs. Riyadlatul Ulum Batanghari in their writing active to passive voice especially in simple past tense. After knowing the student's errors which are obtained from the documentation of active to passive voice, it will be known what kind of grammar errors that commonly made by the students on active to passive voice especially in simple past tense.

Based on the statement above, the writer interested to conduct the study under the title “AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH GRADE STUDENTS AT MTs. RIYADLATUL ULUM BATANGHARI EAST LAMPUNG”.

B. Focus of the Study

This study has focused on analyzing the students’ errors on active to passive voice, commonly made by the eighth grade students of MTs Riyadlatul Ulum Batanghari East Lampung in academic year 2020/2021.

C. Limitation of The Study

The reseacher limited the study only in analysis the students errors on active to passive voice of simple past tense of the eighth grade students at MTs Riyadlatul Ulum Batanghari, East Lampung.

D. Problem Formulation

Based on the background that has been discussed above, the writer formulates the problem as follows:

1. What kinds error on active to passive voice of simple past tense among the eighth grade students of MTs Riyadlatul Ulum Batanghari East Lampung?
2. What is the most dominant errors types on active to passive voice of simple past tenses among the eighth grade students of MTs Riyadlatul Ulum Batanghari East Lampung?

E. Objectives and Benefit of the Study

1. The Objectives of the Study

Based on the statement of the problem above, the objective of the study are follows:

- a. To identify and analyze an errors types of the students on active to passive voice of simple past tense.
- b. To find out the most dominant error frequent type of students on active to passive voice of simple past tense.

2. Benefit of the Study

This study is expected to give useful information for:

a. Students

The students will get proper treatment in decreasing errors on active to passive voice of simple past tense, so studens can express voice of simple past tense effectively and correctly in communication whether spoken or written.

b. English Teacher

The result benefit of this study for the English teacher is to get clearly information about the types of students errors on active to passive voice of simple past tense, so teacher will give proper treatment to decrease students errors on active to passive voice of simple past tense.

c. Further Writer

The other writers who are interested in analyzing of passive voice, especially for students errors at Junior High School can get the

basis information from this study as the reference, so the further writers can conduct the research in deeper, further, and better technique.

F. Prior Research

This research is related on some prior researches. One of them is done by Endah Nurhillah who conducted a study deals with the passive voice under the title “Some Difficulties Faced By The Students’ In Learning Passive Voice”. The passive voice is often used both in spoken and written form. It is a problem for non-English speakers, mainly with regard to usage. Even though English foreign language students can easily learn from the form of the passive voice, the students have problems learning when to use it. There are many students who still have difficulties in learning passive voice.³ This research discusses the passive voice in different tenses which are divided into the passive voice in the simple present form, simple past, present progressive, past progressive, present perfect, the passive voice with modal auxiliaries and the passive voice with two objects, to find out the students’ difficulties in learning passive voice.

The second prior research was conducted by Dita Mustika who proved that passive voice is very beneficial use on scientific writing. It is needed for scientific writing because the students should realize various structures for instance passive voice. This research claims that applying the concept of passive voice in scientific writing is very beneficial and it will bring the writing result

³Endah Nurhillah, “*Some Difficulties Faced By The Students’ In Learning Passive Voice: A Case Study At The Second Year of SMA Negeri 11 Kota Tangerang*”, Thesis, (Jakarta: Syarif Hidayatullah State Islamic University Jakarta, 2008), p.1-6.

more grammatical and scientific. Therefore, the research focuses on an error analysis of using passive voice at all tenses, with the title “An Error Analysis Of Using Passive Voice On The Students’ Undergraduate Thesis At State Islamic College (STAIN) Of Jurai Siwo Metro”.⁴

The third prior research come from State Islamic Institute Surakarta that conducted by Dilla Raffike Riskie Rijasti under the title “An Error Analysis Of The Passive Voice Sentence Made By The Ninth Grade Students Of MTs Negeri 1 Sukoharjo In The Academic Year 2016/2017”. The writer attempts to identify the student errors in passive voices of simple present, present continuous, present perfect, simple past, past continuous, past perfect, simple future and modals using surface strategy taxonomy.⁵

The fourth prior research was guiding by Husnul Chotimah Kurniasih. This research is aimed at analyzing students’ errors made by the eight grade students of SMP Islam Plus Baitul Maal Junior High School in using *Passive Voice*. Specifically, it is aimed at obtaining and identifying the common error in using passive voice in simple past tense and finding out the causes why the students make such errors.⁶ The writer use the category of error based on Heidi Dullay's sample linguistic category taxonomy in passive voice area, there are the problem with with formation of passive (*Misformation of passive verb*;

⁴Dita Mustika, “*An Error Analysis Of Using Passive Voice On The Students’ Undergraduate Thesis At State Islamic College (STAIN) Of Jurai Siwo Metro*”, Thesis, (Metro: State Islamic Institute of Metro, 2016), p.1-6.

⁵Dilla Raffike R.R, “*An Error Analysis Of The Passive Voice Sentence Made By The Ninth Grade Students Of MTs Negeri 1 Sukoharjo In The Academic Year 2016/2017*”, Thesis, (Surakarta: State Islamic Institute of Surakarta, 2017), p.1-6.

⁶Husnul Chotimah Kurniasih, “*An Analysis On Students’ Errors On The Use Of Passive Voice In Simple Past Tense*” Thesis, (Jakarta: State Islamic Institute Syarif Hidayatullah Jakarta, 2013), p.1-4.

Active order but passive form; Absent or wrong preposition before; Passive order but active form) and inappropriate use of passive (Making intransitive verbs passive).⁷

Based on the explanation above, both of prior research have same topic namely passive voice, however there are some differences. The first prior research focuses on students difficulties in learning passive voice on the simple present form, simple past, present progressive, past progressive, present perfect, the passive voice with modal auxiliaries and the passive voice with two objects. The second prior research focuses on analyzing an error of using passive voice on all tenses on the students' undergraduate theses at State Islamic College (STAIN) Of Jurai Siwo Metro. In addition, the third prior research conduct an error analysis of passive voice in many tenses, such as simple present, present continuous, present perfect, simple past, past continuous, past perfect, and simple future. Also analyze an error the use of modals in passive voice using surface strategy taxonomy. Moreover, the last prior research focuses on students errors on use of passive voice in simple past tense using linguistic strategy taxonomy. Meanwhile, the similarities in this research focuses in using passive voice and the difference in this research focuses in the error on active to passive voice of simple past tense among the eighth grade students of MTs Riyadlatul Ulum Batanghari East Lampung, using surface strategy taxonomy.

⁷*Ibid*, p.44-45

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Error

1. Definition of Error

Kharmilah and Narius have been mentioned that in learning English, it is common that students make mistakes or error in written form.⁸ So, as learner of a foreign language, making some error can not be avoidable for students. Error can be indicated process of formation a new system of language. Such as Hossein says “This is because errors were seen as evidence of the processes and strategies of language acquisition”.⁹ According to Richards error is the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.¹⁰ In addition, Hossein mention that errors are considered to be systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is incomplete.¹¹ Moreover errors are considered as a failure of teaching process and on the

⁸Puteri Kharmilah and Don Narius, “Error Analysis In Writing Discussion Text Made By Students At English Department Of Universitas Negeri Padang,” *Journal of English Language Teaching* 8, No.3 (2019): 330.

⁹ Mohammad Hossein Keshavarz, *Contrastive Analysis & Error Analysis* (Iran: Rahnama Press, 2012), 57.

¹⁰ Jack C Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. (Great Britain: Pearson, 2010), 201.

¹¹ Mohammad Hossein Keshavarz, *Contrastive Analysis*, 60.

other hand, they are seen as a natural result that can hardly be avoided, so we should deal and learn from them.¹²

Based on some definitions from the experts above, the writer would like to define that error is an unacceptable performance of the student's work which find regularly and they cannot self corrected their own mistake. Errors discuss can be an indicator of the students' level in mastery their target. From the errors that the students commit, one can determine their level of mastery of language system.

2. Differences Between Error and Mistake

It is important to distinction between error and mistake because both are different. Hossein explores that errors are considered to be systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is incomplete. Thus, they are indicative of the learner's linguistic system at a given stage of language learning. They are likely to occur repeatedly and not recognized by the learner. In contrast to errors, mistakes are random deviations, unrelated to any system, and instead representing the same types of performance mistakes that might occur in the speech or writing of native speakers, such as slips of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and the like.¹³

¹² Limengka and Kuntjara, "Types of Grammatical Errors In the Essays Written by Fourth-semester Students of English Department, Petra Christian University," *Journal of Language, Literature, and Teaching* 1, No.1 (2013): 231.

¹³ Mohammad Hossein Keshavarz, *Contrastive Analysis.*, 60-61.

In other hand, James mention if the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that it is an error. However, if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake.¹⁴ Moreover, Suhono says that errors are systematic which are characteristic of the learner's linguistic system at a given stage of learning. Errors arise due to the imperfect competence in the target language. In contrast, mistake is a performance of error that is the slips of the tongue; it is not the result of the lack of competence. Mistakes can only be corrected by their agent if their deviance is pointed out to him or her.¹⁵

Based on some explanations from the experts above, the writer would like to conclude the differences between error and mistake. Error is incomplete performance by the student which find regularly and they cannot be self corrected their own error. On the other hand, mistake is unacceptable performance by the student because they are not conscious or focus, in spite of that, they can self corrected their own mistake.

3. Categories of Error

So many error category that are explained by the experts with different names. The writer tries to mention the categories of error based on some experts. Reza Kafipour and Laleh Kodjasteh divided error to four

¹⁴ Carl James, *Errors in Language Learning and Use*, (New York: Routledge, 2013), 78.

¹⁵ Suhono, "Surface Strategy Taxonomy On The Efl Students' Composition: A Study Of Error Analysis," *Journal of Iqra'* 1, No.2 (2015): 8-9.

category: linguistic category taxonomy, surface structure taxonomy, comparative analysis taxonomy, communicative effect taxonomy.¹⁶

Moreover, James divided error into two categories bellow:

- a. Error Classification, divided into two kinds error. First, dictionaries of error do combine these two functions, and contain lexical information alongside grammatical information. Second kind of alphabetically organized listing of errors is the dictionary of 'false friends'. It is relevant to learners of a specific second languages who speak a particular mother tongue, so there can be no universal dictionary of false friends.
- b. Error Taxonomies, there are four kinds of error taxonomy: Linguistic category classification, surface structure taxonomy, comparative analysis taxonomy, communicative effect taxonomy.

In this research, writer use the surface structure taxonomy. Suhono explain surface strategy taxonomy as the learners' erroneous version is different from the presumed target version. The students may omit necessary items or add unnecessary one, they may misform the items or disorder them. In addition, Dulay in James describe this taxonomy as being based on the ways surface structures are altered, a more acceptable descriptive label for this would be the target modification taxonomy since it is based on the ways in which the learner's erroneous version is different

¹⁶ Reza Kafipour and Laleh Kodjasteh, "Is Native Language a Source of Errors Made by Persian- and Turkish-Speaking Learners of English?," *Journal of Studies In Literature and Language* 3, No.3 (2011):162.

from the presumed target version. Based on the surface structure taxonomy the errors can be classified into four types bellow:¹⁷

a. Omission

When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error. In other hand James in Irwansyah states that the omission is one of the error types characterized by the absence of an item that must appear in a well-formed utterance.¹⁸ Moreover James mention that omission different from ellipsis (E), and from zero (Z), elements which are allowed by the grammar (indeed are powerful grammatical resources), whereas omission is ungrammatical. As an example we know that morpheme or words can be distinguished into two classes: content word (e.g. noun, verb, adjective, and adverb) and grammatical word such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am, are, will, can, must etc), preposition (in, on, at, etc). language learners generally omit grammatical morpheme much more frequently than content word such as in *John new student* from *John is a new student*, *He speak English well* from *He speaks English well* , and *She eating dinner* from *She is eating dinner*.

b. Addition

Addition errors, which are the contrary of omission, are characterized by the presence of items that should otherwise not appear

¹⁷ Suhono, "Surface Strategy .", 9.

