IAIN METRO LAMPUNG
REPUBLIK INDONESIA

AN UNDERGRADUATE THESIS

AN ERRORS ANALYSIS OF USING PASSIVE VOICE ON THE STUDENTS' UNDERGRADUATE THESES AT STATE ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO

BY:

DITA MUSTIKA

STUDENT NUMBER. 1291677

Tarbiyah Department
English Education Study Program

IAIN METRO
No. 262/TAR/2017.

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1437 H / 2016 M

AN ERRORS ANALYSIS OF USING PASSIVE VOICE ON THE STUDENTS' UNDERGRADUATE THESES AT STATE ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO

Presented as a Partial Fulfillment of the Requirements
for the degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

BY:

DITA MUSTIKA

Student Number: 1291677

Tarbiyah Department

English Education Study Program

Sponsor : Dra. Umi Yawisah, M. Hum

Co-sponsor : Trisna Dinillah Harya, M.Pd.

STATE ISLAMIC COLLEGE

(STAIN) JURAI SIWO METRO

1437 H / 2016 M

KEMENTRIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
Jl. Ki HajarDewantaraKampus 15 A IringMulyo Kota Metro lampung 34111
Telp.(0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

APPROVAL PAGE

Title	: AN ERRORS ANALYSIS OF USING PASSIVE VOICE ON THE STUDENTS' UNDERGRADUATE THESES AT STATE ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO
Name	: Dita Mustika
Student Number	: 1291677
Study Program	: English Education Program (PBI)
Department	: Tarbiyah

APPROVED BY:

To be examined in Munaqosah in Tarbiyah Department of State Islamic College (STAIN) of Jurai Siwo Metro.

Metro, June 2016

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Co-Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

Dean

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2 005

KEMENTRIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
Jl. Ki HajarDewantaraKampus 15 A IringMulyo Kota Metro lampung 34111
Telp.(0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

NOTA DINAS

Number :
Appendix :
Matter : **In Order to Hold the Munaqosah of Dita Mustika**

To: The Honorable,
The Head of Tarbiyah Department State Islamic College (STAIN)
of Jurai Siwo Metro

Assalamu'alaikum, Wr. Wb.

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

Name : Dita Mustika
Student number : 1291677
Title : AN ERRORS ANALYSIS OF USING PASSIVE VOICE ON THE STUDENTS' UNDERGRADUATE THESES AT STATE ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosah. Thank you very much.

Wassalamu'alaikum, Wr.Wb.

Metro, June 2016

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Co-Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. HajarDewantaraKampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id, website: www.stainmetro.ac.id

RATIFICATION PAGE

NO: Sti.0 6/S/ 395/2016

The undergraduate thesis entitled: AN ERRORS ANALYSIS OF USING PASSIVE VOICE ON THE STUDENTS' UNDERGRADUATE THESES AT STATE ISLAMIC COLLEGE (STAIN) 0F JURAI SIWO METRO.

Written by DITA MUSTIKA, Student Number 1291677, English Education Study Program, had been examined (monaqosah) in Tarbiyah Department in August 16, 2016 at 09:30 – 10:30 a.m.

BOARD OF EXAMINERS

Chairperson : Dra. UmiYawisah, M. Hum (.....)

Secretary : Eka Yuniasih, M. Pd. (.....)

Examiner I : Ahmad Subhan Roza, M. Pd. (.....)

Examiner II : Trisna Dinillah Harya, M.P.d. (.....)

PANITIA MUNAQOSAH SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

Principal

Prof. Dr. Enizar, M. Ag.
NIP. 19700918 198703 2 003

AN ERRORS ANALYSIS OF USING PASSIVE VOICE ON THE STUDENTS' UNDERGRADUATE THESES AT STATE ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO

ABSTRACT

By:

DITA MUSTIKA

Scientific writing is one of English for Specific Purposes. There are many requirements needed. One of highlighted requirements which should be seriously paid attention is in the introduction chapter because it is not an easy thing for some scientific writers. The primary goal of this research is to know what passive voice errors are in the introduction chapter of the students' undergraduate theses at State Islamic College of Jurai Siwo Metro in the Academic years of 2014/2015.

A qualitative descriptive was used to approach the data. The writer took 30 introduction chapters as his purposive sample. The data were collected by observation and documentation. Moreover, the researcher observed them by finding the passive voice error. In addition, the mistakes were categorized into five types namely *wrong in structures, meaning, omission an agent, diction and tenses.* The result of analysis of passive voice errors was showed that there were 45 items (35%) of structure errors, 18 items (14%) of meaning errors, 16 items (12%) of omission of agent errors, 22 items (17%) of diction errors, and 28 items (22%) tenses errors.

In conclusion, there are still many passive voice errors in the introduction chapter of students' undergraduate theses at STAIN Jurai Siwo Metro. The passive voice errors are commonly related to *structure, meaning, omission an agent, diction, and tenses.*

ANALISIS KESALAHAN DALAM PENGGUNAAN KALIMAT PASIF PADA SKRIPSI MAHASISWA DI SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

ABSTRAK

Oleh:

DITA MUSTIKA

Karya Ilmiah merupakan salah satu bentuk *English for Spesific Purposes* (Bahasa Inggris untuk Tujuan Khusus). Jenis karya ilmiah ini harus terdiri dari beberapa syarat yang dibutuhkan. Bab pendahuluan adalah salah satu bagian yang harus diperhatikan dengan serius karena menulis bab pendahuluan yang baik bukan hal yang mudah untuk sebagian penulis. Tujuan pokok dari penelitian ini, selanjutnya, adalah untuk menemukan kesalahan-kesalahan kalimat pasif yang muncul pada penulisan bab pendahuluan dari skripsi - skripsi yang ada di STAIN Jurai Siwo Metro pada thaun 2014/2015.

Pendeskripsian data dilakukan penulis secara kualitatif deskriptif. Penulis menggunakan 30 bab pendahuluan sebagai sampelnya. Data-data yang digunakan dikumpulkan dengan metode observasi dan dokumentasi. Kemudian, penulis menganalisis bab pendahuluan tersebut dengan menemukan kesalahan-kesalahan kalimat pasif yang ada di dalamnya. Selanjutnya, kesalahan-kesalahan pada kalimat pasif tersebut dikerucutkan dengan cara mengkatagorikan ke dalam 5 tipe, yakni struktur kalimat, makna, menghilangkan objeck, diksi, dan keterangan waktu. Setelah itu, penulis menampilkan hasil temuannya.Hasil analisa data menunjukkan jumlah kesalahan-kesalahan pada kalimat pasif, yaitu structure kalimat sebanyak 45 (35%), makana sebanyak 18 (14%) menghilangkan objeck sebanyak 16 (12%), diksi sebanyak , 22 items (17%) dan, kesalahan pada keterangan wakatu sebanyak 28 (22%).

Kesimpulannya, masih terdapat banyak kesalahan dalam penggunaan kalimat pasif pada bab pendahuluan yang ada di skripsi – skripsi mahasiswa di STAIN Jurai Siwo Metro. Kesalahan-kesalahan kalimat pasif tersebut umumnya meliputi struktur kalimat, makna, menghilangkan objeck, diksi, dan keterangan waktu.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: DITA MUSTIKA
NPM	: 1291677
Study Program	: English Education Study Program
Department	: Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from bibliography mentioned.

Metro, August 2016

The Writer



DITA MUSTIKA

St. ID. 1291677

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama	: Dita Mustika
NPM	: 191677
Program Studi	: Tadris Bahasa Inggris (TBI)
Jurusan	: Tarbiyah

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

Metro, August 2016

Yang menyatakan



DITA MUSTIKA

St. ID. 1291677

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

Allah changed not the condition of a folk until they (first) change that which is in their hearts; (Q.S Ar- Ra'd 11)

DEDICATION PAGE

I highly dedicated this undergraduate thesis

to my family and my friend whom I loved

ACKNOWLEDGMENT

Praise to Allah who has created human in the best vessel and has given His blessing to mankind of all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad SAW, peace be upon him, who becomes an inspiration for all people to live as Moslems.

This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan(S.Pd.) in English Education Study Program, entitles: "An Errors Analysis of Using Passive Voice on the Students' Undergraduate Theses at State Islamic College (STAIN) of Jurai Sewo Metro".

The researcher would like to express his gratitude to the Dra. Umi Yawisah, M. Hum as the sponsor and Trisna Dinillah Harya, M.Pd as the co-sponsor who have sincerely guided the researcher to accomplish this research propasal in time.

The researcher realizes that there are many weaknesses appear in this undergraduated thesis. Hence, the researcher would warmly welcome any suggestion. Finally, the researcher does hope that this research proposal can be a good beneficial to me, to my college, and all of the readers.

Metro, August 2016

The researcher,



DITA MUSTIKA

St. ID. 1291677

TABLE OF CONTENTS

COVER i

TITLE ii

APPROVAL PAGE iii

RATIFICATION PAGE iv

ABSTRACT v

STATEMENT OF RESEARCH OF RESEARCH ORIGINALITY vii

MOTO ix

DEDICATION PAGE x

ACKNOWLEDGMENT xi

TABLE OF CONTENTS xii

LIST OF FIGURES xv

LIST OF TABLE xvi

CHAPTER I INTRODUCTION 1

A. Background ofthe Study 1

B. Focus of The Study 6

C. Objectives and benefits of the Study 7

D. Prior Research 8

CHAPTER II REVIEW OF THE LITERATURE 10

A. The Concept of Passive Voice 10

1. The Difinition of Passive Voice 10

2. The Contraction of Passive Voice in Certain Tenses 11

3. The Importance of Passive Voice in Scientific Writing. 17

4. The Problem of Applying The concept of passive voice 18

B. The Concept of Introduction Chapter 19

1. The Difinition of Introduction Chapter 19

2. The Structure of Introduction Chapter 20
3. The Importance of Introduction Chapter 22
4. The Contain of Introduction Chapter 24
C. The Concept of Error Analysis 27
1. The Difinition of Error 27
2. The Clasification of Error 30

CHAPTERIII RESEARCH METHODOLOGY 35
A. Types and Characteristic of the Research 35
B. Data Resource 36
C. Data Collection Technique 37
D. Data analysis Technique 38
E. Approach 41

CHAPTER IV RESULT OF THE RESEARCH 42
A. Description of Research Setting 42
1. The Historical Background of STAIN Jurai Siwo Metro 42
2. English Education Study Program 46
B. General Description of Research Data 48
C. Data analysis 50
1. The Structure of Passive Voice Errors 52
2. The Tenses of Passive Voice Errors 60
3. The Meaning of Passive Voice Errors 66
4. The Diction of Past Participle in Passive Voice 68
5. The Omission of An Agent in Passive Sentence 70
D. Interpretation 73

CHAPTER V CONCLUSION AND SUGGESTION 74
A. Conclusion 74
B. Suggestion 75

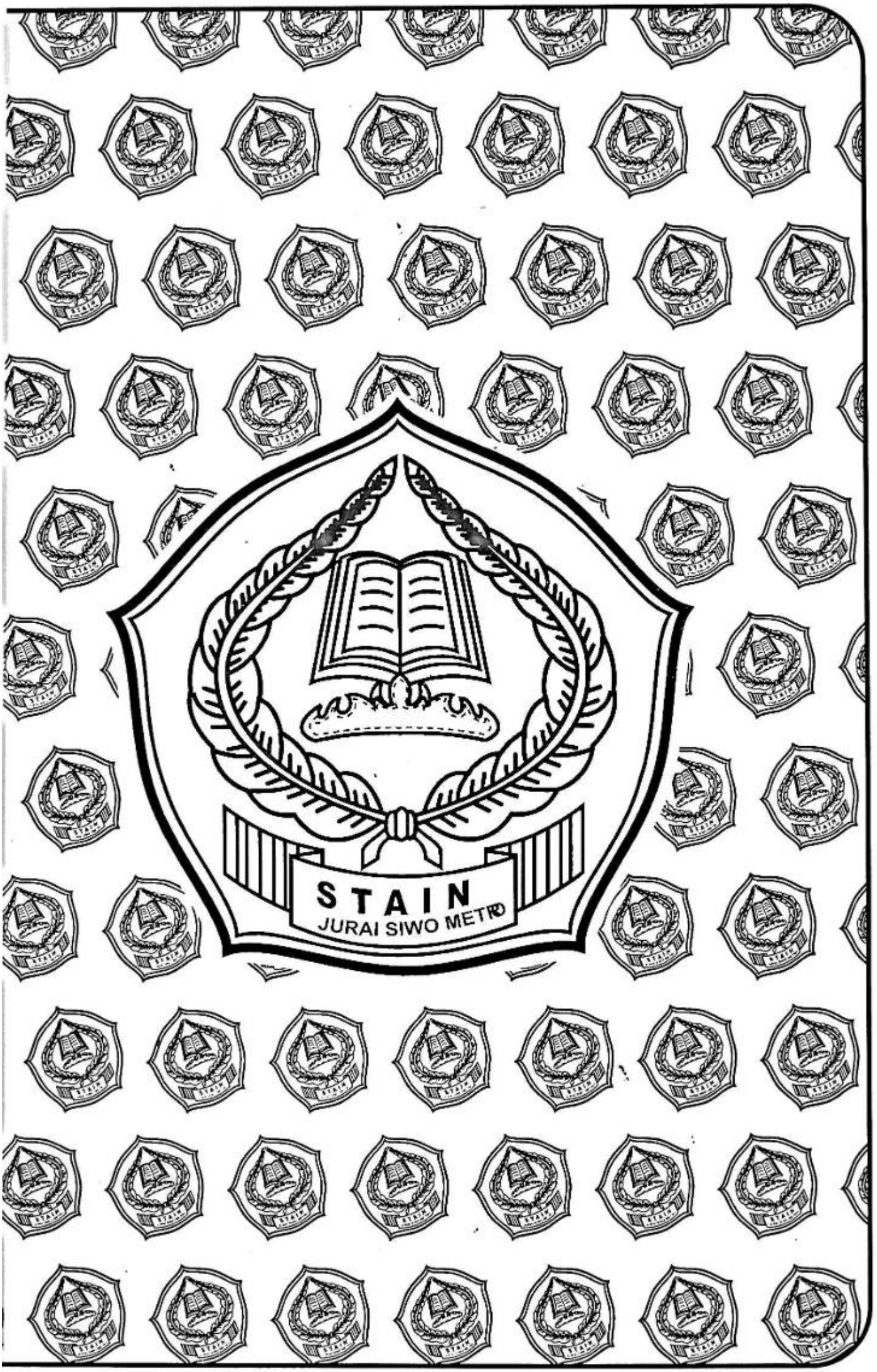
BIBLIOGRAPHY

LIST OF FIGURES

1. The Structure Organisasion of STAIN 2015/2016..... 44
2. The Location Sketch of STAIN 46

LIST OF TABLE

1. The Result of Passive Voice Error on the Introduction Chapter..... 50
2. The Structure Erros of Passive Voice on the Introduction Chapter 53
3. The Tenses Erros of Passive Voice on the Introduction Chapter..... 61
4. The Meaning Erros of Passive Voice on the Introduction Chapter 67
5. The Diction Erros of Passive Voice on the Introduction Chapter..... 68
6. The Omission an Agent of Passive Voice on the Introduction Chapter ... 70


STAIN
JURAI SIWO METRO

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is as one of the language skill which has function to express writer's thinking in form of written language. Specifically, in scientific writing, it is very important to consider the language features. Furthermore, in order to be able to write academically, there are many requirements needed by the writer. One of them is mastering the component of each kinds of scientific writing including the components of undergraduate thesis. In other words, it is important to master not only the language features but also the components of each kinds of academic writing.

