

**STUDENT ERRORS IN THE USE OF PASSIVE SENTENCE AMONG  
THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION  
STDY PROGRAM STUDENTS OF UNIVERSITY OF  
PGRI YOGYAKARTA**

**Endang Sukmawati**

**Email: endang14.sukma@gmail.com**

**ABSTRACT**

Sukmawati, Endang. 2017. *Student Errors in The Use of Passive Sentence among The Third Semester of English Language Education Study Program Students of University of PGRI Yogyakarta*. Yogyakarta: English Language Education Study Program of Teacher Training and Education Faculty, University of PGRI Yogyakarta.

The research aims to analyse the student errors in using passive sentence. Specifically, the research has purposes to know the passive patterns that are commonly found as the most erroneously produced by the third semester of English Language Education Study Program students of University of PGRI Yogyakarta and to know the student problems that found in making passive sentence.

The research used the data source of the third semester of English Language Education Study Program students of University of PGRI Yogyakarta with 29 students. The research used qualitative method to describe the error results in using passive sentence and the student problems that were found. In Analysing the data, the researcher roled as human instrument who examined the student errors. Those errors were revealed by using test, meanwhile questionnaire was used to support the student problems that had been found. In calculating the data of error categories used the formula  $P = \frac{f}{N} \times 100\%$  to indicate the highest into the lowest errors.

The result of the research showed that there were 431 errors found. Those errors were divided into 7 categories. The highest error percentage was in Misformation of Passive Verb with 154 or 35,73% errors and the lowest error in Incorrect of Using Subject-Object with 7 or 1,63% errors. Based on the errors and problems that were found in the learning process the use of Grammar Translation Method was less effective, so the researcher suggested to use another method that was expected able to help the students to master the passive sentence through communicative activities.

**Keywords:** *Error Analysis, Student Errors, Passive Sentence*

## ABSTRAK

Sukmawati, Endang. 2017. *Kesalahan-kesalahan Siswa pada Penggunaan Kalimat Pasif antara Siswa Program Studi Pendidikan Bahasa Inggris Semester Tiga Universitas PGRI Yogyakarta*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Yogyakarta.

Penelitian ini bertujuan untuk menganalisis kesalahan-kesalahan mahasiswa pada penggunaan kalimat pasif. Khususnya, penelitian ini bertujuan untuk mengetahui pola kalimat pasif yang secara umum ditemukan sebagai kesalahan yang paling salah yang dibuat oleh mahasiswa Program Studi Pendidikan Bahasa Inggris semester tiga Universitas PGRI Yogyakarta dan untuk mengetahui masalah-masalah mahasiswa dalam membuat kalimat pasif.

Penelitian ini menggunakan sumber data mahasiswa Program Studi Pendidikan Bahasa Inggris semester tiga Universitas PGRI Yogyakarta sebanyak 29 mahasiswa. Penelitian ini menggunakan metode kualitatif untuk menggambarkan hasil-hasil kesalahan dalam menggunakan kalimat pasif dan masalah-masalah mahasiswa yang ditemukan. Dalam menganalisis data, peneliti berperan sebagai instrument penelitian yang meneliti kesalahan-kesalahan siswa. Kesalahan-kesalahan tersebut diungkapkan melalui tes, sementara angket digunakan untuk mendukung masalah-masalah siswa yang telah ditemukan. Dalam menghitung data kategori-kategori kesalahan menggunakan rumus  $P = \frac{f}{N} \times 100\%$  untuk menyatakan kesalahan tertinggi hingga terendah.