¹⁸ Irawansyah, "Why Study Error?," *Journal of Indonesian Journal Of English Education* 4, Issue 2 (2017) :122.

in a well-performed utterance. Generally, it occurs in second language acquisition of the learner. Regularizations, double markings, and simple addition are kind of addition error which have been examined in the speech of both first language and second language learner.

c. Misformation

Misformation are the error that characterized by the use if the wrong form of a structure or morpheme. There are three type of misformation namely, regularization error (neglecting exception and dissemination rules to domain where the learner don't use the rules transformation of verb and countable or uncountable noun, for instance *fallen*, *runned*, *womans*, *phenomenons*, *critorions*, etc) archi-form (selection of one member of a class of form to represent other on the class.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired. For instance: He is all the time late, *all the time* is misordered.

4. Sources of Errors

It is many sources of error that are explored by the experts with different explanation. In this case the writer would to mention the sources of error based on some expert. Hossein divided two sources of errors, they are inter-lingual error and intra-lingual/developmental error:

a. Inter-lingual Error

By definition, interlingual errors result from the transfer of phonological, morphological, grammatical, lexico-semantic, and stylistic elements of the learner's mother tongue to the learning of the target language.

b. Intra-lingual and Developmental Error

Intralingual and developmental errors are caused by the mutual interference of items in the target language, i.e., the influence of one target language item upon another. For instance, a learner may produce *He is comes*, based on the blend of the English structures: *He is coming*, and *He comes*. Such errors reflect the learner's competence at a particular stage of second language development and illustrate some of the general characteristics of language learning. In fact, such errors are similar to errors produced by monolingual children, and result from the learner's attempt to build up concepts and hypotheses about the target language from his/her limited experience with it. Intralingual and developmental errors are divided into six subcategories: overgeneralization, ignorance of rule restriction, false analogy, hyperextension, hypercorrection, faulty categorization.¹⁹

In the other hand, Suhono also explain two sources of dominant error, there are: inter-lingual error and intra-lingual error.

¹⁹ Mohammad Hossein Keshavarz, *Contrastive Analysis*, 120-125.

a. Inter-lingual Error

According to Richard in Suhono inter-lingual error is caused by the interference of the learner's mother tongue, they usually transfer the system of their mother tongue into foreign language. It means that, language learners use the structure of first language in target language.

b. Intra-lingual Error

Intra lingual transfer refers to items produced by the learner who does not reflect the structure of mother tongue but generalization of the target language. It is caused by negative transfer between the elements in the target language itself. If the learners have acquired the new system, more and more intra lingual transfer is manifested. Negative intra lingual transfer can be illustrated in these utterances.²⁰

Based on some mentions from the experts above, the writer would like to points out that there are three reasons of the student error. First, inter-lingual which happens because the students still their mother language's influence. Second, intra-lingual this happens because student is lack of knowledge from the target language.

B. Error Analysis

1. Definition of Error Analysis

According to Carl James, error Analysis is the process of determining the incidence, nature, causes and consequences of

²⁰ Suhono, "*Surface Strategy* ., 22-23.

unsuccessful language.²¹ Then, Richard states that error analysis is the study and analysis of the errors made by second language learners. Error analysis may be carried out in order to: identify strategies which learners use in language learning, try to identify the causes of learner errors, obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.²² Moreover, Keshavarz mention that error analysis is a procedure used by both researches and teachers which involves collecting samples of learner language, identifying errors, classifying them according to their nature and causes, and evaluating their seriousness.²³

Based on some definitions from the experts above, the writer conclude that error analysis is a way to get information from unacceptable performance by second language students which can be valuable source to help teachers whether the learning process is success or not. In the other words, error is believed as an indicator of the learner stages in their target language development.

2. Goal of Error Analysis

According to Sridhar in Andrian, there are three goals of error analysis. It is believed that error analysis, by identifying the areas of difficulty for learner, can help in:

²¹ Carl James, *Errors in Language* ., 1.

²² Jack C Richard and Richard Schmidt, *Longman Dictionary* ., 201.

²³ Mohammad Hossein Keshavarz, *Contrastive Analysis*., 168.

- a. determining the sequence of presentation of target items in the textbook and classroom, with the difficult items following the easier ones,
- b. deciding the relative degree of emphasis, explanation and practice required in putting across various items in the target language, and
- c. devising remedial lessons and exercises.²⁴

Furthermore, Monica and Elena state the aim of error analysis is to study and describe the communicative production of learners instead of just comparing a pair of languages.²⁵

Based on some definitions from the experts above, the writer would like to identify the goal of error analysis. From the information of error analysis, the teacher or researcher can identify that teaching or learning process is successful or not. However, the teacher should know how to correct the error of the students in order that they do not make the same error again. In other word, the teacher or researcher should improve or use suitable technique of teaching in order to decrease the student's error.

C. Active Voice

1. Definition of Active Voice

The active voice is a type of grammatical voice in which the subject of a sentence is also the agent of the verb-that is, it performs the action expressed by the verb. In active-voice sentences, the agent always

²⁴ Andrian, "An Error Analysis of EFL Students' English Writing," *Journal of English Education Journal* 6, No.4 (2015): 518.

²⁵ Monica Ciesielkiewicz and Elena Marquez, "Error Analysis and It Relevance to Teaching ESL Composition," *International Journal of Linguistics* 7, No.5 (2015): 122.

comes before the verb.²⁶ Besides, Holler states that active voice is a sentence where the subject do a work or activity.²⁷ Moreover, Trevor Day mentions that active voice refers to the construction of a sentence in which the subject performs action.²⁸

So, from the explanations based on the experts above the writer concludes that active voice is a construction with the subject first then followed by the verb that used most commonly. It is general form of the sentences/voice commonly use on all of tenses in writing or spiking.

2. Form of Active Voice

Essentially, there are so many forms of active voice depending on the tenses form, it can be present tense, past tense or future tense. According to Holler, the normal structure of an active voice sentence is (subject + verb + object). Moreover, Slamet write the form of the active voice below:²⁹

Subject + Verb-3 + Object +.....

For example:

- a. Andi helped the boy.
 S **V** **O**
- b. Halimi mailed the package.
 S **V** **O**

²⁶ Petter Herring, *Complete English Grammar Rules* (Parlex International, 2016), 770.

²⁷ Holler Sinampo, "An Error Analysis In Changing Active Voice Into Passive Voice of Simple Past Tense," *Journal of IdeBahasa* 1, No.1 (2019): 34.

²⁸ Trevor Day, *Success In Academic.*, 194.

²⁹ Slamet Riyanto, Emilia and Leila, *A Handbook of English Grammar Cet.5* (Yogyakarta: Pustaka Pelajar, 2012), 180.

3. Usage of Active Voice

Slamet Riyanto says that “Active voice is used when we want to say that the subject. So, the subject is the doer of the action”.³⁰ It means the writer must already know the subject of an action for sure. For example: I, We, You, She, He, It, Susana, Susanto. Furthermore, Holler states active voice is used in making a straightforward statement about an action.³¹ Moreover, Petter mentions the following sections contain circumstances in which you should always try to use the active voice over the passive voice.

- a. When there is no direct object.
- b. When the agent is important.
- c. When the agent is known or relevant.
- d. When expressing an authoritative tone.
- e. When the agent is an ongoing topic.³²

D. Passive Voice

1. Definition of Passive Voice

According to Petter, the passive voice is a type of grammatical voice in which the subject is acted upon by the verb. In passive-voice sentences, the subject is the receiver of the action.³³ In other hand, Holler says that passive voice is a sentence where the subject is done a work by the object of the sentence. With passive voice, the subjects do not do an

³⁰*Ibid.*,

³¹Holler Sinampo, “*An Error Analysis.*”, 34.

³²Petter Herring, *Complete English.*, 770-772.

³³*Ibid.*, 774.

action but getting an action or subject to be passive.³⁴ Moreover, Trevor mentions that passive voice refers to the construction of a sentence in which the subject is the recipient of action (is acted upon).³⁵

Azar in Irwan also says that the object an active sentence becomes the subject of a passive sentence and the subject of an active sentence is the object of *by* in the “by-phrase” in a passive subject.³⁶ Irwan also mentions that tenses affect the change of verb to be if the active sentence is made passive. But the relationship between active and passive sentences actually corresponds. That is, if the active sentence is Simple Present, so the passive sentence must be same, if Past Tense is Past Tense, and if it's Perfect, it must be Perfect.

Based on the explanations above, the writer would to points out that passive is a way of phrasing the sentence so that the subject does not refer to the person or thing responsible (directly or indirectly) for the action. It means that passive voice is a way to re-write the active voice because of the subject is not the doer.

2. Passive Voice Form of Simple Past Tense

Holler explain that changing active voice to passive voice is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active voice and the subject of the

³⁴ Holler Sinampo, “*An Error Analysis.*”, 34.

³⁵ Trevor Day, *Success In Academic.*, 197.

³⁶ Irwan, Hendra Eka Putra and Rahmadani, “*Students’ Variation In Translating English Passive Voice Into Bahasa,*” *Journal of The Association for Arabic and English* 4, No.2 (2018): 94.

active voice becomes the “agent” of the passive voice. Furthermore, Aprilia states that passive constructions can be recognized by some characteristics which are:

- a. The subject of the passive clause is a direct object in the corresponding active.
- b. The subject of the active clause is expressed in the passive in the form of an agentive adjunct or is left unexpressed.
- c. The verb is marked passive.³⁷

The basic form of passive according to Wanner in Aprilia is in the formula (NP BE Ven by NP) which means that passive constructions normally will be noun phrase followed by certain be form (depends on the tenses), a verb in past participle form, then sometimes followed by the word by and noun phrase when it is necessary.³⁸ The basic formula of passive voice is stated below:

Thing receiving action + to be + past participle
of verb + by + thing doing action.

For example:

My book is lent by Adibi = My book (Thing receiving action) + is (to be)
+ lent (past participle of verb) + by + Adibi (thing doing action)

³⁷ Aprilia Wittaningsih, "English Passive Voice: An X-Bar Theory Analysis," *Indonesian Journal of English Language Studies* 4, No.2 (2018): 70.

³⁸ Aprilia Wittaningsih, "English Passive.", 70.

Generally, passive voice can be constructs in all forms of tenses. As Betty Schramper Azar in Aprilia also gives some divisions for passive, based on the tenses; simple present, simple past, present perfect, and future tenses.³⁹ It means that the passive constructions are formed in several ways. But, in this study the writer just conduct on Simple Past Tense.

Before discussing the passive voice form of simple past tense, it must be known in advance about what is Simple Past Tense. According to Richard, Simple Past Tense is the form of a verb which is usually used to show that the act or states described by the verb occurred at a time before the present.⁴⁰ Furthermore, Slamet mentions Simple Past Tense is a verb form that used to express one action which happend or took place at a particular time in the past and repeated habitual actions in the past.⁴¹ From the statements above, the writer concludes that simple past tense is a tense that tell something happened in the past, sometimes at habitual past. The formula of Simple Past Tense divided into several form as bellow:

Table 1. Formula of the Simple Past Tense of “To Be”⁴²

Subject	was/were	+.....
I	was
We/You/They	were
He/She/It	was

³⁹ *Ibid.*

⁴⁰ Jack C Richard and Richard Schmidt, *Longman Dictionary.*, 424.

⁴¹ Slamet Riyanto, Emilia and Leila, *A Handbook of.*, 140-141.

⁴² *Ibid.*, 138.

Example:

- a. I was a teacher at that time.
- b. Adibi was a painter in 2019.
- c. We were Mahitam beach yesterday.

Table 2. Formula of the Simple Past Tense of “Verb-2”⁴³

Subject	Verb-2	+.....
I/We/You/They	Regular/Irregular
He/She/It	Regular/Irregular

Example:

- a. AlKhawarizmi invented the number zero.
- b. Adibi bought a bouquet three days ago.
- c. Halimi met his girl friend last night.