Furthermore, in line with the undergraduate thesis components, introduction chapter contains the general overview which introduces the topic. It is as the part used by the writer who is going to construct the ideality, the problems and the benefit of the topic. Therefore, it is believed that writing a good introduction chapter is one of the criteria needed to make a qualified undergraduate thesis.

Moreover, in order to write a good undergraduate thesis, there are many linguistic competences needed by the writer. One of them is structure of the sentences. In addition, passive voice is one of the grammatical

structures which occur when the object of the active sentence structure is changed to be the subject of passive one. It is very urgent not only in the area of academic reading but also in scientific writing. In adiition, the use of passive voice in scientific writing shows the quality of the writing result. In other words, the scientific writing which contains proper passive voice is inherently more scientific than that which does not.

The application of passive voice becomes primary necessities in discourse and scientific writing. In fact, the passive voice ought to be norms in scientific writing since the use of passive voice can bring students' scientific writing become professional. It is not wrong to write sentence in the form of active voice, but it is better to use the variants of grammar material including passive voice in academic writing such as in proposal and undergraduate thesis in order to have a scientific writing result. Therefore, it is believed that the use of passive voice is one of the ways needed to make academic writing.

However, the use of passive voice in scientific writing is not an easy matter. It is difficult to comprehend the forms of passive voice since not all types of passive voice in each tense are often used in writing. Besides, it is also hard to have a good ability in using passive voice in scientific writing without having a good practice. As the negative effect of not having a good practice in using passive voice in scientific writing is the low quality of writing. This is because if the construction of all of the sentence in the scientific writing is in the form active voice, the writing result is monotonous.

In addition, another factor that result unscientific writing is the use of personal pronoun I and you in the scientific writing instead of passive voice.

In this case, the writer did pre survey in the library of state of Islamic college of Jurai Siwo Metro by collecting the introduction chapter of students' undergraduate theses. The writer did the pre survey among 5 introduction chapter of students' undergraduate theses which consist of 10 - 50 sentences. The result of pre survey was illustrated in the following explanation:

Moreover, it was strengthened by the result of student's undergraduate theses that the wrong construction of passive voice was still found. Based on the pre survey which had been done, it was shown that there were some errors in using passive voice in the introduction chapter. For example:

> *Based on the above description, it can be consider* that nowadays science and technology develop fast consequences of developing culture, economic and politic. (Paragraph 4 N3)

- *Based, on the above description, it **can be consider** that...*

The sentence of ***it can be consider*** *that..* above is wrong. It is because the right past participle is ***considered.*** Therefore, the right passive voice construction is ***it can be considered that***... In addition this sentence uses the form of passive voice construction in modal verb in passive.

> In general, teaching vocabulary is not easy. There are many difficulties in teaching vocabulary, especially in elementary school

> students as the beginners. *The writer had been conducted pre-survey* In October 29, 2010 Elementary School 2 Negeri Agung. There are many students is still low in vocabulary.(Paragraph 4 N1)

- ***The writer had been conducted pre survey** in October...*

The sentence of *the writer **had been conducted*** above is wrong. It is because the sentence should be constructed in form of active sentence. Therefore, the meaning of the sentence is wrong. Moreover the right construction of passive voice is ***pre survey had been conducted by the writer*** or it can be changed in form of active sentence *the writer had conducted pre survey.* In addition, this sentence uses the form of passive voice construction in past perfect tense.

> In the case of the background of the study, *the researcher can be identified the problem as follows*: (problem identification N2)

- ***The researcher can be identified the problem**...*

The sentence of *the researcher can be identified the problem....* is wrong. It is because the sentence should be constructed in form of active sentence. Therefore, the meaning of the sentence is wrong. Moreover the right construction of passive voice is ***the problem can be identified by the researcher*** or it can be changed in form of active sentence *the researcher can identify the problem.* in addition, this sentence uses the form of passive voice construction in form of modal verb in passive.

Refering the table above, it can be infered that the students' hortatory exposition writing ability is categorized into poor level... (paragraph 6 line 1 N4)

- *... ... the students' hortatory exposition writing ability* ***is*** *categorized into poor level. .*

The sentence of *the students' hortatory exposition writing ability* ***is*** *categorized into poor level.* belongs to passive voice error because this sentence should be included in simple past tense to strengthen the result of pre survey. By stating the result of research in form of simple past tense it is known that the research was done by the researcher himself. Moreover, the right sentence of this sentence is *the students' hortatory exposition writing ability* ***was*** *categorized into poor level.*

Based on the explanation of pre survey result above, it was concluded that the errors of passive voice use in the introduction chapter were still found. In fact, the use of passive voice in scientific writing brings much benefit. Therefore, it is very important to investigate the errors forms of passive voice in the introduction chapter. Because of that, the researcher wants to know the errors forms of passive voice in scientific writing, thus the researcher conducts this research proposal in the title of "An error Analysis of Using Passive Voice on Students' Undergraduate Theses at State Islamic College (STAIN) of Jurai Siwo Metro".

B. Focus of the Study

In this research, the researcher focuses on an errors analysis of the use of passive voice on the students' undergraduate theses.

1. Problem Limitation

To get a good result of the study especially in scientific writing, the students should realize variants structure for instance passive voice. Specially, applying the concept of passive voice in scientific writing is very beneficial and it will bring the writing result more grammatical and scientific. Therefore, the researcher focuses on an errors analysis of using passive voice in 30 introduction chapters in the Academic years 2014/2015.

2. Problem formulation

The researcher has outlined the problem formulation related to the background of the study above are:

a. What are the errors forms of passive voice in the introduction chapter of students' undergraduate theses at State Islamic College (STAIN) of Jurai Siwo Metro?

b. What is the most dominant error form of passive voice in the introduction chapter of students' undergraduate theses at State Islamic College (STAIN) of Jurai Siwo Metro?

C. Objectives and Benefits of the Study

1. Objective of the study

The primary goal of this research are:

a. To know what the error forms of passive voice in the introduction chapter of students' undergraduate theses at State Islamic College of Jurai Siwo Metro.
b. To know the most dominant error form of passive voice existing in the introduction chapter of students' undergraduate theses at State Islamic College of Jurai Siwo Metro.

2. Benefits of the Study

Talking about the benefits, this research is expected to be useful to give knowledge to increase the quality of students writing by the use of grammatical structure especially passive voice in State Islamic College of Jurai Siwo Metro. Specifically, it is expected to have the benefits as follows:

a. As additional information for the students related of how to use passive voice in their scientific writing.
b. As the beneficial examples of passive voice use in scientific writing which has different sense with passive voice use in other writing text.

D. Prior Research

This research is related on some prior researches. One of them is done by Leong Pin Alvin Who conducted a study deals with the passive voice in scientific writing ought to be norm.[1] The use of passive voice is a one of strategy because it use to make the sense becomes scientific language. Furthermore, the students who will conduct the research proposal will choose the appropriate grammatical structure that one of them is passive voice.

The second prior research was conducted by Yuanying Wang who also proved that passive voice is very beneficial use on article, journal and thesis.[2] It is needed for academic writing because passive voice has two characteristic that beneficial to use they are, passive with agent and passive without agent. It means that sometime the agent of passive sentence becomes optional. This research more explain about classification of passive voice.

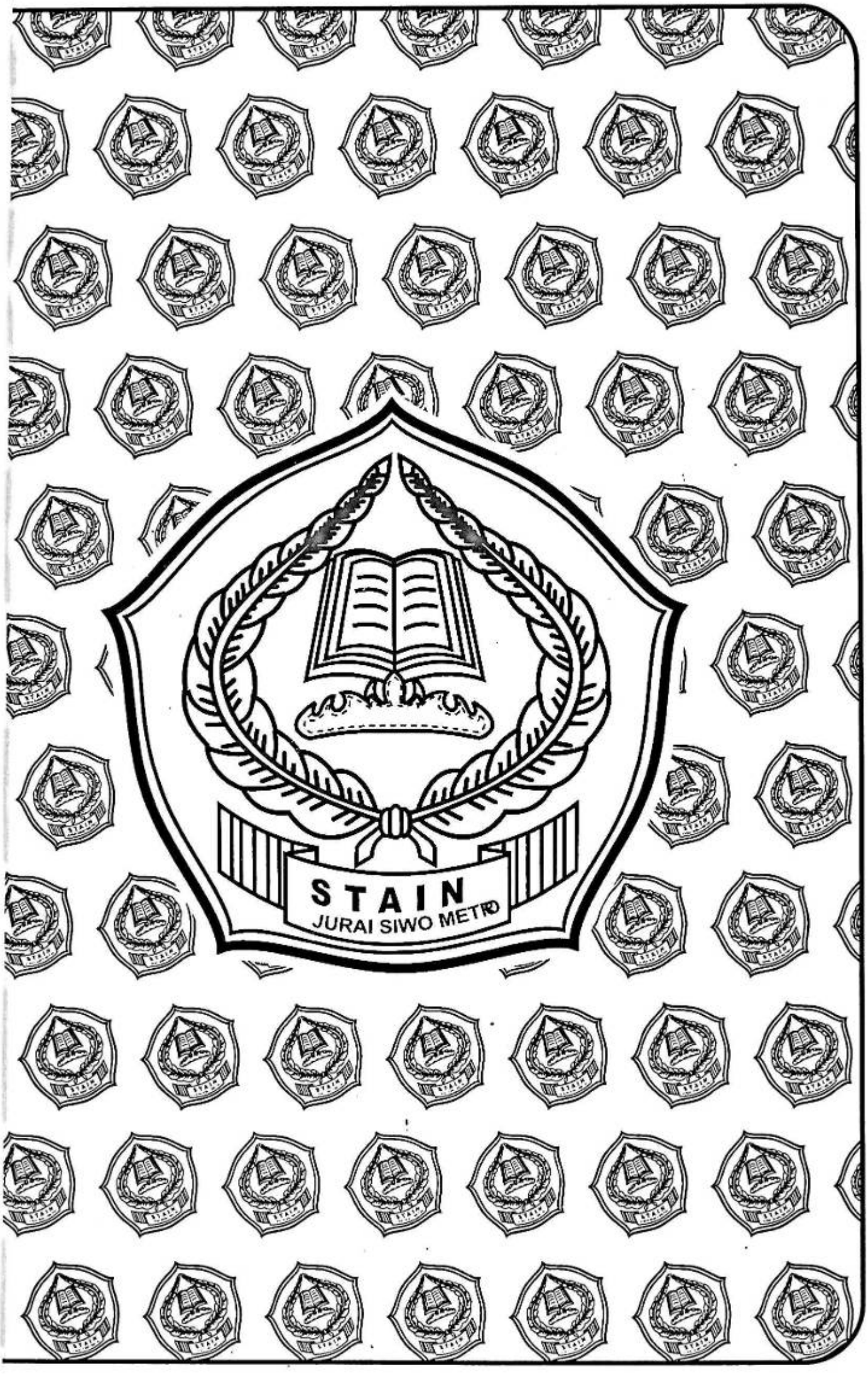
Based on the explanation above, both of prior research have same topic namely passive voice; however, there are some differences. The first prior research focuses on analyzing the use of passive voice in science journal; in addition, the second prior research focuses on classification of passive voice and presents the historical views on the research of passive voice from of second language acquisition studies. Meanwhile, the

---

[1] Leong ping Alvin, "The passive voice in scientific writing: The current norm in science journals", (Journal of Science Communication [ISSN] and Publisher JCOM), No. 01 December – March 2013 – 2014, p. 1- 14.

[2] Yuanying Wang, " Classification and SLA Studies of Passive Voice", (Finland: Journal of Language Teaching and Research [ISSN] and publisher Manufactured), No. 06 November 2010, p. 943-948.

similiareties in this research focuses in using passive voice and the difference in this research focuses in the errors analysis of using passive voice on the students' undergraduate theses. Moreover, in this research the position of the researcher is as the next researcher.


STAIN
JURAI SIWO METRO

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Passive Voice

1. The Nature of Passive Voice

Sometimes it is difficult to make a sentence. It is caused by the unclear subject and verb agreement. Not only the subject that has to be clear but also the meaning of the sentence is. In this case, it becomes possible to change the structure of active sentence becomes passive one because passive sentence has different from starting.[1] In other words, passive voice occurs when the object of active sentence become the subject in passive one.

It is in line with the definition of passive voice sated by Kesselman as the variants of grammar material that occur because of the change of sentence structure.[2] The use of passive voice in the sentence is easy when there is a good understanding of its formula. It is simply characterized by the change of the verb in to the form of past participle.

---

[1] Mark Nettle and Diana Hopkins, *Developing Grammar in Contex,* (United State of Amerika: Cambridge University Press, 1995), p. 151.