Hasil penelitian menunjukkan terdapat 431 kesalahan yang ditemukan. Kesalahan tersebut terbagi kedalam 7 kategori. Persentase kesalahan tertinggi terdapat pada Pembentukan kata kerja kalimat pasif dengan jumlah 154 kesalahan atau 35,73% dan kesalahan terkecil terdapat pada ketidakbenaran penggunaan subjek-objek dengan jumlah 7 kesalahan atau 1,63%. Berdasarkan pada kesalahan dan permasalahan yang ditemukan pada proses pembelajaran menggunakan metode tata bahasa terjemahan masih kurang efektif, oleh sebab itu peneliti menyarankan untuk menggunakan metode lain yang diharapkan mampu membantu mahasiswa untuk menguasai kalimat pasif melalui aktivitas-aktivitas yang komunikatif.

**Kata-kata kunci:** *Analisis Kesalahan, Kesalahan-kesalahan Siswa, Kalimat Pasif*

## **I. Introduction**

### **Background of the Research**

Writing sentence in English is different from Indonesian, although both English and Indonesian have the same structures (subject, predicate, and object) and types of sentence that are active and passive sentence. Based on the verb alteration, in Indonesian, the passive sentence changes the active verb into the affix *di-* or *ter-* while English has same meaning as in Indonesian but that is not for the rules in writing. English passive sentence form needs to consider the verb forms. There are 2 types of verbs, intransitive and transitive verb. Those verbs are differed based on the object that follow them. According to Enrich (2000:2 and 7) the direct object is the word that becomes the object of the verb, while indirect object is the second object can be person or things that become the target of the verb.

There are various of the patterns that confuse the learners whose English is not their first language. With the various of passive sentence patterns, it will be difficult for the learners to understand and remember. They are very confusing when learned. As English Language Education Study Program students, grammar is very important to master. Moreover, English passive sentence is different in changing the predicates or verbs. They are affected by the tense that there not in Indonesian pattern. The changing of passive sentence verbs are differed into 12 patterns based on the tense. Each tenses are differed based on the verb patterns which refer to the time when the situation happens whether in the present, past, or future. In

arranging or changing the passive sentence patterns are indeed not easy. Changing active to passive sentence should consider the tense, so the learners should understand the tense form well.

Therefore, as the third semester students who know recently the passive sentence, they will get difficulty in determining the passive sentence patterns. Based on the explanation above, the researcher is interested in examining the student errors in using passive sentences that focus on Present Simple, Present Continuous, and Simple Past Tense. The researcher wants to know the student mastery among those forms. So that, by doing the research, it will reveal the student errors. Thus, from error findings, it will be found what the student difficulties in making passive sentences.

## **II. Theoretical Review**

### **A. Passive Sentence**

There are definitions of passive sentence according to the experts, such as Zandvoort (1970:48), he defines the sentence that indicates to the person or thing that receives an action which in the grammar the action or verb declares in the form of to be and participle. Then, Curme (1966:53) also explains the definition of the passive sentence as a sentence that expresses something that is undergone by the subject. As an example of the sentence that the subject undergoes something such as "John was punished for disobeying his mother" the sentence declares that John

receives an action like punishment.

In addition, the other experts such as Simpson (2013:89) explains the passive sentence has characteristic with transitive. It explains the object that is affected by subject of transitive that indicated by the by-phrase in passive sentence omitted. While, according to Brinton and Brinton (2010:131) the changing of the passive sentence from the person who does the action becomes person who undergoes the action in the way moves the object of active sentence into subject of passive, and then the subject becomes object of passive omitted. For example in transitive sentence "Jack hits the dog" so in the passive sentence becomes "the dog is hit" the object Jack is omitted.

Based on the definition above, it can be understood that passive sentence is to show or emphasis what happen with the object or patient. It shows the patient or person who undergoes the action.

## **B. Error Analysis**

Corder (1967) in Ellis (1994:51) defines the error happens because the students have lack of knowledge to apply the grammar pattern. While, Norish (1983:7) also argues that error happens because the students have not learned the correct form, so that they tend to do it. Then, Tarigan and Tarigan (2011:68) give their view that the error gives description of the

student understanding level of using language that they receive in learning process.