Table 3. The Patterns of Simple Past Tense⁴⁴

Pattern	Formula
Positif (+)	a. Subject + Verb 2 + Object b. Subject + to be (was/were) + adjective/adverb
Negative (-)	a. Subject + did not + infinitive verb + Object. b. Subject + was/were + not + adjective/adverb.
Interogative (?)	a. Did + Subject + infinitive verb + object ? b. Was/were + Subject + adjective/adv erb ?

Example:

- a. Halimi delivered the package.
- b. Adibi did not invite me to the party.
- c. Did Ikrom attend the Metro Fair yesterday?

⁴³ *Ibid.*, 139.

⁴⁴ Holler Sinampo, “*An Error Analysis.*”, 33.

After knowing the terms of simple past tense, the writer will be discussed about the passive voice form of simple past tense. The formula of passive voice on Simple Past Tense form stated below:

Table 4. The Formula of Passive Voice in Form of Simple Past Tense⁴⁵

Active Voice	Passive Voice
Subject + V2 + object/adverb	Subject + was/were + V3 + by + object.
Subject + did not + V1 + object/adverb.	Subject + was/were + not + V3 + by + object.
Did + subject + V1 + object/adverb ?	Was/were + subject + V3 + by + object ?

Example:

- a. Active sentence : Adibi watched the anime.
(+) S V2 O
- Passive sentence : The anime was watched by Adibi.
 S To be V3 O (with by phase)
- b. Active sentence : Adibi did not invite Ikrom to the party.
(-) S V1 O
- Passive sentence : Ikrom was not invited by Adibi to the party.
 S V3 O
- c. Active sentence : Did Ikrom attend the Metro Fair yesterday?
(?) S V1 O
- Passive sentence : Was the Metro Fair attended by Ikrom yesterday?
 S V3 O

⁴⁵ *Ibid.*, 35.

The object of an active sentence becomes the subject of a passive sentence. Contrary, the subject of an active sentence is the object of *by* in the “*by phrase*” in a passive sentence.

3. Usage of Passive Voice

Passive voice often used both in spoken and written form. According to Holler, passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action.⁴⁶ Furthermore, Meral states that passive voice is more common in writing than speaking, and people make choices either consciously or unconsciously to use passive voice depending on context, meaning or lexis. Passive is used when:

- a. The doer/agent of the action is irrelevant, unimportant, unknown or obvious.
- b. Talking about a general truth.
- c. The emphasis on the recipient.
- d. Being vague about who is responsible.
- e. Writing research articles, lab report, academic essays, news reports, instructions etc.
- f. Information is new and important.
- g. S/he is a famous person.
- h. S/he has caused harm or annoyance to the recipient.⁴⁷

⁴⁶ Holler Sinampo, “*An Error Analysis.*”, 31.

⁴⁷ Meral M. Unver, “*On Voice English: An Awareness Raising Attempt On Passive Voice.*” *European Journal of Foreign Language Teaching* 2, Issue.3 (2017): 19-20.

Moreover, Petter states the following sections contain various circumstances in which you might wish to use the passive voice instead of the active voice.

- a. When the receiver of the action is important.
- b. When the agent is unknown, irrelevant, or implied.
- c. When softening an authoritative tone.
- d. When expressing a professional, neutral, or objective tone.⁴⁸

From the descriptions above, the writer conclude that passive voice used both the spoken and written when the speaker or writer does not know who exactly performs the action or the subject who performs the action is not important.

⁴⁸ Petter Herring, *Complete English*, 775-777.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Study

The writers used qualitative analysis in this research. According to Leavy qualitative research is generally appropriate when your primary purpose is to explore, describe, or explain.⁴⁹ It can be said that qualitative research is conduct for exploring and understanding the meaning individual or group considered to social or human problem or phenomenon. narrowly, qualitative research any research that uses procedures that make use of non-numerical data, such as interviews, case studies, or participant observation. However, the term “qualitative research” frequently has a broader meaning as well, implying a holistic approach to social research in which experimental intervention in a research site, attempts to isolate phenomena of interest in experiments, and attempts to identify causal relationships among isolated variables are eschewed in favour of the naturalistic observation of complex settings.⁵⁰ It means qualitative is a research design where the writer presenting the data using description. Moreover, the purpose of qualitative is to help the writer found the solution of the phenomenon happened in society by conducting investigation to the object research.

⁴⁹Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), 9.

⁵⁰Jack C Richard and Richard Schmidt, *Longman Dictionary.*, 475.

This research focuses on the descriptive qualitative research. A survey can be used to describe phenomena and summarize. It means that descriptive qualitative research proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others experience to establish decision.

B. Data Resource

The source of data is the subject of the research were data is placed. To conduct this research, the writer has used two kinds of data source namely primary and secondary data. In this research, the primary source is documents. The primary data gets from student's writing assignments. The secondary data is the addition data. The secondary source is from interview data of teacher and the eighth grade students' at MTs Riyadlatul Ulum Batanghari, East Lampung.

Furthermore, the writer has used purposive sampling as the participants. Purposive sample is sampling technique chosen with specific considerations and objectives.⁵¹ Moreover, Leavy states that purposive sampling is a strategic approach to sampling involving the use of any strategy, based on the premise that seeking out the best cases for the study produces the best data, and that research results are a direct result of the cases sampled.⁵² This is handed over to writer and based on research objective. In this case, the writer choose class A from the eighth grade students' of

⁵¹Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D*, cet.21 (Bandung: Alfabeta, 2015), 300.

⁵²Patricia Leavy, *Research Design.*, 265.

Riyadlatul Ulum Batanghari with 33 students and for this research the writer only takes 20 students as participants.

C. Data Collecting Technique

Creswell said that “in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information”.⁵³ Therefore, the data have been gained through several techniques as follows:

1. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. Moreover, Richard says that documentary or documentation is the collection and analysis of documents at a research site as part of the process of building a grounded theory. The documents collected may be private or public, primary documents (e.g. letters, diaries, reports) or secondary documents (e.g. transcribed and edited diaries), and both solicited and unsolicited documents. In this case, the writer has collected the students’ English document and English score to support the writer to note the event or information related to students’ writing errors on active to passive voice.

⁵³John W. Creswell, *Research Design: Qualitative, Quantitative, and mixed methods approach*, 4nd ed. (United States: Sage Publication, 2014), 189.

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses. In addition, Richard explains that interview is conversation between an investigator and an individual or a group of individuals in order to gather information.⁵⁴ Furthermore, Esterberg in Sugiyono mentions several kinds of interviews, structured interview, semi structure interview, and unstructured interview.⁵⁵ To know the students' understanding about passive voice of simple past tense and how the teacher taught the English subject, particularly in teaching passive voice of simple past tense.

The writer has used semistructured interviews for the English teacher and students. Semistructured interviews are included in the in-depth interview category, where in practice it is freer when compared to structured interviews. The purpose of semistructured interviews is to find problems more openly by asking for opinions or ideas from the interviewee. In conducting interviews, researchers need to listen carefully and record what the infoman said.⁵⁶

D. Data Analysis Technique

Data analysis techniques devided into several components. Here are the steps analyzing the data based on the Creswell's model that the writer would to use:

⁵⁴ Jack C Richard and Richard Schmidt, *Longman Dictionary.*, 298.

⁵⁵ Sugiyono, *Metode Penelitian Pendidikan.*, 319.

⁵⁶ *Ibid.*, 320.

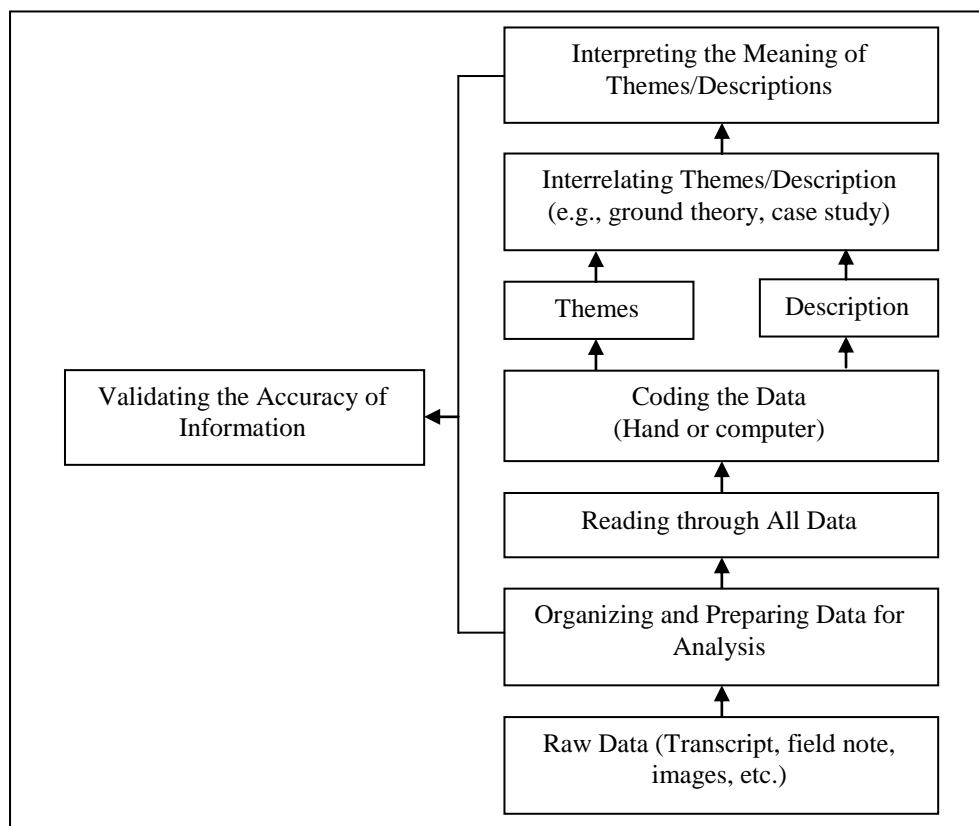


Figure 1. Schema of Data Analysis Based On Creswell⁵⁷

Based on the above illustration, the writer has carried out a qualitative data analysis with the following steps:

1. Organize and Prepare the Data

Organizing and preparing the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, cataloguing all of the visual material, and shorting and arranging the data into different types depending the sources of information. First the writer has visited the school to conduct research. Then, the writer observe to

⁵⁷John W. Creswell, *Research Design: Qualitative, Quantitative, and.,* 197-200.

know teaching and learning process, collect the students English documents, students' score of English subject assignment, also conduct the interviews with the English teacher and student.

2. Reading Trought All the Data

After have the data's, the writer has read and checked all the data particularly the answers sheet from one clases of eighth grade students. This step is conduct to find out the information as much as possible about the most important of the main point.

3. Coding the Data

Coding is the process of organizing the data by bracketing chunks (o text or image segments) and writing a word representing a category in the margins. For this step, the writer has made some categories of the result that is conduct by the students. The categories involve the errors form of changing active to passive voice of simple past tense.

4. Generate the Description

Description involves a detailed rendering of information about people, place, or events in a setting. The writer has used the categories from the coding process to generate codes for this description.

5. Advance the Description

This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes.

6. Interpreting the Data

The author has presented and interpreted all research data after all stages are complete. By interpreting the result of research, the writer would be able to know what the errors form of the students active to passive voice of simple past tense. In addition, to interpreting the result of research, the technique of data analysis that will be use by the writer to conduct research is qualitative descriptive analysis technique and using formula to help answer the research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Result of the Research

1. Description of The Research Location

a. History of MTs Riyadlatul Ulum Batanghari

MTs Riyadlatul Ulum is a school that located in Bumiharjo, 39 B Batanghari East Lampung. Established since 2014 to facing the era of globalization and the swift flow of technology and information, education occupies a very important position to answer the challenges of this era by realizing the importance of a focused and integrated Islamic education between intellectuals and akhlaqul karimah, especially at the junior secondary level / wustho / madrasah tsanawiyah level with merging and holding its headquarters in MTs Ma'arif NU 5 Sekampung.