[2] Judi Kesselman Turkel and Franklyn Peterson, *The Grammar Crammer:How* ToWrite *Perfect Sentences,* (London: The University of Wisconsin press, 2003), p. 46.

Furthermore, according to Thomson,[3] the subject of the active verb becomes the 'agent' of the passive verb. It is concluded that passive voice is a sentence that occurs while the object of active sentence mentioned first; the context has same as active sentence. By using passive voice the object can be mentioned or not. Therefore, passive voice is form of verb that used when the object of active sentence becomes the subject of passive sentence.

2. The Contraction of Passive Voice in Certain Tenses

In the writing paragraph of scientific writing, not only the active sentence but also the passive one is used in scientific writing. The uses of passive voice are explained as follow:

a. The Use of Passive Voice in Tenses

The construction of passive voice is *subject* + *be* + *past participle* + *by* (can be omit or no); for instance, *the data is analyzed by the researcher.* Mark defines that the form of passive is "be + past participle".[4] Moreover, according to Betty Azar , passive sentence in some tenses can be used easily based on the

[3] A.J. Thomson and A.V. Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), p. 263.

[4] Laster. Mark, *English Grammar Drills*, (United State Of America: Mc Graw-Hill Companis, 2009), p. 249.

formula of passive voice; the examples of the use of passive voice in tenses are provided are as follow:[5]

Simple present

Active sentence: Mary *helps* the boy.

Passive sentence: The boy *is helped* by Mary.

Present perfect

Active sentence: Mary *has helped* the boy.

Passive sentence: The boy *has been helped* by Mary.

Simple past

Active sentence: Mary *helped* the boy.

Passive sentence: The boy *was helped* by Mary.

Past perfect

Active sentence: Mary *had helped* the boy.

Passive sentence: The boy *had been helped* by Mary.

Simple future

Active sentence: Mary *will help* the boy.

Passive sentence: The boy *will be helped* by Mary.

Future perfect

Active sentence: Mary *will have helped* the boy.

Passive sentence: The boy *will have been helped* by Mary.

Related to the explanation above, it can be concluded that the use of passive voice in tenses are formed with the basic pattern of passive voice (thing receiving the action + *be* + past participle+ *by* thing doing the

[5] Azar. Betty Scharmpfer, *Understanding and Using English Grammar,* (New York: United State Of Amerika, 1999), p. 208.

action). It shows us that the agent of the sentence comes in the end of sentence and the first sentence focused on thing receiving action.

b. Modal Verb in The Passive

The form of modal verb can be combined in the form of passive voice once. The complete explanation about modal in passive are as follow:

1) The formulation of modal verb in the passive is modal verb+ *be*+ passive participle. There are the examples of modal verb in the passive voice:

Animals **should be seen** in their natural habitat.
Stamps **can be bought** at any post office.
Many things that **used to be done** by hand are now done by machine.

2) A modal verb can also apply with perfect and the formulation is modal verb+ have been + passive participle. The following example are:

I can't find that piece of paper. It **must have been** thrown away.
The plane **might have been delayed** by frog.
This bill **ought to have been paid** weeks ago.[6]

Based on the explenation above, modal verb in the passive is constructed with formula modal verb + be + past participle and modal verb in perfect is formed modal verb+ have been + passive participle. It means

[6] John Eastwood, *Oxford Guide to English Grammar*, New York: (Oxford university perss, 2003), p. 132-134.*Ibid.*, p. 136.

that not only in the tenses the concept of passive voice can be applied but also in modal verb too.

c. A Good Requirements of Passive Voice

The use of passive voice in the sentences is not an easy meter because there were some requirements needed to make passive voice sentences. The explanations of requirements as there are:

1) The Structure of Passive Voice

Moreover according Alexander the passive voice is formed subject together with the verb be and past participle. The right of passive voice sentence is constructed based on the formulation of subject + verb be + past participle[7] it means that when one of the structure is not apllied (when there is no subject, there is no verb be, missing verb be, wrong subject, missing past participle, and wrong past participle) it cause the passive voice contractions is wrong. The following example ilustrated:

The methods *which are used in teaching vocabulary* **is** *not apllicated yet.*

The sentence above belongs to passive voice error because it has wrong verb be in the passive sentence. The contraction of passive voice is S + Verb Be + Past Participle. The verb be must

[7] L. G. Alexander, *English Grammar Practice,* (New York : Longman, 1998), p. 182.

be agree with the subject of sentence. The right verb be of the passive sentence above is **are.**

2) The Meaning of Passive Voice

Passive voice is one of grammatical contractions that has different position specifically the object of active sentence will be the subject of passive sentences.[8] It means that when the position of subject and object in passive sentence misplace the meaning of the passive voice sentences is wrong. Furthermore the passive voice is not only writing in right structure but also in meaning must accept. Beside that the sentence is formed in passive but in meaning cannot be accepted because the sentence must construct in active sentence. The following example ilustrated:

Therefore, the researcher ***is hoped that*** *CIRC suitable to applied in teaching reading*

The above sentence belongs to passive voice error because the meaning of the sentence must be stated in active sentence. The passive sentence is wrong because the meaning of the sentence must be stated in active sentence.

[8] Jeff Mohamed, A Grammar Development Course, (USA: English international publications, 2000), p.57.

3) Omission an Agent in Passive Voice

Sidney and Gerlad defines that the frequently use passive voice is in formal scientific writing.[9] There are some functions of the use of passive voice in academic writing especially in the introduction chapter. One of the function is omission an agent when the agent is not important or the reader have known the information because it better to limit the word in writing introduction chapter. The following example ilustrated:

English language is a system of comuication in speech and writing that is used *by* ***people*** ...

The above sentence belongs to passive voice error because the information of an agent is not necessary to mention. It is not necessary to mention the agent because the phrase **by many people** has been known.

4) The Diction

The choosing of word is critical in the part of writing paragraph and every writer's style should write in a correct or formal diction. There are some methods for using diction effectively in writing: use a short word with the correct meaning than the long word with the wrong meaning, choose

[9] Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, (London: Longman, 2002), p. 18.

appropriate word and choose the clear word.[10] It means that the writer have to be carefully and correctly to select a word in their scientific writing. The following example ilustrated:

The pre- *survey was* ***collected*** *from 5 students in Daarul Ulyra Vocational School.*

The above sentence belongs to passive voice is not relevant in the use of past participle. The word was collected is not relevant to be used in the result of presurvey it is better to use ***conducted.***

5) The Tenses

The frequently use of tenses in scientific writing is simple present tense and simple past tense. The present tense is used to report and to reference on other research[11]. It means that to present the general term that considered true and to give the definition of the study based on the fact of theory it is recommended to use simple present tense. Furthermore, the simple past tense is used to describe the procedure of research and to show the research result.[12] It means that the use of simple past to strengthen the result of pre survey or the result of research. Moreover, by stating the result of research in form of

---

[10] Jennifer Peat, *Scientific Writing: Easy When You Know How*, (London: BMJ Books, 2002), p. 250-251.

[11] Dilin Liu, *Describing and Explaining Grammar and Vocabulary in ELT, (*New York: simultaneously published, 2014), p. 130.

[12] *Ibid.*

simple past tense it is known that the research was done by the researcher. The following example ilustrated:

*That 5 students **are** included into high category for the score 81-90*

The *above* sentence belongs to passive voice error because this sentence should be included in simple past tense to strengthen the result of pre survey. By stating the result of research in form of simple past tense it is known that the research was done by the researcher himself. The right verb be of passive voice sentence is **were**.

3. The Importance of Passive Voice in Scientific wrting

Accroding to Thomson, there are some functions of passive voice in scientific writing which cause why passive voice ought to be norm in academic writing. There are as follow:

a. Passive voice takes a place to no mention the agent of sentence because it is better to avoide the repetition of the agent of sentence in scientific writing.

b. Using passive voice is needed when the agent is unknown. It also uses when the writers do not want to expose the agent or the reader do not need to know.

c. Using passive voice in scientific writing will show the old information comes first in a sentence and new information comes

after it. it is used to explaine the action first because the contain more iinterested in the action than the person who does it.

d. The use of passive sentence will bring the paragraph to new construction because it is used to continue the description in first sentence. It means that the new or addition information will be explained more after the first sentence.

e. Using personal pronouns in scientific writing will make the sense of the less scientific. It is one of way of passive voice to change personal pronoun becomes object of passive sentence because the subject can be mentioned or no. [13]

Based on the explanation above, it is important to use of passive voice in scientificc writing. It brings much useful for the writer to avoid the repetition of the subject, and do not need mention the agent if it is no important information. In other words, the scientific writing which contains proper passive voice is inherently more scientific than that which does not.

4. The Problem of Apllying the Concept of Passive Voice

The construction of passive voice that has been known has different from of position because change place among an object into the

[13] A.J. Thomson, A Practical English Grammar., p. 266.

subject. It is one of the characteristic of passive voice structure. The problems of apllying the concept of passive voice are provided as follow:[14]

a. It is difficult for the learners to comprehend the change of place because object of active sentence become the subject in passive sentence.

b. The verb form of passive voice is past participle some students have lack of knowledge with the change of verb.

c. Sometime it is also confusing to give the information of the object or no. Usually it is caused by the unknown agent.

d. Although the formula of passive voice is simple, it is difficult to comprehend and to develop it in to various kinds of tenses and modal verb.

e. The use of passive voice need think hard, because the information of the agent often omit.

In addition, passive voice has some kinds that it cause student difficult to comprehend the contraction. It makes some of student still has problems how to apply the construction of passive in writing[15]. It is also hard to apply the construction of passive voice without good understanding. This is caused by some problems that experienced students. The reader also needs hard attention to get the information of the agent. Not only the writer who finds it difficult but also the reader is.

---

[14] Ron Cowan, *The Teacher Grammar of English*, (New York: Cambridge University Press, 2008), p. 410.

[15] *Ibid.*., p. 46.

subject. It is one of the characteristic of passive voice structure. The problems of apllying the concept of passive voice are provided as follow:[14]

a. It is difficult for the learners to comprehend the change of place because object of active sentence become the subject in passive sentence.

b. The verb form of passive voice is past participle some students have lack of knowledge with the change of verb.

c. Sometime it is also confusing to give the information of the object or no. Usually it is caused by the unknown agent.

d. Although the formula of passive voice is simple, it is difficult to comprehend and to develop it in to various kinds of tenses and modal verb.

e. The use of passive voice need think hard, because the information of the agent often omit.

In addition, passive voice has some kinds that it cause student difficult to comprehend the contraction. It makes some of student still has problems how to apply the construction of passive in writing[15]. It is also hard to apply the construction of passive voice without good understanding. This is caused by some problems that experienced students. The reader also needs hard attention to get the information of the agent. Not only the writer who finds it difficult but also the reader is.

---

[14] Ron Cowan, *The Teacher Grammar of English*, (New York: Cambridge University Press, 2008), p. 410.

[15] *Ibid..*, p. 46.

B. The Concept of Introduction Chapter

1. The Definition of Introduction Chapter

Undergraduate thesis consists of chapter I as introduction, chapter II as theoretical review, chapter III as methodology, chapter IV as result of the research and chapter V as the conclusion. Introduction chapter is one of the important parts of undergraduate thesis. According to Bailey, introduction is obligation in scientific writing because this chapter explains not only the main topic but also the fact or a problem.[16] It means that introduction explains the problems and the purpose of the research, but it is forbidden to provide detail explanation of the material in this part.

Meanwhile, writing introduction chapter is an important way to create the writer's thought to organize the paragraph that strengthens the statement, to clarify the purpose or what it will be, and also the basic statement that use to support the research.[17] It means that introduction chapter is a tool to explore the argument of the writer and to clarify of the question why doing the research and introduction chapter is one of the key to get more readers' attention.

It is concluded that introduction chapter expresses the thing that will be analyzed but it needs thinking deeply about the content not only

---

[16] Stephen Bailey, *Academic Writing: A Partical Guide For Students*, (London and New York: Routledgefalmer, 2003), p. 39.

[17] Paltridge. Brian and Starfield, *Thesis and Dissertation Writing: in a Second Language*, (London and New York: Routledge), 2007, p. 82.

story but also the real condition based on the reality. The introduction chapter has to include the statement by doing hypothesis.

2. The Structure of Introduction Chapter

It is better to know what the content that appears in introduction chapter, the structure of introduction chapter of undergraduate thesis explains what the problems are and what for starting to discuss the title. In fact, there are various terminology of introduction chapter. In this case, since the design of this research is qualitative research the terminology used belong to qualitative one. According to Fred and Beverly, the structure of introduction chapter consists of:[18]

a. Background of the Study

This part recognizes the content of the study that will be doing and also give the background important information that suitable with the content. Because of that, by reading introduction part the readers are able to catch the main topic of the research. In addition, it give also information why the study is inherently important to be analyzed, making a pry survey that will support the statement of the problems.

---

[18] Fred C Lunebrug and Beverly J Irby, *Writing A Successful Thesis Or Dissertation*, (United State of America: Corwin Press, 2008), p. 112-117.

b. Focused of the Study

The section of focused of the study gives the explanation about what the researcher investigated in the study. Commonly, this section has to be simple and exact in order to explain the process when the researcher chooses the topic. Actually, it clarifies the limitation of the problems that will be investigated and also it answers about the question what is being done in the study. In addition, the sentence use to state the problem is in form of interrogative sentence.

c. Objective of Study

The part of purpose of the study explains how the researcher' plain to solve the problem. This section develops the purpose of the study that will be conducted by the researcher. Therefore, this part has to provide good and clear explanation of the objective of study.

d. Benefit of the Study

It is better to provide the benefits of the study in this part. The benefits are provided by answering the questions of why the study is important, weather the study will create new knowledge, and is there any good effect resulted from the study.

Based on the explanation above, it is concluded that introduction chapter consists of background of the study, focused of the study, purpose of the study and benefit of the study. It is clear that every part has its own responsibility to explain the criteria in order to have writing simple and clear.