Furthermore, MTs Riyadlatul Ulum Batanghari officially becomes an educational institution as well as obtaining an operational permit based on the Madrasah Establishment Charter issued by the Regional Office of the Ministry of Religion of Lampung Province, number: 038/2018 with Madrasah Statistics Number (NSM): 121218070099 on January 31 2018. Until now, MTs Riyadlatul Ulum Batanghari is listed as organizers of "Accredited B".

b. Vision and Mission of MTs Riyadlatul Ulum Batanghari

MTs Riyadlatul Ulum Batanghari has the vision as follows:

To become a Madrasah Tsanawiyah Educational Institution that is superior in realizing students who are knowledgeable, charitable, and have good morals.

Besides vision, MTs Riyadlatul Ulum Batanghari also had some mission follows:

- 1) Educating students to become righteous, intelligent, skilled and good-natured Muslims;
- 2) Educating students to become intellectual cadres who are sincere, tough and steadfast in practicing and preaching Islamic teachings in a comprehensive and dynamic manner;
- 3) Equipping students with skills in various scientific disciplines so that they are able to face the challenges and changes of an increasingly advanced and modern era;
- 4) Educating students to become Ahlussunnah wal jama'ah generation.

c. Teachers Data

Table 5. Teachers Data of MTs Riyadlatul Ulum Batanghari in Academic Year 2020/2021

No	Teachers Status	Gender		Quantity	Last Education		
		L	P		SHS	S1	S2
1	GTY	15	10	25	1	21	3
2	PTY	3	-	3	2	1	-
3	Honorer	3	4	7	4	3	-
Total		21	14	35	7	25	3

d. Students Data

Table 6. Students Data of MTs. Riyadlatul Ulum Batanghari in Academic Year 2020/2021

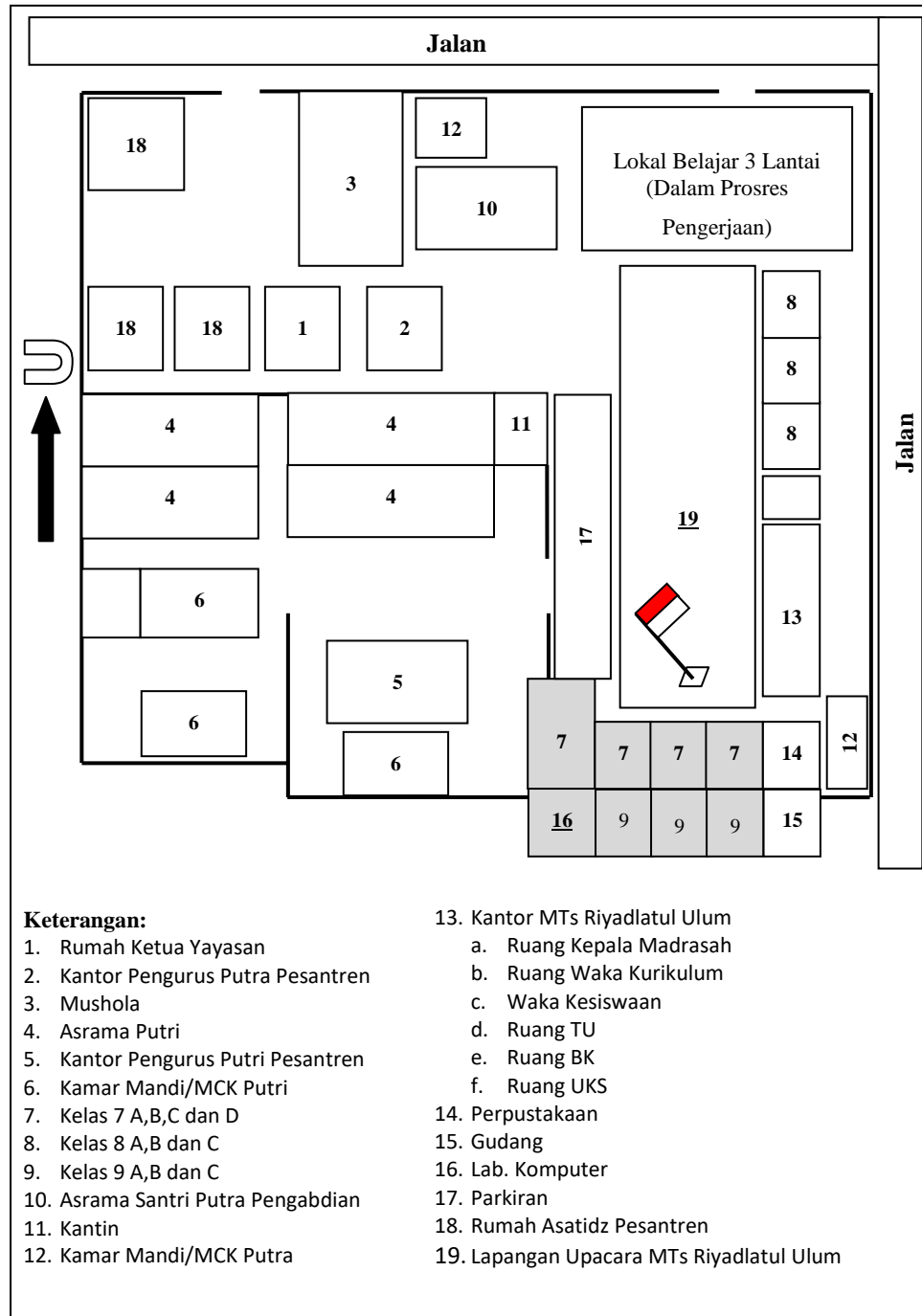
No	Kelas	Gender		Quantity	Total
		Male	Female		
1	7-A	15	9	24	97
	7-B	17	8	25	
	7-C	15	10	25	
	7-D	15	8	23	
2	8-A	24	9	33	100
	8-B	24	10	34	
	8-C	22	11	33	
3	9-A	15	13	28	86
	9-B	16	14	30	
	9-C	17	11	28	
Total					283

e. Condition of Facilities

Table 7. Facilities Data of MTs Riyadlatul Ulum Batanghari in Academic Year 2020/2021

No	Facilities Room	Quantity	Conditions			
			Good	Light Damage	Moderate Damage	Severely Damage
1	Class Rooms	10	7	3	-	-
2	Library	1	1	-	-	-
3	PAI Lab	-	-	-	-	-
4	Biology Lab	1	-	-	-	1
5	Physics Lab	1	-	-	-	1
6	Chemical Lab	1	-	-	-	1
7	Computer Lab	1	1	-	-	-
8	Language Lab	-	-	-	-	-
9	Principal's Office	1	1	-	-	-
10	Curriculum Vice	1	1	-	-	-
11	Vice for Student	1	1	-	-	-
12	Teachers Room	1	1	-	-	-
13	Staff Room	1	1	-	-	-
14	Counselling Room	1	1	-	-	-
15	Mosque	1	1	-	-	-
16	Medical Room	1	1	-	-	-
17	Toilet	9	6	-	3	-
18	Warehouse	1	-	1	-	-

g. Site Plan



2. General Description of the Research Data

The objective of this research was to analyze and described the result of interview and qualitative documentation of active to passive voice of simple past tense. This research was conducted at the eighth grade of the MTs Riyadlatul Ulum Batanghari. The subject of this research was 20 students'. So, the respondents of this research were only student 1st to student 20th.

a. The Result of Documentation

The primary sources of this research were taken by documentation method. The writer took the English book from 20 students in VIII A class to analyze the error from the answers of students in active to passive voice of simple past tense. The documentation analysis result is presented below:

1) **Mommy cooks a food this morning.**

Based on the question above, which the writer has given to 20 respondents, there were 10 students who have made error. Student 1, 10 and 19: "Food was cooks by mommy this morning", with omission and misformation error. Student 4: "A food were cooks by mommy this morning", with misformation error. Student 6 and 9: "A food was cooks by mommy this morning", with misformation error. Student 12, 13 and 14: "A food were cooked by mommy this morning", with misformation error. Student 17: "Food were cooked by mommy this morning", with omission and

misformation error. The correct sentence from question number 1 is "A food was cooked by mommy this morning". From the analysis above there were 13 errors with each interpretation follows: omission that 4 errors or 30,8% and misformation with 9 errors or 60,2%.

2) Andi ate an apple yesterday.

Based on the question above, third students have made error. First, the error made by student 2: "Apple was eat by Andi yesterday", with omission article "an" and misformation error. The next error have made by student 3: "Yesterday an apples was eaten by Andi", with additional and misordering error. The last error made by student 8: "An apple were ate by Andi yesterday", with misformation error. The correct sentence from question number 2 is "An apple was eaten by Andi yesterday". From the analysis above there were 5 errors with each interpretation follows: omission that 1 error or 20%, addition was 1 error 20%, misformation 2 errors or 40% and misordering with 1 errors or 20%.

3) My father told me a story last night.

Based on the question above, which the writer has given to 20 respondents, there were 7 students who have made error. Student 1, 2, and 6: "A story was tell by my father last night", with misformation error. Student 12: "A story was tell by my fathers last night", with addition error. The next error from student 13 and 14:

"A story was told last night by my father", with misordering error. The last error from student 20: "A story were told by my father last night", with misformation error. The correct sentence from question number 3 is "A story was told by my father last night". From the analysis above there were 7 errors with each interpretation follows: addition with 1 error or 14,3%, misformation 4 errors or 57,1% and misordering 2 errors or 28,8%.

4) My brother kept the shirt in the cupboard.

Based on the question above, which the writer has given to 20 respondents, there were 5 students who have made error. First, Student 1, 13 and 14: "The shirt was kept in the cupboard by my brother", with misordering error. The last error from student 17 and 18: "The shirt were keep by my brother in the cupboard", with misformation error. The correct sentence from question number 4 is "The shirt was kept by my brother in the cupboard". From the analysis above there were 5 errors with each interpretation follows: misformation 2 errors or 40% and misordering with 3 errors or 60 %.

5) Fred knows the news today.

Based on the question above, which the writer has given to 20 respondents, there were 6 students who have made error. Student 2: "The news today was knew by Fred", with misordering error. Student 3: "The news were know by Fred today", with misformation error. Student 6, 18, and 20: "The news knew by Fred today", with

omission to be "was". Student 9: "The news knows by Fred today", with omission "was" and misformation error. The correct sentence from question number 5 is "The news was knew by Fred today". From the analysis above there were 7 errors with each interpretation follows: omission that 4 errors or 57,1%, misformation 2 errors or 28,6%, and misordering 1 error or 14,3%.

6) Joe stayed in the room.

Based on the question above, which the writer has given to 20 respondents, there were 5 students who have made error. The first error made by student 1: "The rooms was stayed by Joe", with addition error. Next error from student 4, 16, and 17: "The room has stayed by Joe", with misformation error. The last error come from student 9: "The room were staying by Joe's", with misformation and addition error. The correct sentence from question number 6 is "The room was stayed by Joe". From the analysis above there were 6 errors with each interpretation follows: omission that 2 errors or 33,3% and misformation with 4 errors or 66,7%.

7) Mr. Rahmad taught English at International School last month.

Based on the question above, which the writer has given to 20 respondents, there were 8 students who have made error. Student 2 and 7: "English was teach by Mr. Rahmad at International School last month", with misformation error. English taught by Mr. Rahmad at International School last month", with omission error. The last

error type from student 5, 10, 16 and 20: "English was taught at International Shool last month by Mr. Rahmad", with misordering error. The correct sentence from question number 7 is "English was taught by Mr. Rahmad at International School last month". From the analysis above there were 8 errors with each interpretation follows: omission that 2 errors or 25%, misformation 2 errors or 25%, and misordering with 4 errors or 50%.

8) They wrote letters yesterday.

Based on the question above, which the writer has given to 20 respondents, there were 10 students who have made error. Student 1 and 20: "Letters were write yesterday by them", with misformation and misordering error. Student 2, 3, and 10: "Letters written by them yesterday", with omission error. Student 4: "Letters was written yesterday by them", with misordering error. Student 7, 16, 17, and 19: "The letters was written by them yesterday", with addition error. The correct sentence from question number 8 is "Letters was written by them yesterday". From the analysis above there were 12 errors with each interpretation follows: omission that 3 errors or 25%, addition 4 errors or 33,3%, misformation with 2 errors or 16,7% and misordering with 3 errors or 25%.

9) Danang delivered the package yesterday.

Based on the question above, which the writer has given to 20 respondents, there were 9 students who have made error. Student

1, 7, and 17: "The package was delivers by Danang yesterday", with misformation error. Student 4 and 8: "The package was delivered yesterday by Danang", with misordering error. Student 5 and 10: "The package delivered by Danang yesterday", with omission to be. The next error by student 12 and 16: "The package deliver by Danang yesterday", with omission and misformation error. The correct sentence from question number 9 is "The package was delivered by Danang yesterday". From the analysis above there were 11 errors with each interpretation follows: omission that 4 errors or 36,4%, misformation 5 errors or 45,4% and misordering with 2 errors or 18,2%.

10) Mr. Samsul built that house twenty years ago.

Based on the question above, which the writer has given to 20 respondents, there were 8 students who have made error. Student 4, 5, 7, 10, 12, 18, and 20: "That house was build by Mr. Samsul twenty years ago", with misformation error. Student 9: "That house was build twenty years ago by Mr. Samsul", with misformation and misordering error. The correct sentence from question number 10 is "That house was built by Mr. Samsul twenty years ago". From the analysis above there were 9 errors with each interpretation follows: misformation that 8 errors or 88,9% and misordering with 1 error or 11,1%.

Table 8. Total of Error in Active to Passive Voice of Simple Past Tense

Student Number	Types Of Error				Total Error
	Omission	Addition	Misformation	Misordering	
1	1	1	4	2	8
2	2	-	3	1	6
3	1	1	1	1	4
4	1	-	3	1	5
5	1	-	1	2	4
6	1	-	2	-	3
7	-	1	3	-	4
8	-	-	1	1	2
9	1	1	4	1	7
10	3	-	2	1	5
11	-	-	-	-	-
12	1	1	3	-	4
13	-	-	1	2	3
14	-	-	1	2	3
15	-	-	-	-	-
16	1	1	2	1	5
17	2	1	4	-	6
18	1	-	2	-	3
19	1	1	-	-	2
20	1	-	3	2	6
Frequency	18	8	40	17	83
Percentage	21,7 %	9,6 %	48,2 %	20,5 %	100 %

b. The Result of Interview

To know the students' error in active to passive voice of simple past tense, the writer used interview method as the secondary data. Specifically, the writer used a semi structured interview to get deeper information from the respondents. The writer gave five question to the English teacher and the students' about passive voice of simple past tense. The questions were distributed to the English teacher and 20 students' in VIII A class at MTs Riyadlatul Ulum Batanghari.

The English teacher response is presented below:

Questions:

- 1) **What problems did you face while teaching the passive voice of simple past tense?**

The English teacher answer that the first problem is the limited media, the number of students' English books is not sufficient. Then, there is no audio-visual media yet so I find it difficult to make the learning atmosphere more lively and enjoy. The next problem, students are slow to understand English lessons, their vocabulary is limited, making it difficult to change active to passive voice.

- 2) **What is your solution to solving the problem in teaching the passive voice of simple past tense?**

The English teacher was answer: For the book problem, while I ask students to pair up in using the book, I also ask students to make a summary of the passive voice of simple past tense material so they can learn again in the dormitory. I also ask students to memorize vocabulary words that I give each week, at least 20 vocabularies. I also asked students to memorize the passive voice formula of simple past tense.

- 3) **Did students make errors in active to passive voice of simple past tense?**

Answers: Yes, they did.

4) What errors did students make the most in active to passive voice of simple past tense?

Based on the questions above, the English teacher stated that the most students' errors were in using the grammar form.

5) How can you help students better understand and minimize the errors that students make in active to passive voice of simple past tense?

Based on the questions above, the English teacher stated that she explained the passive voice of simple past tense material again, guiding one by one student who did not understand by asking for help from students who were understand to explain to their friends who did not understand. I also wrote down the verb changes for the students to memorize. I also asked all students to read more about changing verbs and required students to bring a dictionary. After that, I gave more assignments to students who didn't understand.

Then the students' response is presented below:

1) Have you learned about the passive voice of simple past tense?

Based on the question above, all of 20 respondents state that they had learned the passive voice of simple past tense.

2) Can you understand the passive voice of simple past tense properly?

Based on the question above, there were 13 students state "Sometimes", and 7 students state "Yes" from 20 respondents.

3) Did you make an error in active to passive voice of simple past tense?

Based on the question above, which the writer has given to 20 respondents, there were eighteen students state "Yes", and two students state "No" both of them did not make an error in active to passive voice of simple past tense.

4) What error did you do in active to passive voice of simple past tense?

Based on the questions above that the writer gave to 20 respondents, there were 13 students who made error in changing the verb and to be, while five students stated that they had made error in putting the word order and were wrong in writing vocabulary, and the remaining 2 students said they had no errors.

5) What are the steps you take to minimize errors in active to passive voice of simple past tense?

Based on the question above, which the writer has given to 20 respondents, there were students' states that, study hard again, open the dictionary, ask to their teacher, ask to their friend, and memorize more verb changes in dictionary also study hard to change the active voice to the passive voice.

B. Discussion

This research was conducted at the eighth grade students' of MTs Riyadlatul Ulum Batanghari on Wednesday, 2nd September 2020. As for the participants, the writer chose class A of the eighth grade. According to the students' documentation, after reads all the data and coding the data. The writer was found that kinds of error that the eighth grade students' at MTs Riyadlatul Ulum Batanghari conducted were error on grammar form, error on word order, omitted an items from a well-performed vocabulary, and added an items from well-performed vocabulary.

Furthermore, according to Dulay on the previous chapter, the kinds of errors above sequentially named misformation, misordering, omission, and addition. Meanwhile, the interpretation of each errors is omission with 18 errors or 21,7%, addition with a percentage of 9,6% or 8 errors, then misformation with 40 errors or 48,2% and misordering with a percentage of 20,5% or 17 errors. The following chart is to describe data result of the error analysis active to passive voice of the eighth grade students' at MTs Riyadlatul Ulum Batanghari:

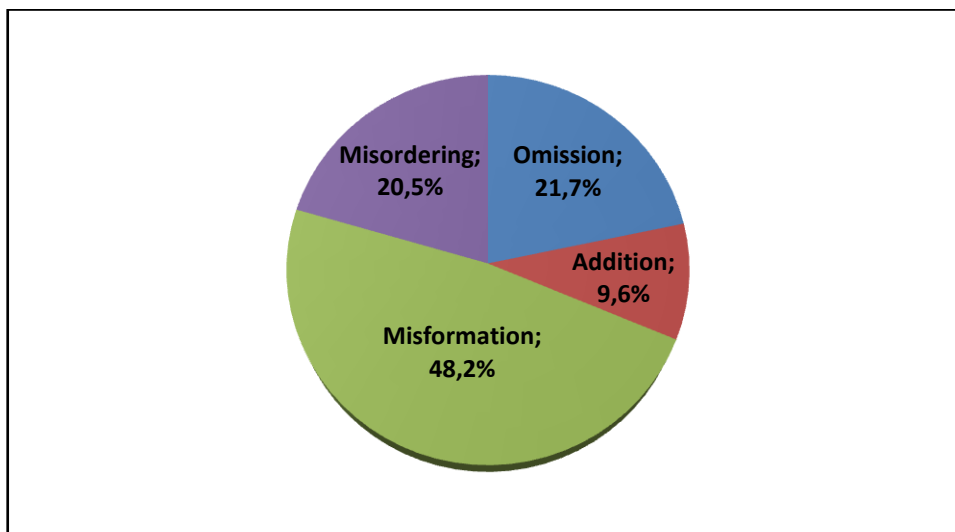


Diagram 1. Chart of Error Analysis Active To Passive Voice of Simple Past Tense Result

Besides, from the interview result from the English teacher and students', the writer also found that the eighth grade students' still made errors in active to passive voice of simple past tense. The English teacher was state that the dominant errors made by the students are in the form of grammar. Furthermore, looked at the students' answers, the errors in active to passive voice were conducted by the students' are verb transformation, word order from active to passive form, and vocabulary writing.

So, based on the results of the documentation and interview data analysis above, the writer found that students still made error in transforming active to passive voice of simple past tense. The types of error made by students include omission, addition, misformation, and misordering. According to pie chart above, the writer also drawn the conclusion that the most errors made by students are misformation with 40 of the total 83 errors or if a percentage was 48,2%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and the interpretation of the data in the previous chapter, the conclusion can be drawn that eighth grade students' at MTs Riyadlatul Ulum Batanghari are still made error in active to passive voice of simple past tense and need to be increased. The writer concluded follows:

1. The types of error that were made by the eighth grade students' in active to passive voice of simple past tense from the highest percentage to the lowest are error of misformation, error of omission, error of ordering, and error of addition.
2. The commonest error made by the eighth grade students' is the error of misformation which take up 40 errors or 48,2%. It is followed by error in omission with percentage 21,7%, error in ordering with percentage 20,5%, and error in addition 9,6%.

The writer believed that the errors occur because the eighth grade students' at MTs Riyadlatul Ulum Batanghari are still confused in active to passive voice of simple past tense, especially when the students' have to change from active voice to passive voice. The students' did not know how to change the verbs (present and past) into verb 3 (past participle), as discussed in previous chapter.

B. Suggestion

Finally, the writer would like to convey some suggestions and hopefully there were useful for the students and the teacher, as below:

1. For the students'
 - a. The students should pay more attention to the teacher's explanation and study harder in active to passive voice of simple past tense.
 - b. The eighth grade students' should read several types of books that discuss about grammar to enrich their ability in passive voice of simple past tense, especially to increase memorization of the verb form.
2. For the teacher
 - a. Basically the teacher learning method was good, but it needs to be inserted with a more creative method so that students do not bored and always feel interested in participating in learning passive voice of simple past tense.
 - b. The teacher should be explain the form of passive voice of simple past tense more detailed and clearly, especially in changing form of verbs (present and past) to past participle form.

BIBLIOGRAPHY

- Andrian. "An Error Analysis of EFL Students' English Writing." *Journal of English Education Journal* 6, No.4 (2015): 511-523.
- Chen, Mingyao and Qiongxia Ye. "A Corpus-Based Study On Original English Abstract and Translated English Abstract: A Case Study of Passive Voice and Pronouns". *International Journal of English Linguistics* 4, No.6 (2014): 52-69.
- Ciesielkiewicz, Monica and Elena Marquez. "Error Analysis and It Relevance to Teaching ESL Composition". *International Journal of Linguistics* 7, No.5 (2015): 119-138.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and mixed methods approach*. 4nd ed. United States: Sage Publication, 2014.
- Day, Trevor. *Success In Academic Writing*. United Kingdom: Palgrave Macmillan, 2013.
- Ekaningsih, Nur. "Enhancing Students' English Grammar Ability With Online Website Link". *Journal of English Education, Literature and Culture* 2, No.2 (2017) 431-444.
- Herring, Petter. *Complete English Grammar Rules*. Parlex International, 2016.
- Irawansyah. "Why Study Error?". *Journal of Indonesian Journal Of English Education (IJEE)* 4, Issue 2 (2017): 120-129.
- Irwan, Hendra Eka Putra and Rahmadani. "Students' Variation In Translating English Passive Voice Into Bahasa". *Journal of The Association for Arabic and English* 4, No.2 (2018): 91-105.
- James, Carl. *Errors in Language Learning and Use*. New York: Routledge, 2013.
- Kafipour, Reza and Laleh Kodjasteh. "Is Native Language a Source Of Errors Made By Persian and Turkish Speaking Learners Of English?". *Journal Of Studies In Literature And Language* 3, No.3 (2011): 160-164.
- Keshavarz, Mohammad Hossein. *Contrastive Analysis & Error Analysis*. Iran: Rahnama Press, 2012.
- Kharmilah, Puteri and Don Narius. "Error Analysis In Writing Discussion Text Made By Students At English Department Of Universitas Negeri Padang". *Journal of English Language Teaching* 8, No.3 (2019): 328-335.