3. The Importance of Introduction Chapter

Every scientific writing should have a good starting point thus the writer has to write a strong and informative introduction. It means that writing introduction chapter is crucial. It is important to consider the importance of writing introduction chapter stated by Jean that there are 2 purposes of introduction; as follow: [19]

The first purpose of introduction is for the reader; as follow:[20]

a. The information about the background of knowledge will be found quickly in introduction chapter.
b. The introduction chapter contains of the problem, the aim and the solution.
c. The function of introduction is to know the answer of the questions from the title and the abstract. It means that the deepest explanation about them will be found in introduction chapter.

---

[19] Jean Luc, *Scientific Writing: a reader and writer's guide*, (United State of Amerika: World Scientific Publishing, 1981), p. 172-173.
[20] *Ibid.*

The second purpose of introduction is for the writer; as follow: [21]

a. It gives the writers an opportunity to express the main topic or idea by use their own words to the reader.
b. It will rise presumption to the reader and improve readers' motivation to read deepest in other parts of paper.
c. In introduction chapter the writer can support more explanation.
d. Introduction part will answer the question of why the title is discussed so the reader easily gets the information.

It is known that the purpose of introduction chapter not only for the researcher but also the reader. Thus, it can be concluded that the purposes of introduction chapter for the reader are to provide the information about why doing this research, to know the answer from the title. Moreover, the purpose of the researcher is an opportunity to express the main topic and the foundation of the research.

4. The Contain of Introduction Chapter

Writing good introduction needs knowledge of good criteria of introduction chapter. Usually introduction part explains the material from general to specific. This part provides a good format to introduce the research of the study: [22]

---

[21] *Ibid.*

[22] Jennifer Peat, *Scientific Writing: Easy When You Know How*, (London: BMJ Books, 2002), p. 51-52.

Paragraph 1 about what we know
Paragraph 2 what are the problems
Paragraph 3 why we did this study

It is urgent to know the criteria of introduction capther explained by Jennifer are as follow:23

a. It is one of important styles to explain the paper have to be short and clear, to give message by written form.

b. Furthermore, introduction chapter contains the language researcher that must limit the use of the word.

c. The introduction can be the hardest part of an undergraduate thesis to write, but using this part help the researcher to focus on how you want to star and what the researcher specifically need to say. Moreover, using topic sentence can make easily to arrange the thinking each paragraph effectively. Besides, the topic sentence is as a tool to develop and to improve the content.

d. In the introduction it is important to remember not to tell all theoretical review even though it is needed in to support the statement.

e. In the introduction section, the researcher should avoid including a lot of material because the material will be explained in chapter II. Besides that, the readers do not want the basic information that has been know by the readers.

---

[23] *Ibid.*, p. 53.

f. In the introduction chapter do no begin early by quoting the literature because omitting to say what was found is good solution. It is very useful to write topic sentence in paragraph of introduction it is also good choice because the readers will read to find the purpose and to know how the reader solves it. Besides that the first paragraph will lead the content in other paragraph.

g. The last section in the introduction chapter, the researcher should never make summary quickly of the own results.

Based on the explanation above, introduction chapter is a hand to other chapter so it is important to consider the criteriaf of a good introduction. The use of topic sentence is to develop it in each paragrap that use clearly and simply writen language, the researcher has to explain the purpouse of why doing this reseach corectly. In introduction chapter the point is that the researcher has to clarify ideality, problem and solution that will support the contain.

C. The Concept of Error Analysis

1. The Definition of Error

Many types of error can occur on the students writing sentences. Making error is an inevitable part of learning. Most of students in the world make errors in their learning process. Error is something difficult to avoid for the learners, so it is natural occur in learning foreign language. Learning a foreign language is not as easy as learning native language. The students make errors because the lack of understanding the native

language. Students cannot learn language without first making errors. In fact, most of us sometimes make errors and mistakes when we use our native language.

According to Rod Ellis, errors reflect gaps in a learners knowledge; they occur because the learner does not know what is correct.[24]In this case, it means that error is caused by lack of knowledge about the target language. Furthemoure, learning the target language is the process which is obviously unlike the first language learning and it will cause most of students make errors natural.

Dulay describes that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of nature language performance.[25] It means that making error in learning process is a natural thing because sometimes the error occurs unavoidably in learning process. In language learning, the dissimilarities between the mother tongue and the target language as a second language are probably the cause of error made by students. A learner is really influenced by his first language when acquiring the second language.

Moreouver, it is needed to understand the difference between errors and mistakes. In language teaching, error is distinguished from mistakes. Mistake and error have the same significance meaning but it has different in meaning of sense. According to Dulay, mistake is error performance,

---

[24]Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 1997),p. 17.

[25]Heidi Dulay et.al, *Language Two,* (New York: Oxford University Press, 1982), p. 138

while error is including to error of competence.[26] It can be assumed that mistakes have more generaly meaning than error itself. Errors is soething more specific than mistake it is beacused the errors canot be desprate from the process of language learning.

Based on the statements above, the researcher concludes that mistakes refer to error performance that is random guess or slip and failure to utilize a system correctly. Error is an obvious deviation from grammar rules of the target language that reflects the competence of language learners.

The study of learner's error is called by linguist as error analysis. Error analysis is a process of identifying errors made by learners of the target language. It provides information on students' error which helps teacher to correct students' error, and also improves the strategies of their teaching method. Ellis and Barkhuizen note that error analysis consists of a set of procedures for identifying, describing, and explaining learner errors.[27]

Also, Brown adds that error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learner.[28] In short, these procedures cannot be separated to analyze the errors made by the learners. It is carried out to get information on common difficulties faced by learner which

---

[26]Heidi Dulay et.al, *Language Two,* p. 78-79

[27]Rod Ellis, Gary Barkhuizen, *Analysing learner language*, (Oxford: Oxford UniversityPress, 2005), p. 51.

[28]H. Douglas Brown, *Principles of Language Learning and Teaching.*(Englewood Cliffs: Prentie-Hall Inc, 1994), 3rd Ed, p.206.

enables to help teachers to correct the students' errors, and improves the strategies of their teaching method.

2. Classification of Errors

Linguist shave categorized common descriptive classification of errors. They are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Those are:

a. Linguistic Category Taxonomy

In linguistic category taxonomies, error is classified according to either or both the language component and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style), and constituents include the elements that consist of each language component.

b. Surface Strategy Taxonomy

Surface strategy taxonomy shows alteration in surface structure. The surface strategy elements of a language are altered in specific and systematic ways[29]. The most general breakdown can be addition, omission, misformation, and misordering.

---

[29]Heidi Dulayet. al, *Language Two,* p. 150

1) Addition

Addition error is characterized by the presence of an item which is ungrammatically English[30]. There are three types of addition error:

a) Double Marking. It occurs when there are two or more items with same feature in a sentence. For example: this research is hoped can give positive contribution for the teacher (*is hoped* and *can give* are the same feature for verb). The correct form of that sentence is: this research is hoped to be able to give positive contribution for the teacher.

b) Regularization. In English, there are exceptions to the rule for some members of class. For examples, the verb find the past participle form is not *founded*, but *found*; the noun *sheep*, the plural form is *sheep*, not *sheeps*. Whenever learners apply the rules used to produce the regular ones to those that irregular, it results in error of regularization.

c) Simple addition. It is the use of an item which should not appear in a well-formed utterance, and they are not *double marking* or *regularization error*.

2) Omission

Omission errors are the opponent of additions. It is characterized by the absence of an item that must appear correctly

[30]Ibid., p. 156

according to the rules of grammar.[31]It is found in a greater variety of morphemes. This error, the learner may omit noun and verb inflections (the *–s* in plural form of birds, *-ed* in looked, the *–ing* in cooking, etc). For example:

a) I bought three *doll* for my daughter two days ago. (omission *–s* for plural form – dolls)

b) I *study* Math last night. (omission *–ed* for inflectional verb – studied).

3) Misformation

Misformations are characterized by the use of either morpheme or structure in the wrong form.[32]It occurs when the learner supplies incorrect item in well-formed utterance. Similar with addition, misformation also has some subtypes;*regularization errors*, *archi-forms*, *alternating forms*.

Regularization errors are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*. Another subtype is archi-form, it happened when learners select one member of a class of forms to represent others in the class. For example a learner temporarily select just one of the English demonstratives adjectives *this*, *that*, *these*, and *those* to do the work for several of them (*that dog,that dogs*). The last subtypes is alternating form, it defines as fairly free alternation of various

[31]Ibid., p.154
[32]Ibid., p.158

members of a class with each other, in case of pronoun, the learners may use masculine for feminine (or vice versa), as in *he* for *she*.

4) Misordering

Incorrect placement of a morpheme or group of morphemes in an utterance is characteristic of misordering. For example, the learner may say *"I don't know where is Rudy"*. In this sentence there is an incorrect placement. The correct sentence is "*I don't know where Rudy is"*.

c. Comparative Taxonomy

Comparative taxonomy classifies the errors based on comparisons between the second language learners' errors and errors reported by learners acquiring English as a first language. Types of comparative taxonomy are developmental errors, interlingual errors, ambiguous errors, and other errors.

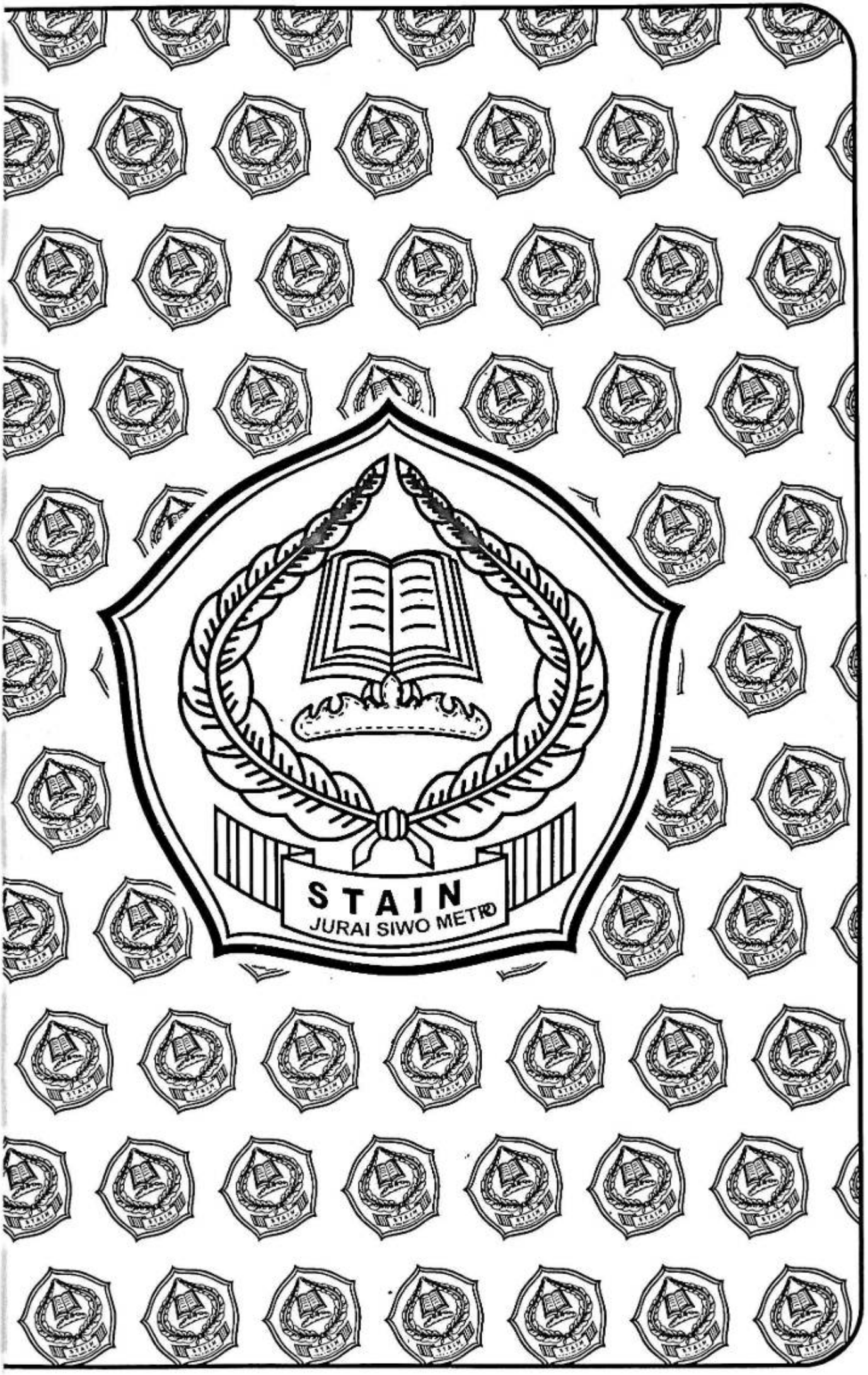
d. Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of the listener or reader.[33] It is related to errors that come from misunderstanding of the listener or the reader to what the speaker says or the writer writes.

In this research, the rsearcher applied linguistic strategy taxonomy to analyze the using of pasive voice error on the students' undergraduate theses

[33]Ibid., p. 189

at State Islamic College (STAIN) of Jurai Siwo Metro. The characteristic that would be essential on this study was an error analysis. Thus, the researcher analyzed the forms of passive voice that was errors made by students in the introduction chapter.


STAIN
JURAI SIWO METRO

CHAPTER III

RESEARCH METHOD

A. Types and Characteristic of the Research

In this research the researcher used qualitative research. According to Creswell, qualitative research is conducted for exploring and understanding the meaning individual or group considered to social or human problem.[1] It can be said that qualitative research means investigating and understanding the problem of human or social by individual or groups. In other words, qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed.

Moreover, since this study elaborate information on one particular setting, on a small social unit, this study is also considered as a case study.[2] The typical case study is an intensive investigation of one individual or particular small unit such as a school, a class or a group. This research will

[1] Jhon W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed,* (New Delhi: Sage Publications, 2003), p.4.

[2] Donald Ary et. al., *Introduction to Research in Education Eight Edition,* (USA: Wadsworth Cengange Learning, 2010), p. 454.

provide the phenomenon of passive voice that used by student on the introduction chapter.

This research focuses on the descriptive qualitative research. A survey can be used to describe phenomena and summarize. In other words, 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. Geoffrey says [3] descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.