- Kharmilah, Puteri and Don Narius. "Error Analysis In Writing Discussion Text Made By Students At English Department Of Universitas Negeri Padang". *Journal of English Language Teaching* 8, No.3 (2019): 328-335.
- Leavy, Patricia. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: The Guilford Press, 2017.
- Limengka and Kuntjara. "Types of Grammatical Errors In the Essays Written by Fourth-semester Students of English Department, Petra Christian University". *Journal of Language, Literature, and Teaching* 1, No.1 (2013): 230-238.
- Richard, Jack C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 4th ed. Great Britain: Pearson, 2010.
- Riyanto, Slamet, Emilia NH and Leila NH. *A Handbook of English Grammar*. Cet.ke-5. Yogyakarta: Pustaka Pelajar, 2012.
- Sinampo, Holler. "An Error Analysis In Changing Active Voice Into Passive Voice of Simple Past Tense". *Journal of IdeBahasa* 1, No.1 (2019): 31-39.
- Sudijono, Anis. *Pengantar Statistik Pendidikan*. Cet.ke-26. Jakarta: PT. Rajagrafindo Persada, 2018.
- Sugiyono. *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D*. Cet. ke-21. Bandung: Alfabeta, 2015.
- Suhono. "Surface Strategy Taxonomy On The Efl Students' Composition: A Study Of Error Analysis". *Journal of Iqra'* 1, No.2 (2015): 1-27.
- Unver, Meral M. "On Voice English: An Awarness Raising Attempt On Passive Voice". *European Journal of Foreign Language Teaching* 2, Issue.3 (2017): 17-29.
- Wittaningsih, Aprillia. "English Passive Voice: An X-Bar Theory Analysis". *Indonesian Journal of English Language Studies* 4, No.2 (2018): 69-75.
- Yasim, Sukmawati. "Error Analysis in using Passive Voice". *Journal of English Education and Development* 2, No.1 (2018): 48-56.

APPENDICES

THE RESULT OF STUDENTS BOOKS DOCUMENTATIONS

Soal Nomor:

1. Mommy cooks a food this morning.

Correct Answer: **A food was cooked by mommy this morning**

Students Answer:

- | | |
|---|---|
| Student 1 : Food was <u>cooks</u> by mommy this morning. | Student 11 : Correct. |
| Student 2 : Correct. | Student 12 : A food <u>were</u> cooked by mommy this morning. |
| Student 3 : Correct. | Student 13 : A food <u>were</u> cooked by mommy this morning. |
| Student 4 : A food <u>were cooks</u> by mommy this morning. | Student 14 : A food <u>were</u> cooked by mommy this morning. |
| Student 5 : Correct. | Student 15 : Correct. |
| Student 6 : A food was cooks by mommy this morning. | Student 16 : Correct. |
| Student 7 : Correct. | Student 17 : Food <u>were</u> cooked by mommy this morning. |
| Student 8 : Correct. | Student 18 : Correct. |
| Student 9 : A food was cooks by mommy this morning. | Student 19 : Food was <u>cooks</u> by mommy this morning. |
| Student 10: Food was <u>cooks</u> by mommy this morning. | Student 20 : Correct. |

2. Andi ate an apple yesterday.

Correct Answer: **An apple was eaten by Andi yesterday**

Students Answer:

- | | |
|---|----------------------|
| Student 1 : Correct | Student 11 : Correct |
| Student 2 : Apple was <u>eat</u> by Andi yesterday. | Student 12 : Correct |
| Student 3 : <u>Yesterday</u> an apple <u>s</u> was eaten by Andi. | Student 13 : Correct |
| Student 4 : Correct | Student 14 : Correct |
| Student 5 : Correct | Student 15 : Correct |
| Student 6 : Correct | Student 16 : Correct |
| Student 7 : Correct | Student 17 : Correct |
| Student 8 : An apple <u>were ate</u> by Andi yesterday | Student 18 : Correct |
| Student 9 : Correct | Student 19 : Correct |
| Student 10: Correct | Student 20 : Correct |

3. My father told me a story last night.

Correct Answer: A story was told by my father last night.

Students Answer:

- | | |
|--|--|
| Student 1 : A story was <u>tell</u> by my father last night. | Student 11 : Correct |
| Student 2 : A story was <u>tell</u> by my father last night | Student 12 : A story was tell by my fathers last night. |
| Student 3 : Correct | Student 13 : A story was told <u>last night</u> by my father. |
| Student 4 : Correct | Student 14 : A story was told <u>last night</u> by my father. |
| Student 5 : Correct | Student 15 : Correct |
| Student 6 : A story was <u>tell</u> by my father last night. | Student 16 : Correct |
| Student 7 : Correct | Student 17 : Correct |
| Student 8 : Correct | Student 18 : Correct |
| Student 9 : Correct | Student 19 : Correct |
| Student 10: Correct | Student 20 : A story <u>were</u> told by my father last night. |

4. My brother kept the shirt in the cupboard.

Correct Answer: The shirt was kept by my brother in the cupboard.

Students Answer:

- | | |
|---|--|
| Student 1 :The shirt was kept <u>in the cupboard by</u> my brother. | Student 11 : Correct |
| Student 2 : Correct | Student 12 : Correct |
| Student 3 : Correct | Student 13 : The shirt was kept <u>in the cupboard by</u> my brother. |
| Student 4 : Correct | Student 14 : The shirt was kept <u>in the cupboard by</u> my brother. |
| Student 5 : Correct | Student 15 : Correct |
| Student 6 : Correct | Student 16 : Correct |
| Student 7 : Correct | Student 17 : The shirt <u>were keep</u> by my brother in the cupboard. |
| Student 8 : Correct | Student 18 : The shirt <u>were keep</u> by my brother in the cupboard. |
| Student 9 : Correct | Student 19 : Correct |
| Student 10: Correct | Student 20 : Correct |

5. Fred knows the news today.

Correct Answer: The news was knew by Fred today.

Students Answer:

- | | |
|---|---|
| Student 1 : Correct | Student 11 : Correct |
| Student 2 :The news <u>today</u> was knew by Fred. | Student 12 : Correct |
| Student 3 :The news <u>were know</u> by Fred today. | Student 13 : Correct |
| Student 4 : Correct | Student 14 : Correct |
| Student 5 : Correct | Student 15 : Correct |
| Student 6 :The news knew by Fred today. | Student 16 : Correct |
| Student 7 : Correct | Student 17 : Correct |
| Student 8 : Correct | Student 18 : The news knew by Fred today. |
| Student 9 :The news knows by Fred today. | Student 19 : Correct |
| Student 10: Correct | Student 20 : The news knew by Fred today. |

6. Joe stayed in the room.

Correct Answer: **The room was stayed by Joe.**

Students Answer:

- | | |
|--|--|
| Student 1 : The rooms was stayed by Joe. | Student 11 : Correct |
| Student 2 : Correct | Student 12 : Correct |
| Student 3 : Correct | Student 13 : Correct |
| Student 4 : The room has stayed by Joe. | Student 14 : Correct |
| Student 5 : Correct | Student 15 : Correct |
| Student 6 : Correct | Student 16 : The room has stayed by Joe. |
| Student 7 : Correct | Student 17 : The room has stayed by Joe. |
| Student 8 : Correct | Student 18 : Correct |
| Student 9 : The room <u>were staying</u> by Joe's. | Student 19 : Correct |
| Student 10: Correct | Student 20 : Correct |

7. Mr. Rahmad taught English at International School last month.

Correct Answer: **English was taught by Mr. Rahmad at International School last month.**

Students Answer:

- | | |
|---|--|
| Student 1 : Correct | Student 11 : Correct |
| Student 2 : English was <u>teach</u> by Mr. Rahmad at International School last month. | Student 12 : Correct |
| Student 3 : Correct | Student 13 : Correct |
| Student 4 : Correct | Student 14 : Correct |
| Student 5 : English was taught <u>at International School last month by Mr. Rahmad.</u> | Student 15 : Correct |
| Student 6 : Correct | Student 16 : English was taught <u>at International School last month by Mr. Rahmad.</u> |
| Student 7 : English was <u>teach</u> by Mr. Rahmad at International School last month. | Student 17 : Correct |
| Student 8 : Correct | Student 18 : Correct |
| Student 9 : Correct | Student 19 : Correct |
| Student 10: English was taught <u>at International School last month by Mr. Rahmad.</u> | Student 20 : English was taught <u>at International Shool last month by Mr. Rahmad.</u> |

8. They wrote letters yesterday.

Correct Answer: **Letters was written by them yesterday.**

Students Answer:

- | | |
|---|--|
| Student 1 : Letters were <u>write yesterday</u> by them. | Student 11 : Correct |
| Student 2 : Letters written by them yesterday. | Student 12 : Correct |
| Student 3 : Letters written by them yesterday. | Student 13 : Correct |
| Student 4 : Letters was written <u>yesterday</u> by them. | Student 14 : Correct |
| Student 5 : Correct | Student 15 : Correct |
| Student 6 : Correct | Student 16 : <u>The</u> letters was written by them yesterday. |
| | Student 17 : <u>The</u> letters was written by them yesterday. |
| | Student 18 : Correct |

Student 7 : The letters was written by them yesterday.
 Student 8 : Correct
 Student 9 : Correct
 Student 10: Letters written by them yesterday.

Student 19 : The letters was written by them yesterday.
 Student 20 : Letters were write yesterday by them.

9. Danang delivered the package yesterday.

Correct Answer: **The package was delivered by Danang yesterday.**

Students Answer:

Student 1 :The package was delivers by Danang yesterday.
 Student 2 : Correct
 Student 3 : Correct
 Student 4 :The package was delivered yesterday by Danang.
 Student 5 :The package delivered by Danang yesterday.
 Student 6 : Correct
 Student 7 :The package was delivers by Danang yesterday.
 Student 8 :The package was delivered yesterday by Danang.
 Student 9 : Correct
 The package delivered by
 Student 10: Danang yesterday.

Student 11 : Correct
 Student 12 : The package deliver by Danang yesterday.
 Student 13 : Correct
 Student 14 : Correct
 Student 15 : Correct
 Student 16 : The package deliver by Danang yesterday.
 Student 17 : The package was delivers by Danang yesterday.
 Student 18 : Correct
 Student 19 : Correct
 Student 20 : Correct

10. Mr. Samsul built that house twenty years ago.

Correct Answer: **That house was built by Mr. Samsul twenty years ago.**

Students Answer:

Student 1 : Correct
 Student 2 : Correct
 Student 3 : Correct
 Student 4 :That house was build by Mr. Samsul twenty years ago.
 Student 5 :That house was build by Mr. Samsul twenty years ago.
 Student 6 : Correct
 Student 7 :That house was build by Mr. Samsul twenty years ago.
 Student 8 : Correct
 Student 9 :That house was build twenty years ago by Mr. Samsul.
 Student 10: That house was build by Mr. Samsul twenty years ago.

Student 11 : Correct
 Student 12 : That house was build by Mr. Samsul twenty years ago.
 Student 13 : Correct
 Student 14 : Correct
 Student 15 : Correct
 Student 16 : Correct
 Student 17 : Correct
 Student 18 : That house was build by Mr. Samsul twenty years ago.
 Student 19 : Correct
 Student 20 : That house was build by Mr. Samsul twenty years ago.

Table : Total of Error in Active to Passive Voice of Simple Past Tense

Student Number	Number of Items									
	1	2	3	4	5	6	7	8	9	10
1	O, Mf	-	Mf	Mo	-	A	-	Mf, Mo	Mf	-
2	-	O, Mf	Mf	-	Mo	-	Mf	O	-	-
3	-	A, Mo	-	-	Mf	-	-	O	-	-
4	Mf	-	-	-	-	Mf	O	-	Mo	Mf
5	-	-	-	-	-	-	Mo	Mo	O	Mf
6	Mf	-	Mf	-	O	-	-	-	-	-
7	-	-	-	-	-	-	Mf	A	Mf	Mf
8	-	Mf	-	-	-	-	-	-	Mo	-
9	Mf	-	-	-	O, Mf	A, Mf	-	-	-	Mf, Mo
10	O, Mf	-	-	-	-	-	Mo	O	O	Mf
11	-	-	-	-	-	-	-	-	-	-
12	Mf	-	A	-	-	-	-	-	O, Mf	Mf
13	Mf	-	Mo	Mo	-	-	-	-	-	-
14	Mf	-	Mo	Mo	-	-	-	-	-	-
15	-	-	-	-	-	-	-	-	-	-
16	-	-	-	-	-	Mf	Mo	A	O, Mf	-
17	O, Mf	-	-	Mf	-	Mf	O	A	Mf	-
18	-	-	-	Mf	O	-	-	-	-	Mf
19	O	-	-	-	-	-	-	A	-	-
20	-	-	Mf	-	O	-	Mo	Mf, Mo	-	Mf

Information:

O = Omission

Mf = Misformation

A = Addition

Mo = Misordering

Table : The Error Types Recapitulation of Active to Passive Voice of Simple Past Tense

Student Number	Types Of Error				Total Error
	Omission	Addition	Misformation	Misordering	
1	1	1	4	2	8
2	2	-	3	1	6
3	1	1	1	1	4
4	1	-	3	1	5
5	1	-	1	2	4
6	1	-	2	-	3
7	-	1	3	-	4
8	-	-	1	1	2
9	1	1	4	1	7
10	3	-	2	1	5
11	-	-	-	-	-
12	1	1	3	-	4
13	-	-	1	2	3
14	-	-	1	2	3
15	-	-	-	-	-
16	1	1	2	1	5
17	2	1	4	-	6
18	1	-	2	-	3
19	1	1	-	-	2
20	1	-	3	2	6
Frequency	18	8	40	17	83
Percentage	21,7 %	9,6 %	48,2 %	20,5 %	100 %

Percentage formula as stated by Anas Sudijono that the formula for calculating the percentage is follow:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage

F = Frequency of error made

N = Number of cases (total of frequency)¹¹⁹

Omission Error : $\frac{18}{82} \times 100\%$: 21,7 %

Addition Error : $\frac{8}{82} \times 100\%$: 9,6 %

Misformation Error : $\frac{40}{82} \times 100\%$: 48,2 %

Misordering Error : $\frac{17}{82} \times 100\%$: 20,5 %

¹¹⁹ Anas Sudijono, *Pengantar Statistik Pendidikan*, cet-26. (Jakarta: PT. Rajagrafindo Persada, 2018), 43.

RESEARCH INSTRUMENTS

(The Instruments of Interviews)

A. Questions for English Teacher

1. What problems did you face while teaching the passive voice of simple past tense?
2. What is your solution to solving the problem in teaching the passive voice of simple past tense?
3. Did students make errors in active to passive voice of simple past tense?
4. What errors did students make the most in active to passive voice of simple past tense?
5. How can you help students better understand and minimize the errors that students make in active to passive voice of simple past tense?

B. Questions for the Students

1. Have you learned about the passive voice of simple past tense?
2. Can you understand the passive voice of simple past tense properly?
3. Did you make an error in active to passive voice of simple past tense?
4. What error did you do in active to passive voice of simple past tense?
5. What are the steps you take to minimize errors in active to passive voice of simple past tense?

THE TEACHER INTERVIEW RESULT

Narasumber : Afif Azizah, S.Pd
Hari/Tanggal : Rabu, 02 September 2020
Tempat : MTs. Riyadlatul Ulum Batanghari

Pertanyaan:

1. Apa saja kendala yang anda hadapi dalam mengajar passive voice of simple past tense?
2. Bagaimana solusi anda untuk mengatasi kendala dalam mengajar passive voice of simple past tense tersebut?
3. Apakah siswa melakukan kesalahan dalam mengubah active ke passive voice of simple past tense?
4. Kesalahan apa yang paling sering dilakukan oleh siswa dalam mengubah active ke passive voice?
5. Bagaimana cara anda membantu siswa untuk lebih memahami dan meminimalisir kesalahan yang dilakukan siswa ketika meubah active ke passive voice of simple past tense?

Jawaban:

1. Masalah pertama adalah keterbatasan media, jumlah buku bahasa Inggris siswa tidak mencukupi. Kemudian media audio visualnya belum ada sehingga saya kesulitan untuk membuat suasana belajar lebih hidup dan enjoy. Masalah berikutnya, siswa lambat memahami pelajaran bahasa Inggris, kosakata mereka terbatas, sehingga sulit untuk mengubah kalimat aktif ke kalimat pasif.
2. Untuk permasalahan buku, sembari saya meminta siswa untuk berpasangan dalam menggunakan buku, saya juga meminta siswa untuk membuat rangkuman kalimat pasif dari materi simple past tense agar mereka dapat belajar kembali di asrama. Saya juga meminta siswa untuk menghafal kosakata yang saya berikan setiap minggunya, minimal 20 kosakata. Saya juga meminta siswa untuk menghafal rumus kalimat pasif simple past tense.
3. Ya, mereka melakukannya.
4. Kesalahan paling banyak siswa dalam menggunakan bentuk tata bahasa, terutama ketika mereka harus merubah satu bentuk kata kerja ke dalam bentuk kata kerja ke-3.
5. Saya menjelaskan kembali materi passive voice pada materi simple past tense, membimbing satu per satu siswa yang kurang paham dengan meminta bantuan siswa yang sudah paham untuk menjelaskan kepada temannya yang kurang paham. Saya juga menuliskan perubahan kata kerja untuk dihafal oleh siswa. Saya juga meminta semua siswa untuk membaca lebih lanjut tentang mengubah kata kerja dan mewajibkan siswa untuk membawa kamus. Setelah itu, saya memberikan lebih banyak tugas kepada siswa yang kurang paham.

THE STUDENTS INTERVIEW RESULT

Pertanyaan:

1. Apakah kamu pernah belajar tentang passive voice of simple past tense?

Jawaban:

Student 1 : Iya, Pernah	Student 11 : Iya, Pernah
Student 2 : Iya, Pernah	Student 12 : Iya, Pernah
Student 3 : Iya, Pernah	Student 13 : Iya, Pernah
Student 4 : Iya, Pernah	Student 14 : Iya, Pernah
Student 5 : Iya, Pernah	Student 15 : Iya, Pernah
Student 6 : Iya, Pernah	Student 16 : Iya, Pernah
Student 7 : Iya, Pernah	Student 17 : Iya, Pernah
Student 8 : Iya, Pernah	Student 18 : Iya, Pernah
Student 9 : Iya, Pernah	Student 19 : Iya, Pernah
Student 10: Iya, Pernah	Student 20 : Iya, Pernah

2. Apakah kamu dapat memahami passive voice of simple past tense dengan baik dan benar?

Student 1 : Lumayan paham.	Student 11 : Iya.
Student 2 : Lumayan paham.	Student 12 : Lumayan paham.
Student 3 : Iya.	Student 13 : Iya.
Student 4 : Lumayan paham.	Student 14 : Iya.
Student 5 : Lumayan paham.	Student 15 : Iya.
Student 6 : Iya.	Student 16 : Lumayan paham.
Student 7 : Lumayan paham.	Student 17 : Lumayan paham.
Student 8 : Iya	Student 18 : Iya.
Student 9 : Lumayan paham.	Student 19 : Iya.
Student 10: Lumayan paham.	Student 20 : Lumayan paham.

3. Apakah kamu melakukan kesalahan dalam merubah active ke passive voice of simple past tense?

Student 1 : Iya.	Student 11 : Tidak.
Student 2 : Iya	Student 12 : Iya.
Student 3 : Iya.	Student 13 : Iya.
Student 4 : Iya.	Student 14 : Iya.
Student 5 : Iya.	Student 15 : Tidak.
Student 6 : Iya.	Student 16 : Iya.
Student 7 : Iya.	Student 17 : Iya.
Student 8 : Iya	Student 18 : Iya.
Student 9 : Iya.	Student 19 : Iya.
Student 10: Iya.	Student 20 : Iya.

4. Kesalahan apakah yang kamu lakukan ketika merubah active ke passive voice of simple past tense?

- | | |
|---|--|
| Student1 :Salah merubah bentuk kata kerja dan penggunaan "to be". | Student11 :Saya tidak melakukan kesalahan. |
| Student2 : Salah merubah bentuk kata kerja dan penggunaan "to be". | Student12 : Salah merubah bentuk kata kerja dan penggunaan "to be". |
| Student3 : Salah merubah bentuk kata kerja dan penggunaan "to be". | Student13 : Salah merubah bentuk kata kerja dan penggunaan "to be". |
| Student4 : Salah merubah bentuk kata kerja dan penggunaan "to be". | Student14 : Salah merubah bentuk kata kerja dan penggunaan "to be". |
| Student5 : Salah merubah bentuk kata kerja dan penggunaan "to be". | Student15 :Saya tidak melakukan kesalahan. |
| Student6 : Salah merubah bentuk kata kerja dan penggunaan "to be". | Student16 : Salah merubah bentuk kata kerja dan penggunaan "to be". |
| Student7 : Salah merubah bentuk kata kerja dan penggunaan "to be". | Student17 : Salah merubah bentuk kata kerja dan penggunaan "to be". |
| Student8 : Salah menempatkan kata juga salah dalam penulisan katanya. | Student18 : Salah merubah bentuk kata kerja dan penggunaan "to be". |
| Student 9 : Salah merubah bentuk kata kerja dan penggunaan "to be". | Student19 : Salah menempatkan kata juga salah dalam penulisan katanya. |
| Student10 : Salah merubah bentuk kata kerja dan penggunaan "to be".. | Student20 : Salah merubah bentuk kata kerja dan penggunaan "to be". |

5. Bagaimanakah langkah-langkah yang kamu lakukan untuk meminimalisir kesalahan dalam merubah active ke passive voice of simple past tense?