B. Data Resource

In conducting the research, the writer selected 30 English written introduction chapters of students' undergraduate theses in state Islamic college of Jurai Siwo Metro as the subject of research. The introduction chapters took on the students' undergraduate theses in the Academic years 2014/2015.

In this research the researcher devided the sources in to two items were primary and secondary. In this research, the primary source is the introduction chapter specially, on the 30 students' undergraduate theses in the Academic years 2014/2015. Moreover, the secondary sources were used to

[3] Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc. 2005), p. 16.

find out some supporting material take form theories related to the topic discussed.

C. Data Collection Technique

Creswell said that "in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information".[4] Therefore, the data will be gained through several instruments as follows:

1. Observation

Here the researcher directly organized observation in the field research. The researcher took the data in the introduction chapter of students' undergraduate theses. It was aimed to find the errors form of passive voice in English written introduction chapter in state Islamic college (STAIN) of Jurai Siwo Metro and to find the most dominant error form of passive voice existing in the introduction chapter based on the tenses of students' undergraduate theses at State Islamic College of Jurai Siwo Metro.

2. Documentation

The researcher used documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell points out that documents represent public and private

[4] Jhon W. Creswell, *Qualitative, Quantitative, and Mixed Methods Approaches* ., p. 184.

documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.[5]Accordingly, the primary data needed are documented as data resource in the form of documentation. Furthermore, the researcher got the data form undergraduate thesis in the introduction chapter at state Islamic College Jurai Siwo Metro. The researcher collects it from the library of State Islamic College (STAIN) of Jurai Siwo Metro.Therefore, this research uses public document.

D. Data Analysis Technique

According to Creswell, there are six steps of data analysis technique. It consist of preparing the data for analysis, conducting the different analysis, moving the data deeply that will be understood by the researcher, representing the data, and making an interpretation of large meaning of the data. The writer applied the six steps to analysis the data. The figure of the following steps is:

[5]*Ibid.*,p.180.

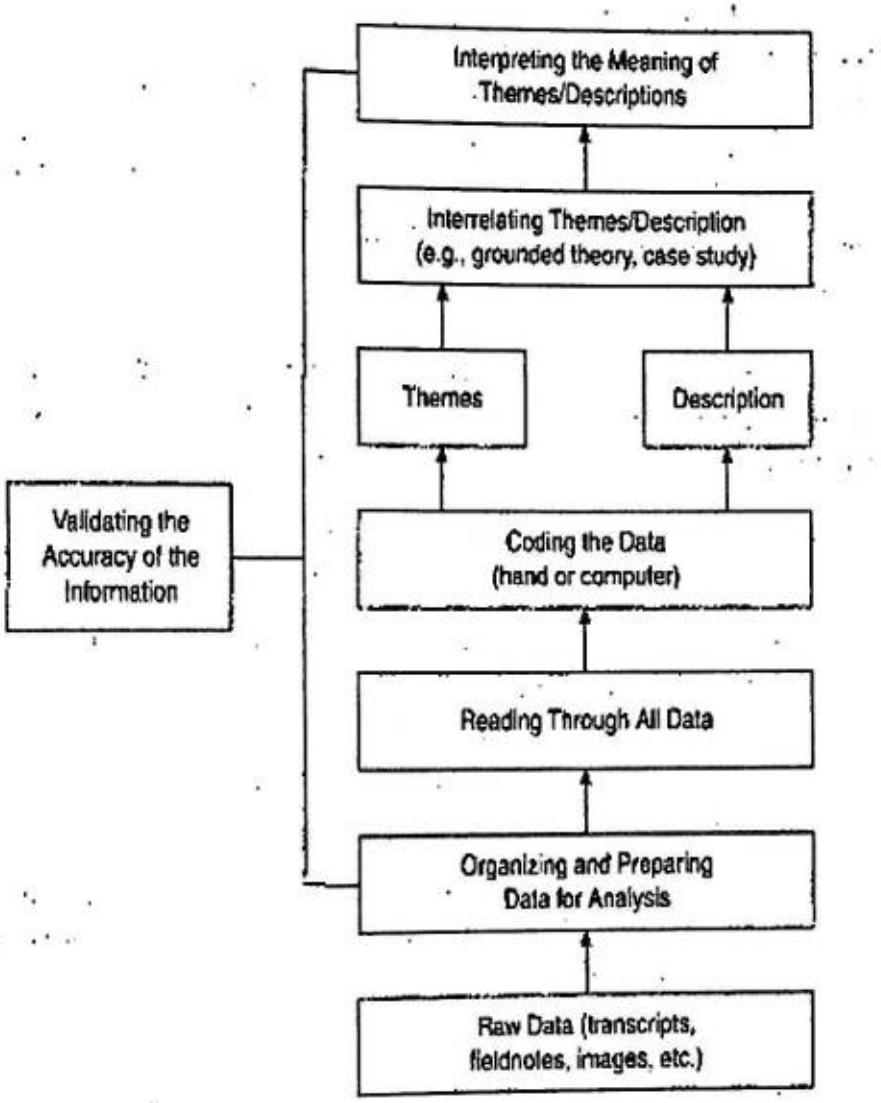


Figure 1. Data Analysis Of Qualitative Research[6]

There are the following explenation of the figure 1 are:

1. Collecting the data

Organizing and preparing the data for analysis. In this step, the researcher broght 30 theses specifically on introduction chapter than copy it to prepare data source.

---

[6] *Ibid.*,p. 185-189

2. Reading through all the data

After the researcher have the datum. The researcher read all the data particularly 30 introduction chapters to get information as much as possible about the most important of the main point.

3. Coding process

In this step, the researcher made some categories of the result that is founded by the researcher. The categories involve the errrors form of passive voice on the introduction chapter of students' undergraduate theses.

4. Grouping the data

Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. The writer grouped the errors form of the use of passive voice found on introduction chapter of undergraduate theses.

5. Displaying

The researcher should display figures or examples of introduction chapter to discussion.

6. Interpreting

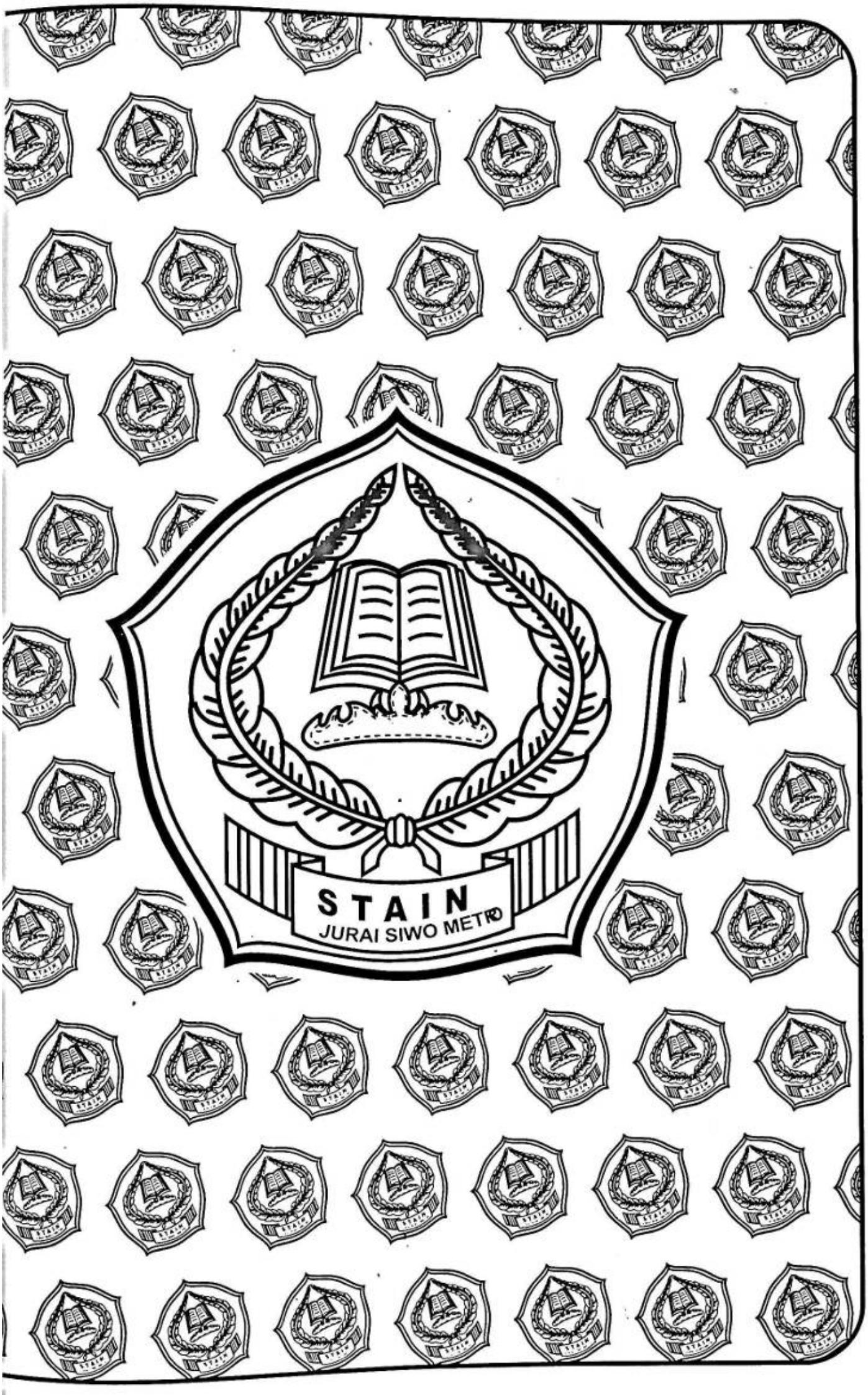
Interpreting all of the data is the final steps on data analysis. The researcher interprete the result of the research after all steps were

finished. By interpreting the result of research, the researcher would be able to know what the errors forms of passive voice in introduction chapter on the students' undergraduate theses at State Islamic College of Jurai Siwo Metro and to know the most dominant error form of passive voice existing in the introduction on the students' undergraduate theses at State Islamic College of Jurai Siwo Metro.

E. Approach

In this research, qualitative approach is a strategy of the research to solve the problem of difficulties in students' writing. A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspective or advocacy/ participatory perspectives or both.

Qualitative research has approach to study the research. This approach is useful to know the aim or methods when conduct the research. The approach of qualitative research encloses and creates theory grounded in the findings in research.


STAIN
JURAI SIWO METRO

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

a. The Brief History of STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro was instituted on April 23-25, 1997 based on recommendation letter of the President number 11 in the year of 1997. This college was actually a minor institution of IAIN Raden Intan Lampung in Bandar Lampung. However, STAIN finally became an independent college.

STAIN (State Islamic College) Jurai Siwo Metro has been classified as the most favorite university in Metro. At the new student recruitment in 2012, the data described that STAIN, at the level of Islamic college, nationally had the most registrants among other colleges in Indonesia.

Now, STAIN Jurai Siwo Metro has three faculties namely Syari'a Faculty, Tarbiyah Facutly, and Islamic Announcement and Communication Faculty. Firstly, Syari'a Faculty covers D3 Syari'a banking (D3 PbS), Bachelor Degree of of Syari'a Banking (S1 PbS), Islamic Economy Study Program, (ESy), Islamic Law Department(AHS).

Secondly, Tarbiya Faculty includes Islamic Education Study Program (PAI), English Education Study Program (PBI), Elementary School Education Study Program (PGMI), Arabic Education Study Program (PBA), and Islamic Kindergarten Education Study Program (PGRA). Then, Islamic Announcement and Communication Faculty covers Islamic Communication and Broadcasting Program (KPI) and Language and Arabic Literature (BSA)

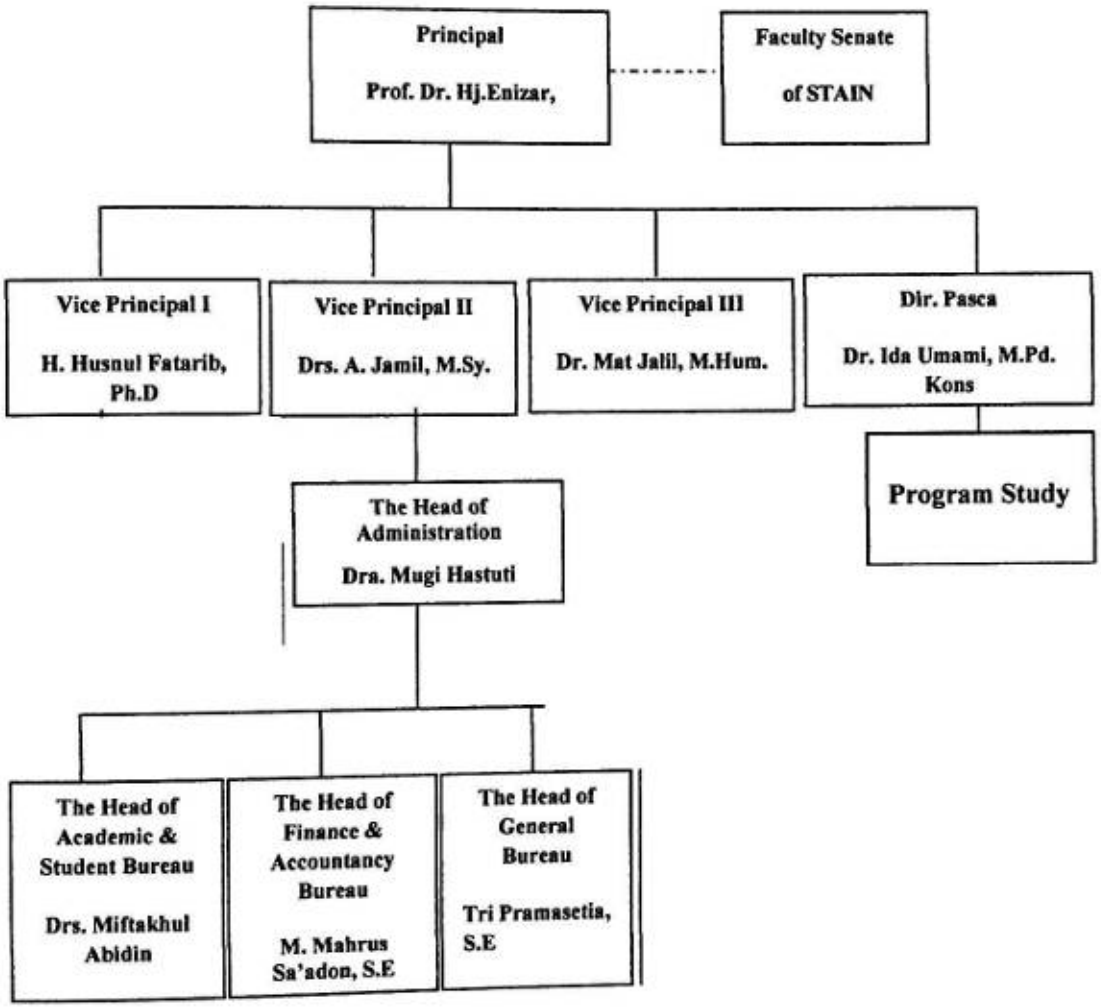
STAIN, known as the only state Islamic college, requires a vision to apply and to present a qualified and competitive Islamic institution. The vision charges some missions to accomplish which have been enormously practiced through developing the three fundamental pillars of university, generating knowledgeable, smart, and skillful students, and utilizing and spreading technology and Islamic values.

b. Organization Structure of STAIN Jurai Siwo Metro

The organization structure of STAIN Jurai Siwo Metro in academic year 2015/2016 as follows:

Figure 1.
The organization structure of STAIN Jurai Siwo Metro

The organization structure of STAIN Jurai Siwo Metro in academic year 2015/2016 as follows:



c. The Facilities in STAIN Jurai Siwo Metro

In order to support lecturers and students, there are some facilities in STAIN Jurai Siwo Metro, namely: lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching

Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

No	Facilities	Total of unit	Large (m^2)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Table 2.*Facilities in STAIN Jurai Siwo Metro*
Source: Observation of STAIN Jurai Siwo Metro in academic year 2015/2016.

d. Location Sketch of STAIN Jurai Siwo Metro

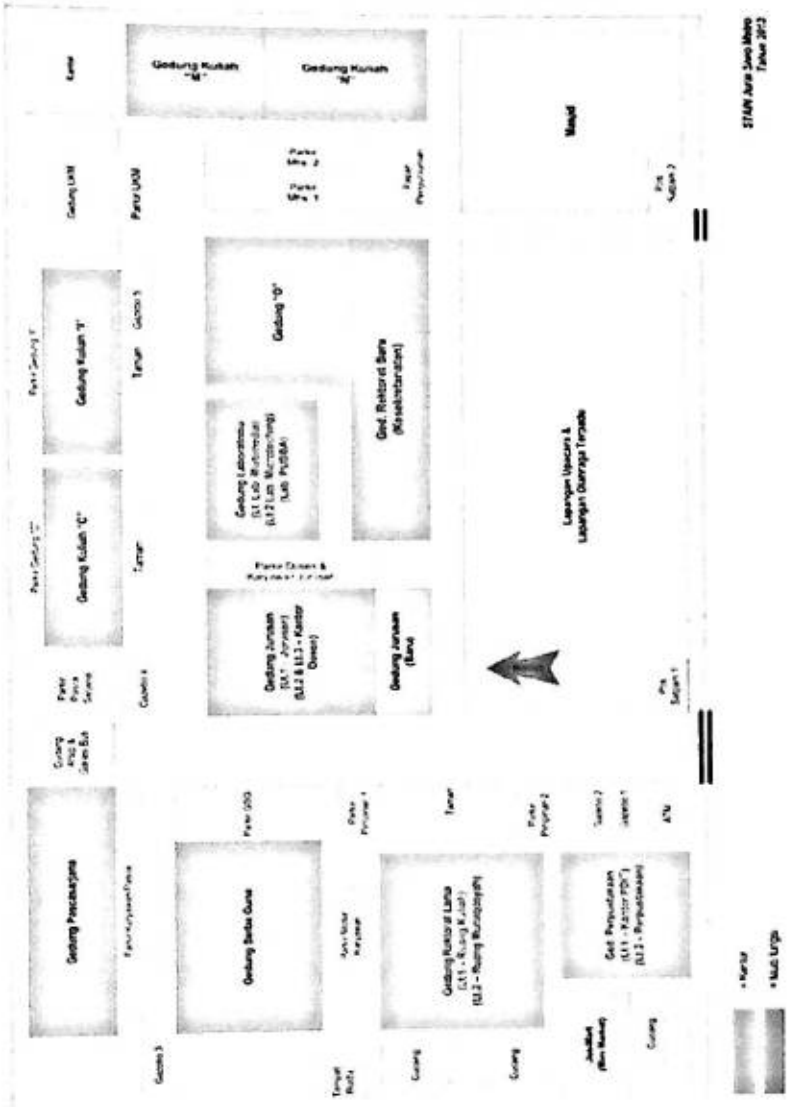


Figure 2.*The Location Sketch of STAIN Jurai Siwo Metro*

2. English Education Study Program

English Education Study Program (PBI) is one of Strata 1 (S1) majors of Tarbiyah faculty and classified as the most favorite major among other majors in State Islamic College (STAIN) JuraiSiwo Metro. PBI STAIN Metro was Diploma 3 major until it became S1 in 2002. PBI registrants in STAIN are significantly

developed. It happens continuously until most registrants of STAIN recently choose this major as their first priority.

PBI vision holds on "creating professional students in English education that are able to integrate with Islamic values and academic dimension." This is to form a high bargaining student in the future. Therefore, the vision must be controlled and determined by purposively certain missions, as follows:

a. to increase the students' privacy through knowledge, reinforcement, and actualization and also to build religious, national, and civil life in Islamic value
b. to produce and develop humanist, democratic, and modern academic atmosphere
c. to stand on theoretical knowledge basic mastery applied in the form of the professionalism ethic
d. to hold smart and skillful educator candidates who apply good attitude in order to facilitate high-qualified education services
e. to practice integrated and systematic education by providing significant inputs for education development

Secondly, the education process relating to the some facilities in PBI can be examined through the all parts of PBI facilitators which are classified as institutional lecturers and additional lecturers with some education classification and experience. PBI

always tries to develop the quality in teaching and learning process. Indeed, it will be a dynamic, opened, and polite relationship among the stakeholders in PBI STAIN.

B. General Description of Research Data

Scientific writing is a piece of writing that provides information about the topic which the writer has researched. Furthermore, scientific writing is defined as experts communicating through the written word with other expert. Beside that scientific writing is an activity of exploring and investigation knowledge or information of open problems in scientific field.

In line with the explanation above, it can be concluded that a scientific paper or scientific writing is used to investigate and experience a particular topic broadly and deeply. It provides the information about a topic to the readers. In writing, there are several kinds of scientific writing such: scientific article, research reports, scientific essays, theses and undergraduate these.

In STAIN Jurai Siwo Metro, similar to the other colleges, the studens who take a Bachelor's Degree are required to compose undergraduate thesis. Before composing an undergraduate thesis, the students ought to conduct a scientific research. While they finish doing the research, they will report the result through the scientific writing in undergraduate thesis.

In addition, the students' undergraduate thesis should write in good structure because the scientific writing needs a good writing result. The

undergraduate thesis included in scientific writing requires the important requirements that students have to write. Moreover, the requirements of scientific writing that consist of title, summary or abstract, introduction, discussion, methodology, result presentation data, citation, acknowledgement and bibliography.

Regarding to the object of the research, the writer specified the main object of this research on the introduction chapter of students' undergraduate thesis of English Education Study Program. An introduction chapter is a crucial part of scientific writing. As one of the important parts of scientific writing, there are many linguistic competences needed by the writer. One of them is structure of the sentences. In addition, passive voice is one of the grammatical structures and the use of passive voice in scientific writing shows the quality of the writing result. In other words, the scientific writing which contains proper passive voice is inherently more scientific than which does not.

In this case the researcher specifically analyzed the phenomenon of passive voice error in the student' introduction chapter of their undergraduate thesis. As the primary data research, the date was taken from 30 introduction chapter of students' undergraduate theses of English Education Study Program in sate Islamic college of Jurai Siwo Metro in the Academic Year 2014/2015.

C. Data Analysis

It was investigated that there were some errors of passive voice in the introduction chapter of students' undergraduate thesis in STAIN Jurai Siwo Metro. In conducting the research, the researcher analyzed 30 introduction chapters on students' undergraduate thesis of English Education Study Program in the academic year 2014/2015. The error of passive voice which was analyzed in the introduction chapter were categorized in to five types of errors. They are structure, meaning, omission an agent, diction and tenses. The result of passive voice errors in each type is provided in the following table:

TABLE 1

THE RESULT OF PASSIVE VOICE ERRORS ON THE INTRODUCTION CHAPTER

NO	Code	TYPE OF PASSIVE VOICE ERRORS					
		Structure	Meaning	Omission of Agent	Diction	Tenses	Total
1	N1	2	1		3		6
2	N2	3	2		1	1	7
3	N3	4			4		8
4	N4				1	2	3
5	N5	1	1			1	3
6	N6	1			1	1	3
7	N7	3			1	3	7
8	N8		1	2			3
9	N9				3		3
10	N10	2	1				3

11	N11	1		3	2		6
12	N12	2	1			2	5
13	N13			1			1
14	N14					3	3
15	N15	1		1	1	3	6
16	N16	1	1	1			3
17	N17	2					2
18	N18	1				1	2
19	N19					2	2
20	N20	1	1	1	2		5
21	N21	3					3
22	N22	1					1
23	N23	1		1		1	3
24	N24	2		2			4
25	N25	5		1		1	7
26	N26	2	2	1		3	7
27	N27	2	1			1	5
28	N28			1			1
29	N29		2		2	1	5
30	N30	4	3		1	1	9
Total		45	18	16	22	28	129
Percentage		35%	14%	12%	17%	22%	

The calculation of error percentage per- item was computed with formula:

$$\frac{\text{Number of Errors of Each Item}}{\text{Total of Number}} \times 100\%$$

The errors in passive voice of structure : $\frac{45}{129} \times 100\%$: 35%

The errors in meaning of passive voice : $\frac{18}{129} \times 100\%$: 14%

The errors in omission an agent : $\frac{16}{129} \times 100\%$: 12%

The errors in diction of passive voice	: 22 X 100% / 129	:17%
The errors in tenses of passive voice	: 28 X 100% / 129	: 22%

Based on the result of the data analysis above, it could be described that there were some passive voice errors commonly found in the introduction chapter. Furthermore, the writer gave the brief description of the data analysis as followed:

1. The Structure of Passive Voice Errors

The structure of passive voice errors are found in the students' introduction chapter as the most dominant errors of passive voice form. There were 35% percent errors shown on the students' introduction chapter. The passive voice errors in form of structure have many variations of errors. The categories of wrong passive structure are because of missing subject, wrong subject, missing verb be, wrong verb be, missing past participle, wrong past participle, should be included in adjective clause. The example of analysis result of passive voice structure error is provided in the following table:

TABLE 2
THE STRUCTURE ERROS OF PASSIVE VOICE ON THE STUDENTS INTRODUCTION CHAPTER AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

N0	Code	Identification of Error	Description of error	Reconstruction
The Wrong Verb Be				
1	N 3	They often forget about the vocabularies **which have given.**	It is wrong because there is no verb be in this sentence.	They often forget about the vocabularies which have **been** given.
		The methods which are used in teaching vocabulary **is** not applicated yet.	It is wrong because this sentence use verb be **is.**	The methods which are used in teaching vocabulary **are** not applicated yet.
Should Be Included in Adjective Clause				
25	N 1	There are many problems **are faced** by the readers.....	It should be included in adjective clause because there are two clauses that should connected with clause marker	There are many problems **which are faced** by the readers.....
26	N 2	.....the message or information want **to shared by** the writer through the text.	The meaning of this sentence is passive and it needs verb be and also clause marker which because there are two clauses that should connected with clause marker	.....the message or information **which want to be shared by** the writer through the text.

	The Wrong Subject			
28	N 7	it **is still found** misuses of vocabularies.	There is no subject in second clauses. It should consist of subject and verb	it is still found **that there were misuses** of vocabularies
29	N 10	**The students'** are expected to be able to comprehend a reading text.	It is wrong because there is (') before the subject.	**The student**s are expected to be able to comprehend a reading text.
	Wrong Past Participle			
35	N 2	idiomatic expression **which often find** in reading comprehension	This sentence is wrong because the verb find is not past particle The right past participle is found	idiomatic expression **which is found** in reading comprehension
35	N 3	The methods which are used in teaching vocabulary **is** not applicated yet.	This sentence is wrong because the verb find is not past particle The right past participle is applied	The methods which are used in teaching vocabulary **is not applied** yet
	The Missing Subject			
38	N 3	Based on teacher's experience **found** that when teaching and learning process,	It is wrong because there is no subject and should be included in adjective clause	Based on teachers' experiance **it is found** that when teaching and learning process,
39	N 25	November 9, 2014 that can be inferred only….	It is wrong because there is no subject in this sentence	November 9, 2014 it that can be inferred only
	Missing Past Participle			
40	N 21	Practically, **it can be** the researcher	There is no past participle as one	Practically, **it can be used** by the

		is references to know the correlation between speed reading and reading comprehension	of the main requirements of passive sentence contractions	researcher as references to know the correlation between speed reading and reading comprehension
41	N 23	This research **is to discuss** an effectivenes technique for reading comprehension **which called** by Mind Mapping	There is no past participle as one of the main requirements of passive sentence contractions	This research **is used to discuss** an effectivenes technique for reading comprehension **which is called** by Mind Mapping

It is stated in the table above that there are five categories of passive voice errors. The explanation of ea h category was explained below

a. Wrong Verb Be

There were 15 passive voice errors that wrong in verb be. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

*Reading is one of the four skills that **are** learned at school. (N 10, paragraph 1, line 6)*

The sentence above belongs to passive voice error because it has wrong verb be n the passive sentence. The contraction of passive voice is S + Verb Be + Past Participle.