Student1: Bertanya ke Ibu guru.	Student11:Memperbanyak hafalan
Student2: Bertanya ke teman yang lebih faham	kosa kata dan perubahan bentuk verb.
Student3: Bertanya ke Ibu guru dan belajar lagi.	Student12:Bertanya ke Ibu guru dan perbanyak latihan.
Student4: Bertanya ke Ibu guru dan banyak havalan kata kerja dan kata-kata bahasa inggris lainnya.	Student13:Bertanya ke teman yang lebih faham dan banyak berlatih sambil buka kamus
Student5: Bertanya ke teman yang	Student14:Belajar lagi dan banyak menghafal kata-kata bahasa

<p>lebih faham dan menghafal kosa kata bahasa inggris.</p> <p>Student6: Bertanya ke Ibu guru dan belajar lebih giat.</p> <p>Student7: Bertanya ke teman yang lebih paham dan belajar lebih giat lagi.</p> <p>Student8: Bertanya ke teman yang lebih faham dan banyak memahami materi passive voice.</p> <p>Student9: Bertanya ke teman yang lebih faham dan latihan mengerjakan sambil buka kamus.</p> <p>Student10: Bertanya ke Ibu guru dan menghafal perubahan bentuk verb 1,2,3.</p>	<p>inggris.</p> <p>Student15: Hafalan kosa kata dan belajar lagi.</p> <p>Student16: Bertanya ke teman yang lebih faham dan banyak hafalan kata.</p> <p>Student17: Bertanya ke teman yang lebih faham dan ibu guru.</p> <p>Student18: Bertanya ke Ibu guru dan perbanyak latihan.</p> <p>Student19: Bertanya ke teman yang lebih faham dan belajar lebih giat lagi.</p> <p>Student20: Belajar lebih giat dan bertanya ke ibu guru kalau masih belum paham.</p>
--	---



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296 Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2367/In.28.1/J/TL.00/07/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS RIYADLATUL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **HABIB MUSTOFA**
NPM : 1601070091
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF THE STUDENTS PROBLEM IN CHANGING
ACTIVE TO PASSIVE VOICE AMONG THE EIGHT GRADE OF MTs.
RIYADLATUL ULUM BATANGHARI EAST LAMPUNG

untuk melakukan *pra-survey* di MTS RIYADLATUL ULUM.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juli 2019
Kepala Jurusan
Tarbiyah dan Ilmu Keguruan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM
AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04 18 November 2015
SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015
MADRASAH TSANAWIYAH RIYADLATUL 'ULUM
NSM : 121218070099 NPSN : 69975793

Alamat : Jl. Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur. Kode Pos 34381 CP. 082183603389-085669617145

Surat Keterangan

Nomor : 164/14.RU/S.P/MTs. Ru/Bt/IX/2019

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Riyadlatul 'Ulum menerangkan bahwa :

Nama : Habib Mustofa
NPM : 1601070091
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Fakultas : FTIK Institut Agama Islam Negeri(IAIN) Metro

Berdasarkan surat Nomor : **B-2367/In.28.1/J/TL.00/07/2019**, tertanggal 16 Juli 2019 Perihal Izin *Pra-survey*, mahasiswa tersebut di atas telah bebar-benar melaksanakan **Prasurvey** di Madrasah Tsanawiyah Riyadlatul 'Ulum Batanghari.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Bumiharjo, 02 September 2019
Kepala Madrasah



Rahmad Setya D, S.Pd



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metro.univ.ac.id E-mail: iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Habib Mustofa
NPM : 1601070091

Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu, 11/2019 1/2	✓		<ul style="list-style-type: none">- Sentences- Active & Passive- Pre-Survey- Hasil Pre-Survey- dari mana?- Tambahkan Materi writing- Revice CHARTER ⁱⁱⁱ- Revice Bibliography	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan: Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Habib Mustofa
NPM : 1601070091

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat, 15/10/2020 10	✓		- Sentences - Revice chapter I - Revice Chapter II	
2	Kamis, 18/10/2020 10	✓		- Background. (CHAPTER I) - Pr. Survey Data - Revice CHAPTER III → Data Resource	
3	Rabu, 24/10/2020 10			ACC Seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Habib Mustofa
NPM : 1601070091

Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Selasa 24/09/19		✓	- Review Background of the Study.	
2	Kamis 26/09/19		✓	- Review Chapter I. - Check grammar - Please use an appropriate vocabulary. - Situasikan - Avoid error typing	
3	Selasa, 22/10/19		✓	- Review research question - prior research - Review chapter II - Reference. - Check grammar.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Habib Mustofa
NPM : 1601070091

Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	14/0019 " " kamis		✓	- Check grammar. - revise chapter II. - Check your lesson - revise your data kecamatan - explain more about test, Interview, Pahami apa yg di tulis.	
5.	Jum'at 15/2019 " "		✓	- Check your grammar See on advisor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE
EIGHTH GRADE STUDENTS AT MTs. RIYADLATUL ULUM
BATANGHARI
Name : Habib Mustofa
Students Number : 1601070091
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 25 Juni 2020

Pembimbing II

Eka Yuniasih, M.Pd
NIDN. 0210078702



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon diseminarkan Proposal
Habib Mustofa**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka
Proposal yang disusun oleh:

Name : Habib Mustofa
Students Number : 1601070091
Judul Skripsi : AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE
EIGHTH GRADE STUDENTS AT MTs. RIYADLATUL ULUM
BATANGHARI

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas
perhatiannya kami ucapkan terima kasih.

Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 25 Juni 2020

Pembimbing II

Eka Yuniasih, M.Pd
NIDN. 0210078702

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



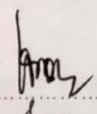



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: ainmetro@metrouniv.ac.id

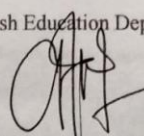
RATIFICATION PAGE

The Research Proposal entitled AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH GRADE STUDENTS AT MTs. RIYADLATUL ULUM BATANGHARI. Written by: HABIB MUSTOFA, Student Number 1601070091, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Tuesday, July 7th 2020 at 08.00 – 09.30 a.m.

BOARD OF EXAMINERS

Chair person	: Dr Widhiya Ninsiana, M.Hum.	(..... )
Examiner I	: Trisna Dinillah Harya, M.Pd	(..... )
Examiner II	: Eka Yuniasih, M.Pd	(..... )
Secretary	: Aisyah Sunawan, M.Pd	(..... )

Head of English Education Department



Ahmad Subhan Boza, M.Pd.
NIP. 19750610 200801 1 0141



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www. metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2278/In.28.1/J/TL.00/8/2020 Metro, 06 Agustus 2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Eka Yuniasih, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Habib Mustofa
NPM : 1601070091
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : An Error Analysis Active To Passive Voice Of The Eighth Grade Students At MTs. Riyadlatul Ulum Batanghari

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb



Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: ainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Habib Mustofa
NPM : 1601070091

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	10/2020 08		✓	Revisi APD	
2.	12/2020 08		✓	APD. OF	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Eka Yuhiasih, M.Pd.
NIDN. 0210078702



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metroiniv.ac.id E-mail: iaimetro@metroiniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Habib Mustofa
NPM : 1601070091

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 14/2020 /08	✓		- Revice interviews question.	
2.	Rabu, 26/2020 /08	✓		- Revice questions for students	
3.	Rabu, 26/2020 /08	✓		- A.R.R APD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2421/In.28/D.1/TL.00/09/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTs. RIYADLATUL ULUM
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2420/In.28/D.1/TL.01/09/2020,
tanggal 01 September 2020 atas nama saudara:

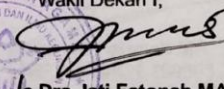
Nama : **HABIB MUSTOFA**
NPM : 1601070091
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs. RIYADLATUL ULUM BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH GRADE STUDENTS AT MTs. RIYADLATUL ULUM BATANGHARI".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 September 2020
Wakil Dekan I,


Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2420/In.28/D.1/TL.01/09/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : HABIB MUSTOFA
NPM : 1601070091
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs. RIYADLATUL ULUM BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH GRADE STUDENTS AT MTs. RIYADLATUL ULUM BATANGHARI".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 01 September 2020



Mengetahui,
Pejabat Setempat

Rahmad Setya D, SPd



Wakil Dekan I,

Isti Fatonah
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR

YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM
AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04/18 November 2015
SK. KEMENHUMHAM NOMOR AHU-0024569.AH.01.04. Tahun 2015

MADRASAH TSANAWIYAH RIYADLATUL 'ULUM

NSM : 121218070099 NPSN : 69975793

TERAKREDITASI : B

Alamat : Jl. Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur. Kode Pos 34181. E-mail: mtsriyadlatululum@gmail.com
CP. 082183603389-085783465796

Surat Keterangan

Nomor : 219/14.RU/ MTs.RU-0621/Research/ /Bt/IX/2020

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Riyadlatul 'ulum menerangkan bahwa :

Nama : Habib Mustofa
NPM : 1601070091
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **AN ERROR ANALYSIS ACTIVE TO PASSIVE VOICE OF THE EIGHTH GRADE STUDENTS AT MTs. RIYADLATUL ULUM BATANGHARI**

Berdasarkan surat Nomor : B-2420/In.28/D.1/TL.01/09/2020, tertanggal 01 September 2020 Perihal : Izin Research (Izin Penelitian), kami nyatakan bahwa mahasiswa tersebut di atas telah benar-benar melaksanakan **Research** dari pada tanggal 02 September 2020 di Madrasah Tsanawiyah Riyadlatul Ulum sesuai dengan prosedur yang telah ditentukan.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.



Bumiharjo, 02 September 2020
Kepala Madrasah

[Signature]
Rahmad Setya Dharmawan, S.Pd
NIP.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Ilirgulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Habib Mustofa
NPM : 1601070091

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu, 30-09-2020	✓		→ Revise Abstract - Revise CHAPTER I - Revise CHAPTER IV Revise CHAPTER V	
2	Jumat, 02/2020 /10	✓		- Make a PIE CHART - Revise CHAPTER IV - Exchange interview and documentation part in the discussion section	
3.	Rabu 02/2020 /10	✓		- Ok. - Acc for Turnitin Test - And Continued to Munqosah.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Habib Mustofa
NPM : 1601070091

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	22/2020 9.		✓	Check grammar - base a pointy ketace to suggest.	
2	23/2020 9		✓	Chapter IV & V Revisi.	
3	23/2020 9		✓	Revisi of ..	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-752/In.28/S/U.1/OT.01/08/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : HABIB MUSTOFA
NPM : 1601070091
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070091.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Agustus 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP. 195808311981031001



SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : HABIB MUSLOFA

NPM. : 1601020031

Fakultas : FTIK

Jurusan : TADRIS BAHASA INGGRIS (TBI)

Angkatan : 2016

Telah menyerahkan buku berjudul Speaking for Yourself A guide for
Students

Metro, 24 AGUSTUS 2020

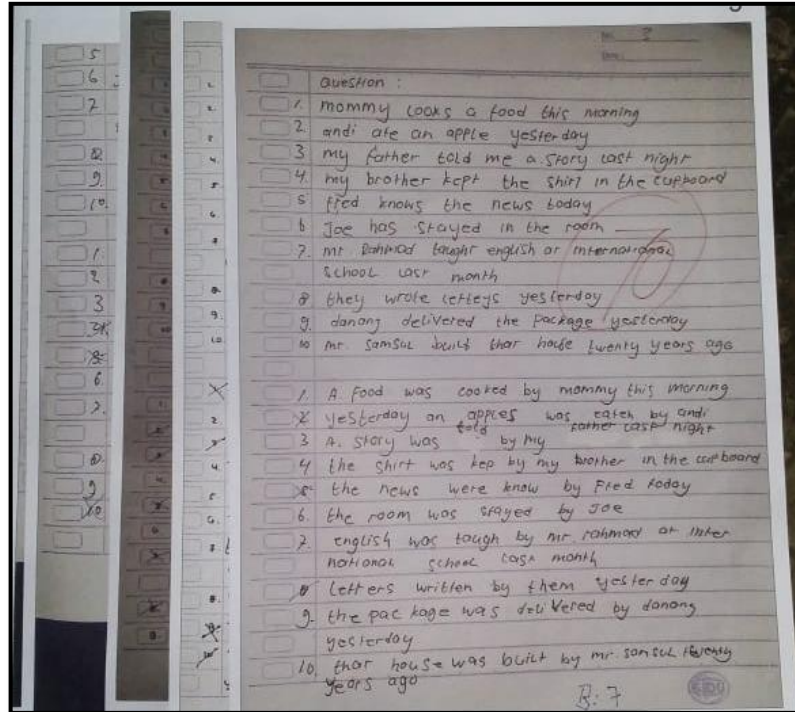
Ketua jurusan TBI



Abdullah Subhan Roza, M.Pd.

0610 200801 1 014

THE DOCUMENTATIONS PHOTOS



Students Documents



The Condition of English Learning Process



The Interview Process with English Teacher of The Eighth Grade



The Interview Process with English Teacher Of The Eighth Grade



The Interview Process with The Female Student of The Eighth Grade



The Interview Process with The Male Student of The Eighth Grade

CURRICULUM VITAE



The writer's name is Habib Mustofa. He was born in Braja Luhur, East Lampung on December 12th, 1996. He is the first son of little family of Ibnu Harto and Aneng Hayati. The writer took his elementay school at SDN 2 Braja Luhur finished on 2009, then he took his junior high school at SMP ISLAM YPI 1 Braja Selehah for three years and graduated on 2012. After graduated from junior high school, he continued his study in senior high school at SMK Negeri 3 Metro finished on 2015, then he decide to study in State Islamic Institute (IAIN) of Metro at English Education Program since 2016-2020.