The error can be classified as the following sentence:

Wrong : *Reading is one of the four skills that **are** learned at*

Right : *Reading is one of the four skills that **is** learned at*

Explanation : The right verb be of passive voice sentence is **is.**

b. The Missing Verb Be

There were 13 passive voice errors that missing verb be. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

***It caused** by their gender (N 18, paragraph 11, line 2)*

The above sentence belongs to passive voice error because there is no verb be in the passive sentence. The contraction of passive voice is S + Verb Be + Past Participle.

The error can be classified as the following sentence:

Wrong : ***It caused** by their gender..*

Right : ***It is caused** by their gender...*

Explanation : The right verb be in the passive voice sentence is **is**

c. The Passive Structure that Should Be Included in Adjective Clause

There were 8 passive voice errors that should be included in adjective clause. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

Reading is one of the important skill ***should be mastered*** *(N 26, paragraph 1, line 1)*

The sentence above belongs to passive voice error because actually it consists of two clauses. Meanwhile, there is no clause marker that should connect both of the clauses.

The error can be classified as the following sentence:

Wrong : *Reading is one of the important skill* ***should be mastered***

Right : *Reading is one of the important skill* ***that should be mastered***

Explanation : It should be included in adjective clause because there are two clauses that should connected with clause marker.

d. The Wrong Subject

There were 6 passive voice errors that wrong subject in passive sentence. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

In learning grammar *must be a stressed point that should be thought to students (N 26, paragraph 5, line 2)*

The sentence above belongs to passive voice error because the subject that is used in passive sentence is wrong. The contraction of passive voice is S + Verb Be + Past Participle.

The error can be classified as the following sentence:

Wrong	: **In learning grammar** must be a stressed point that should be thought to students
Right	: **Learning grammar** must be a stressed point that should be thought to students.
Explanation	: It is wrong because there is preposition **in** before the subject.

e. The Wrong Past Participle

There were 6 passive voice errors that wrong in past participle in passive sentence. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

> *One of those techniques which **are know** to improve student's reading comprehension (N 16, paragraph 5, line 3)*

The sentence above belongs to passive voice error because it has wrong past participle in the passive sentence. The contraction of passive voice is S + Verb Be + Past Participle.

The error can be classified as the following sentence:

Wrong	: *One of those techniques which **are know** to improve student's* reading *comprehension*
Right	: *One of those techniques which **are known** to improve* student's *reading comprehension*
Explanation	: The right past participle of passive voice sentence is **known.**

f. The Missing Subject

There were 2 passive voice errors because missing of subject in passive sentence. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

*Based on teacher's experience **found** that when teaching and learning process... (N 3, paragraph 3, line 3)*

The sentence above belongs to passive voice error because missing of subject in the passive sentence. The contraction of passive voice is S + Verb Be + Past Participle.

The error can be classified as the following sentence:

Wrong	: *Based on teacher's experience **found** that when teaching and learning process,*
Right	: Based on teacher's experience **it is found that** when teaching and learning process,
Explanation	: The sentence errors because there is no subject.

g. The Missing Past Participle

There were 2 passive voice errors because missing past participle in passive sentence. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

f. The Missing Subject

There were 2 passive voice errors because missing of subject in passive sentence. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

*Based on teacher's experience **found** that when teaching and learning process... (N 3, paragraph 3, line 3)*

The sentence above belongs to passive voice error because missing of subject in the passive sentence. The contraction of passive voice is S + Verb Be + Past Participle.

The error can be classified as the following sentence:

Wrong	: *Based on teacher's experience **found** that when teaching and learning process,*
Right	: Based on teacher's experience **it is found that** when teaching and learning process,
Explanation	: The sentence errors because there is no subject.

g. The Missing Past Participle

There were 2 passive voice errors because missing past participle in passive sentence. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

This research is to discuss an effectiveness technique for reading comprehension *which* ***called*** *by Mind Mapping (N 23, paragraph 12, line 3)*

The sentence above belongs to passive voice error because there is no past participle as one of the main requirements of passive sentence contractions. The contraction of passive voice is S + Verb Be + Past Participle.

The error can be classified as the following sentence:

Wrong	: *This research is to discuss an effectiveness technique for reading* comprehension *which* ***called*** *by Mind Mapping*
Right	: This research is to discuss an effectiveness technique for reading comprehension which **is called** by Mind Mapping
Explanation	: There is no verb be as one of the main requirements of passive sentence contractions.

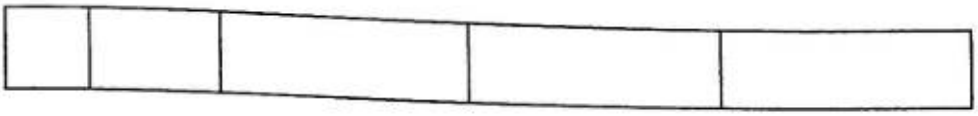
2. The Tenses of Passive Voice

The tenses of passive voice errors are found in the students' introduction chapter as one of errors of passive voice form. There were 22% errors shown on the students' introduction chapter. The passive voice errors in form of tenses had two types of tenses. It includes simple present tense and simple past tense. There were 20 passive voice errors that should be in simple past tense and there were 8 passive voice errors

that should be in simple present tense. The example of analysis result of passive voice tenses error is provided in the following table:

TABLE 3
THE TENSES ERROS OF PASSIVE VOICE ON THE STUDENTS INTRODUCTION CHAPTER AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

NO	CODE	Identification of Error	Description of Error	Reconstruction
1	N 4	the students' hortatory exposition writing ability **is** categorized into poor level. It **can be seen** that just one of the students that have a good score....	the passive sentence should be in simple past because this sentence is used to explain the pre survey result the passive sentence should be in simple past because this sentence is used to explain the pre survey result	the students' hortatory exposition writing ability **was** categorized into poor level. It **was seen** that just one of the students that have a good score....
2	N 5	it can be inferred that the students' ability in writing recount text **is** categorized in to low level.	the passive sentence should be in simple past because this sentence is used to explain the pre survey result	it can be inferred that the students' ability in writing recount text **was** categorized in to low level.
	The Passive Voice errors in Simple Present Tense			
3	N 6	This research **can be used** as information to increasing learning reading in the future.	The passive voice should be in simple present tense to show the benefit of the research	This research **is used** beneficially as information to increasing learning reading in the future



It is stated in the table above that there were two types of tenses of passive voice errors. The explanation of each category is explained below:

a. The Passive Voice Errors That Should Be in Simple Past Tense

There were 15 passive voice errors that should be in simple past tense to show the result of pre survey. The original wrong sentence provided in one of the introduction chapter is illustrated as following:

> *That 5 students are included into high category for the score 81-90 (N 12, paragraph 5, line 5)*

The above sentence belongs to passive voice error because this sentence should be included in simple past tense to strengthen the result of pre survey. By stating the result of research in form of simple past tense it is known that the research was done by the researcher himself.

The error can be classified as the following sentence:

Wrong : *That 5 students are included into high category for the score 81-90*

Right : That 5 students **were** included into high category for the score 81-90

Explanation : The right verb be of passive voice sentence is **were**

b. The Passive Voice Errors that Should be Simple Present

There were 13 passive voice errors that should be in simple present tense. The errors were classified two categories. 4 passive voice should be in simple present tense used to show the benefit of the research, 5 the passive voice should be in simple present tense to show the fact of theory, 3 should be in simple present tense to show the present reality. The explanation of each category is explained below:

1) The Passive Sentence That Should Be In Form of in Simple Present Tense

There Passive voice sentences should be in simple present tense used to show the fact of theory. One of the original wrong sentences provided in the introduction chapter is illustrated as the following:

> *This research **can be used** as information to increasing learning reading in the future. (N 6, paragraph 19, line 3)*

The above sentence belongs to passive voice error because this sentence should be included in simple past tense to show the fact of the theory. The contraction of passive voice is S + Verb Be + Past Participle.

> The error can be *classified* as the following sentence:

Wrong : *This research **can used** as information to increasing learning reading in the future.*

Right : *This research **is used** as information to increasing learning reading in the future.*

Explanation : The right tense in this sentence is simple present it used to show the fact of theory.

2) The Passive Sentence That Should Be In Form of in Simple Present Tense

2 Passive voice should be in simple present tense used to show the present reality of the research. One of the original wrong sentences provided in the introduction chapter is illustrated as the following:

*The objective and benefits of the study **can be identified** as follows: (N 26, paragraph 13, line 2)*

The above sentence belongs to passive voice error because this sentence should be included in simple present tense to show the present reality of the research.

The error can be classified as the following sentence:

Wrong : *The objective and benefits of the study **can be identified** as follows:*

Right : The objective and benefits of the **study is identified** as follows:

Explanation : The right tense in this sentence is simple present it used to show the present reality.

3) The Passive Sentence That Should Be In Form of in Simple Present Tense

2 Passive voice should be in simple present tense used to show the benefit of the research. One of the original wrong sentences provided in the introduction chapter is illustrated as the following:

> *This study may helpful on determining for better planning of an educational program that* ***will be*** conducted *on the education atmosphere. (N 7, paragraph 8, line 5)*

The above sentence belongs to passive voice error because this sentence should be included in simple present tense to show the benefit of the research. The contraction of passive voice is S + Verb Be + Past Participle.

The error can be classified as the following sentence:

Wrong : *This study may helpful on determining for better planning of an educational program*

*that **will be conducted** on the education atmosphere.*

Right : *This study may helpful on determining for better planning of an educational program that **is conducted** on the education atmosphere.*

Explanation: The right tense in this sentence is simple present it used to show the benefit of the study.

3. The Meaning in Passive Voice

The meaning of passive voice errors are found in the students' introduction chapter as one of errors of passive voice form. There were 14% errors shown on the students' introduction chapter. The passive voice errors in form of meaning had errors because the structure of the sentence is passive meanwhile; the meaning of the sentence is active. The example of analysis result of passive voice meaning error is provided in the following table:

TABLE 4
THE MEANING ERROS OF PASSIVE VOICE ON THE STUDENTS INTRODUCTION CHAPTER AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

NO	CODE	Identification of Error	Description of Error
1	N 2	there are six from eight students **who had been done** the pre survey test chose other wrong answer	the passive sentence is wrong because the meaning of the sentence must be stated in active sentence
2	N 8	So, **it is caused** the students still get difficulties in comprehend the passage.	the passive sentence is wrong because the meaning of the sentence must be stated in active sentence

It is stated in the table above that there were some passive voice errors that should included in active sentence. The explanation of meaning errors was explained below:

*Therefore, the researcher **is hoped that** CIRC suitable to applied in teaching reading (N 10, paragraph 11, line 5)*

The above sentence belongs to passive voice error because the meaning of the sentence must be stated in active sentence. The error can be classified as the following sentence:

Wrong : *Therefore, the researcher **is hoped** that CIRC suitable to applied in teaching reading*

TABLE 4
THE MEANING ERROS OF PASSIVE VOICE ON THE STUDENTS INTRODUCTION CHAPTER AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

NO	CODE	Identification of Error	Description of Error
1	N 2	there are six from eight students **who had been done** the pre survey test chose other wrong answer	the passive sentence is wrong because the meaning of the sentence must be stated in active sentence
2	N 8	So, **it is caused** the students still get difficulties in comprehend the passage.	the passive sentence is wrong because the meaning of the sentence must be stated in active sentence

It is stated in the table above that there were some passive voice errors that should included in active sentence. The explanation of meaning errors was explained below:

*Therefore, the researcher **is hoped that** CIRC suitable to applied in teaching reading (N 10, paragraph 11, line 5)*

The above sentence belongs to passive voice error because the meaning of the sentence must be stated in active sentence. The error can be classified as the following sentence:

Wrong : *Therefore, the researcher **is hoped** that CIRC suitable to applied in teaching reading*

Right : *Therefore, the researcher **hopes** that CIRC suitable to applied in teaching reading*

Explanation : The passive sentence is wrong because the meaning of the sentence must be stated in active sentence

4. The Diction of Past Participle in Passive Sentence

The diction of passive voice is not relevant of using word in the students' introduction chapter as one of errors of passive voice form. There were 17% diction were not relevant on the students' introduction chapter. The diction of past participle used in passive sentence are not relevant because it is better to choose specific word in academic writing. The example of analysis result of passive voice diction error is provided in the following table:

TABLE 5
THE DICTION ERROS OF PASSIVE VOICE ON THE STUDENTS INTRODUCTION CHAPTER AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

NO	CODE	Identification of Error	Description Error	Reconstruction
1	N 1	English is one of the second or formal language in many countries in the world and **included** in the part of countries,	The word **included** is not relevant to be used as the past participle of subject ***English since it is impossible to include English in the part of***	English is one of the second or formal language in many countries in the world and **used** in the part of countries,

			countries. English is not included but used in the part of countries.	
		Maximal reading skill **cannot be achieved,** if still any bad habit when they are reading.	The word **achieved** is not appropriate to be used as the past participle of subject **Maximal reading skill. Reading is not achieved but improved**	Maximal reading skill **cannot be improved,** if still any bad habit when they are reading.
		Maximal reading skill **cannot be achieved** too.	**Reading is not achieved but improved so** the suitable past participle is **improved**	Maximal reading skill **can not be improved** too.

It was stated in the table above the diction of past participle used in passive sentence are not relevant because it was better to choose specific word in scientific writing. The original wrong sentences provided in one o the introduction chapter is illustrated as following.

*The pre survey **collected from 5 students** in Daarul Ulyra Vocational School. (N 9, paragraph 8, line 4)*

The above sentence belongs to passive voice is not relevant in the use of past participle. The diction is not relevant can be explained as the following sentence:

Wrong : *The pre- survey* ***was collected*** *from 5 students in Daarul Ulyra Vocational School.*

Right : *The pre- survey* ***was conducted*** *from 5 students in Daarul Ulyra Vocational School.*

Explanation : The word was collected is not relevant to be used in the result of presurvey it is better to use *was conducted*

5. The Omission of An Agent in Passive Sentence

The omission of agent in passive voice sentence on the students' introduction chapter as one of the important elements of passive voice form. There was 12% omission of an agent in passive sentence on the students' introduction chapter. The omission of an agent in passive sentence is important because it is better to omit the agent when the reader has known. The example of analysis result of omission an agent in passive voice is provided in the following table:

TABLE 6
THE OMISSION AN AGENT OF PASSIVE VOICE ON THE STUDENTS INTRODUCTION CHAPTER AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

NO	CODE	Identification of Error	Description of Errors	Reconstruction
1	N 5	language is a system of communication in speech and writing that is used by people ...	In academic writing especially in the introduction chapter it is	Language is a system of communication that is used in speech and writing.

			better to limit the word that has been known the and when it is not necessary to mention the agent.	
2	N 8	English becomes the first foreign language that should be learned **by students.**	It is not necessary to mention the agent.	English becomes the first foreign language that should be learned.

It was stated in the table above that in scientific writing especially in the introduction chapter it is better to limit the word that has been known and when it was not necessary to mention the agent. The Agent have to omit in the introduction chapter can be explained as the following sentence:

language is a system of comuication in speech and writing that is used ***by people*** *... (N 5, paragraph 1, line 2)*

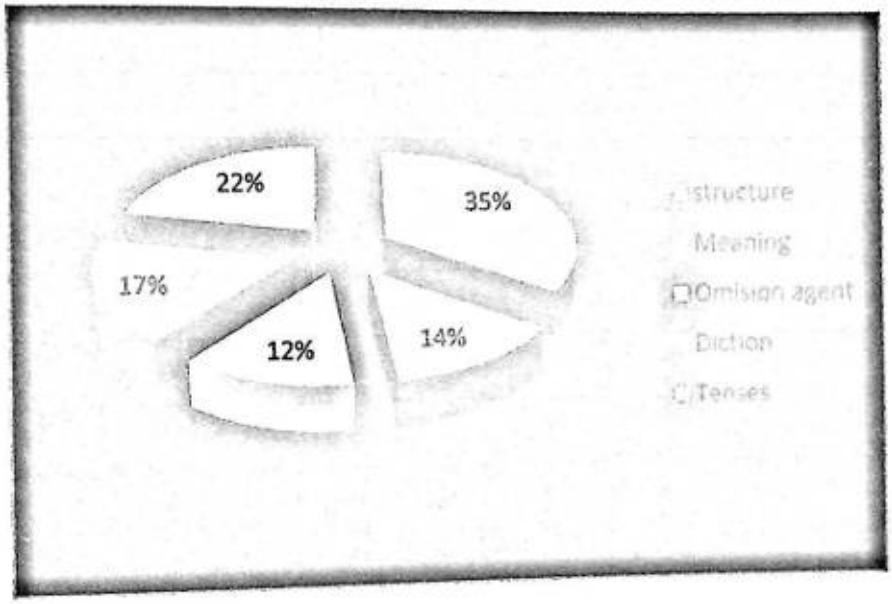
The above sentence belongs to passive it is not necessary to mention the agent. The agent is not necessary to mention in passive voice sentence can be explained as the following sentence:

Wrong : *language is a system of comuication in speech and writing that is used* ***by people*** *...*

Right : *language is a system of comuication that is used in speech and writing.*

Explanation : It is not necessary to mention the agent because the phrase **by many people** has been known.

From the data analysis above, the writer got the frequency of the errors that were found in the introduction chapter. The writer described the result of the research in a chart as followed.



The chart above showed that there were several errors in the students' introduction chapter. The errors were 45 items (35%) of structure errors, 18 items (14%) of meaning errors, 16 items (12%) of omission of agent errors, 22 items (17%) of diction errors, and 28 items (22%) tenses errors. Moreover, the most dominant error of the use of passive voice in the introduction chapter in English education Study program on the students' undergraduate thesis is wrong in the structure of passive voice sentences.

D. Interpretation

The conclusion of the data analysis describes that most of introduction chapter of the students still have several errors. The students careless of using grammatical structure of passive voice in compossing their introduction chapter on the undergraduate thesis. Meanwhile, the introduction chapter of scientific writing, especially in undergraduate thesis, should be writen in a good writing including both of good senences structures and introduction chapter structure.

It is ilustrated that there were some errors of the use of passive voice error which were found in the students' undergraduate thesis. Those errors were divided into five types, there are structure of passive voice errors, meaning errors, omission of agent, diction and errors tenses. Furthermore, it was showed that the errors were 45 items (35%) of structure errors, 18 items (14%) of meaning errors, 16 items (12%) of omission of agent errors, 22 items (17%) of diction errors, and 28 items (22%) tenses errors.

By conducting this research, the researcher and the reader could know what the common grammatical errors were which appeared in composing the introduction chapter. Than it can be said that the introduction chapter of the students' undergraduate theses need to be given improvement. Also, the students should deeply enhance their knowledge of passive voice constructions.

BIBILIOGRAPHY

A.J. Thomson and A.V. Martinet: *A Practical English Grammar*. New York: Oxford University Press, 1986.

Azar Betty Scharmpfer: *Understanding and Using English Grammar*. New York: United State Of Amerika, 1999.

Dilin Liu: *Describing and Explaining Grammar and Vocabulary in ELT*. New York: simultaneously published, 2014.

Fred C Lunebrug and Beverly J Irby: *Writing A Successful Thesis Or Dissertation*. United State of America: Corwin Press, 2008.

Geoffrey Marczyk: *Essentials of Research Design and Methodology*. United State of Amerika: library of Congress Cataloging, 1964.

H. Douglas Brown: *Principles of Language Learning and Teaching* Englewood Cliffs: Prentie-Hall Inc, 1994.

Heidi Dulay et.al: *Language Two*, New York: Oxford University Press, 1982.

Jean Luc: *Scientific Writing: a reader and writer's guide*. United State of Amerika: World Scientific Publishing, 1981.

Jeff Mohamed: *A Grammar Development Course*. USA: English international publications 2000.

Jennifer Peat: *Scientific Writing Easy When You Know How*. London: BMJ Books, 2002.

Jhon W Creswell: *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed.* Delhi: Sage Publications, 2003.

John Eastwood: *Oxford Guide to English Grammar*. New York: Oxford university perss, 2003.

Judi Kesselman Turkel and Franklyn Peterson: *The Grammar Crammer:How* ToWrite *Perfect Sentences.* London: The University of Wisconsin press, 2003.

L. G. Alexander: *English Grammar Practic.* New York : Longman, 1998.

Laster Mark: *English Grammar Drills*.United State Of America: Mc Graw-Hill Companis, 2009.

Leong Ping Alvin." The Passive Voice in Scientific Writing: The Current Norm in Science Journals", *Journal of Science Communication* [ISSN] and Publisher JCOM, No. 01 December –March 2013 – 2014.

Mark Nettle and Diana Hopkins*: Developing Grammar in Contex.* United State of Amerika: Cambridge University Press, 1995.

Paltridge Brian and Starfield: Thesis and Dissertation Writing: in a Second Language. London and New York: Routledge, 2007.

Rod Ellis: Gary *Barkhuizen, Analysing learner language*, Oxford: Oxford UniversityPress, 2005.

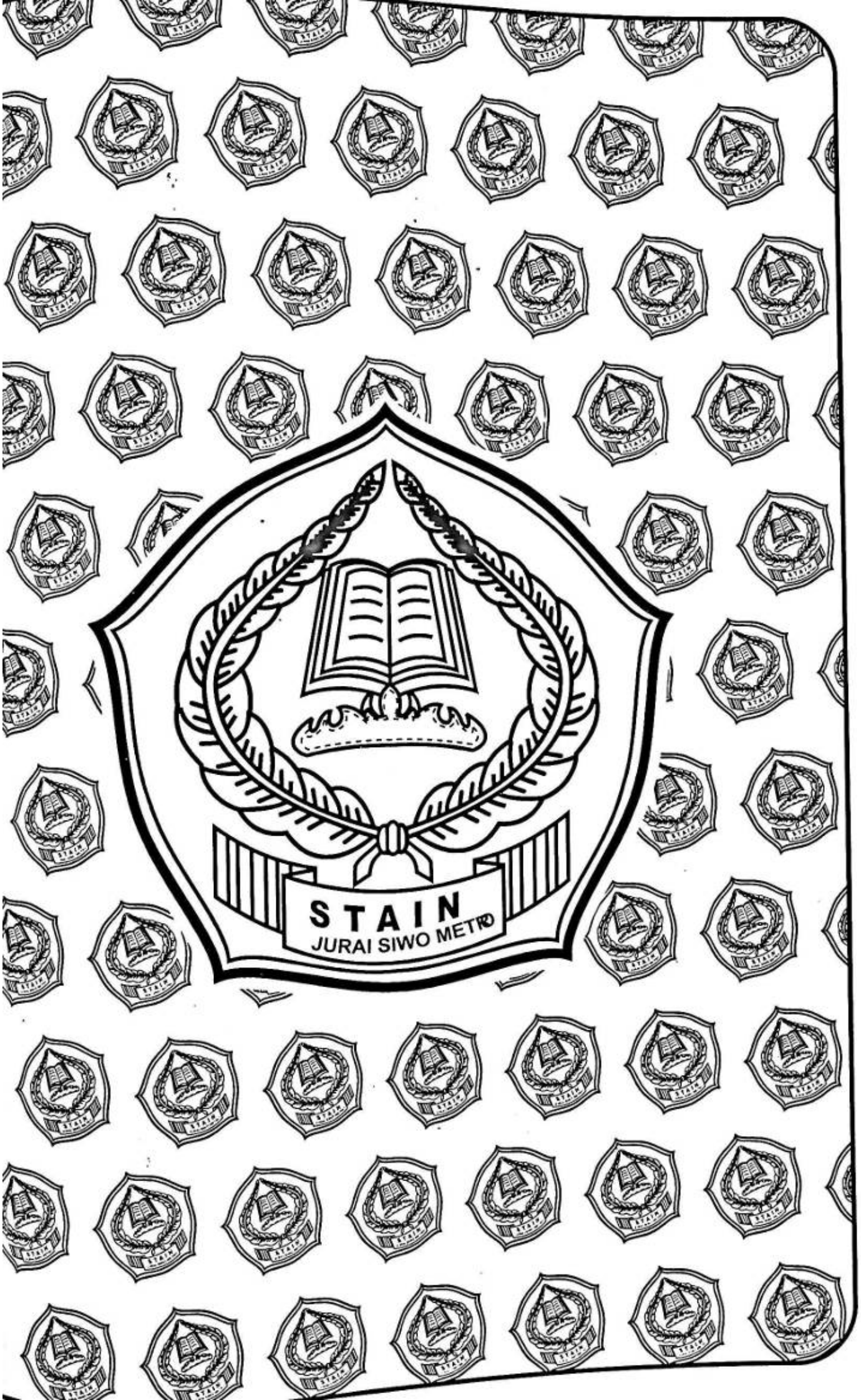
Rod Ellis: *Second Language Acquisition*, New York: Oxford University Press, 1997.

Ron Cowan: *The Teacher Grammar of English.* New York: Cambridge University Press, 2008.

Sidney Greenbaum and Gerald Nelson: *An Introduction to English Grammar*.London: Longman 2002.

Stephen Bailey: *Academic Writing A Partical Guide For Students*. London and New York: Routledgefalmer, 2003.

Yuanying Wang, " Classification and SLA Studies of Passive Voice", Finland: *Journal of* Language *Teaching and Research* [ISSN] and Publisher Manufactured, No. 06 November 2010.


STAIN
JURAI SIWO METRO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this research is to know the students' errors in using passive voice on the students' undergraduate theses at State Islamic College (STAIN) of Jurai Siwo Metro. Based on the findings, the conclusion shown that there were some errors in using passive voice in the introduction chapter which is made by students. Here is shown from the result of analysis on the students undergraduate theses. The students careless of using of passive voice structure in compossing their introduction chapter on the undergraduate thesis. Meanwhile, the introduction chapter of scientific writing, especially in undergraduate thesis, should be writen in a good writing including both of good sentences structures and introduction chapter structure.

Furthemore, It was investigated that there were some errors of passive voice in the introduction chapter of students' undergraduate thesis. In conducting the research, the researcher analyzed 30 introduction chapters on students' undergraduate thesis of English Education Study Program in the Academic year 2014/2015. The error of passive voice which was analyzed in the introduction chapter were categorized in to five types of errors. There were structure of passive voice errors, meaning errors, omission of agent, diction and errors tenses. Furthermore, it was showed that the errors were 45 items (35%) of structure errors, 18 items (14%) of meaning errors, 16 items (12%) of omission of agent errors, 22 items (17%) of diction errors, and 28

items (22%) tenses errors. Moreover, the most dominant error of the use of passive voice in the introduction chapter in English education Study program on the students' undergraduate thesis is wrong in the structure of passive voice sentences.

B. Suggestion

Trough this research, the writer would like to constructively give suggestions for:

1. The Reader

   The readers and writer especially in english education study program, it is suggested to be more aware of the importance of passive voice which is used in scientific writing language specially introduction chapter.

2. The Lecturer

   The second is for the lecturers, practically, from this research the researcher suggests to the lecturers may be able to help the students to solve the problems related of how to use passive voice in their scientific writing. Therefore, the students can improve their writing by using passive voice in undegraduate thesis especially in the introduction chapter.

3. The Researcher

   The last is for the next researchers, the researcher hopes that the result of this study can lead the next researchers who conduct research in the same field as the reference or comparison that might be informative to the researches

CURRICULUM VITAE



Dita mustika was born in Bumi Dipasena Utama on November 11, 1993 and her childhood in the remote area in a place where a dam. She comes from Javanese family and she is the first daughter of Musdiono and Rita Sri Lestari. She lives in Metro 24 Kampung Baru to finish her study and to get a job.

She took her elementary school at SDN 01 Bumi Dipasena Utama and she took her junior high school at SMP Trisukses Natar for three years. Having graduate from junior high school she continued her study on senior high school at SMA Terpadu Rawajitu Timur and was finished in 2012. After graduating from senior high school she decided to continue her study in the STAIN Jurai Siwo Metro. She hopes that one day she can continue her study to master of degree.