On the contrary, Corder (1967) in Ellis (1994:51) says that mistake is the failure to perform the competence. It means that the students know to use the language but they use the alternative form that easier because they get difficulty to use the knowledge. Norish (1983:8) mentions that mistake occurs because of inconsistency deviation. It means that students know the right form but sometimes they are wrong in the application. For example, the students know how to apply the present tense verb plus -s to singular subject but when they apply it, they do not apply it. Meanwhile, Brown (2007:282 b-283) adds that mistake that occurs only can be known and corrected by the learner who does it. It means if the students can correct the error they do mistake but if the student can not correct the error so they do error.

According to the explanation above, it can be concluded that error is description of the student competence because lack of knowledge in using the correct form. In the other hand, mistake can be understand as the failure to access the knowledge that they have learned in using the language where they can correct the failure.

### **III. Methodology of Research**

#### **A. Research Setting**

The researcher would take the third semester of English Language Education Study Program students of in academic year of University of PGRI Yogyakarta 2016/2017. The researcher would conduct the research on November 23<sup>rd</sup> and 30<sup>th</sup>, 2016.

#### **B. Research Method**

In this research the researcher used the qualitative method. The researcher used the method to describe the student errors in using passive sentence that was produced by the third semester of English department student of PGRI University of Yogyakarta and to describe the problems that were faced by them in learning passive sentence.

#### **C. Data and Data Source**

The data sources were gained from the third semester of English Language Education Study Program students of University of PGRI Yogyakarta to be examined the errors in using the passive sentence.

#### **D. Technique Of Data Collection**

In collecting the data, the researcher roled as human instrument to examine the student errors in making passive sentence. As the human instrument, the researcher was helped to reveal the student errors through test and questionnaire. Test was given to the students as many as 30

items, meanwhile the questionnaire provided 5 questions.

#### **E. Method of Data Analysis**

The reseracher analyse the student errors based on the Linguistic Taxonomy that proposed by Burt and Kiparsky (1972) in Dulay, et.al. (1982: 151-154) and Surface Structure Taxonomy that also proposed by Dulay (1982:150-160). Then, those errors were counted and converted into the percentage to know the highest and the lowest errors. In converting those error into percentage, the researcher used the formula which was proposed by Sudijono (2012:43), that was:

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

Explanation:

P : Percentage

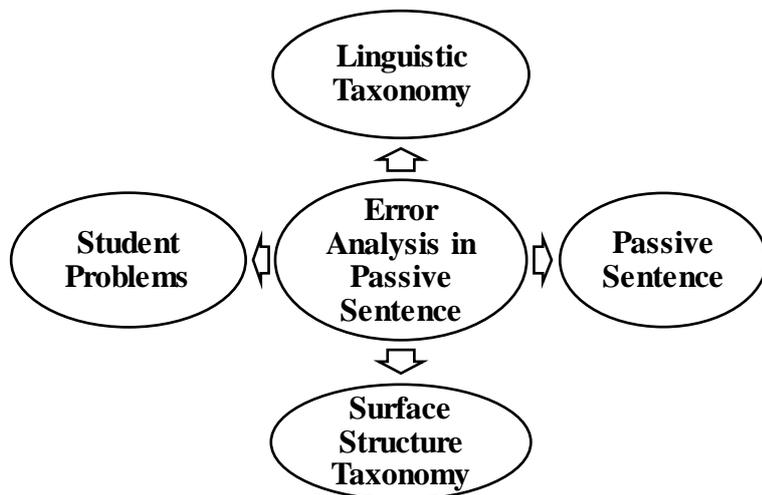
f : Frequency that was carried

N : Sum total of data

#### **F. Checking Data of Validity**

In validation process of the data result of the research, the researcher used triangulation technique. According to Sugiyono (2011:241), triangulation is technique that integrated the various data sources and data collections to know the validity of data. In validating the data result of the research, the researcher used triangulation based on the theory in the research. The triangulation process was conducted by comparing the research result with the theories that were used in the research. Those theories focused on the error categories

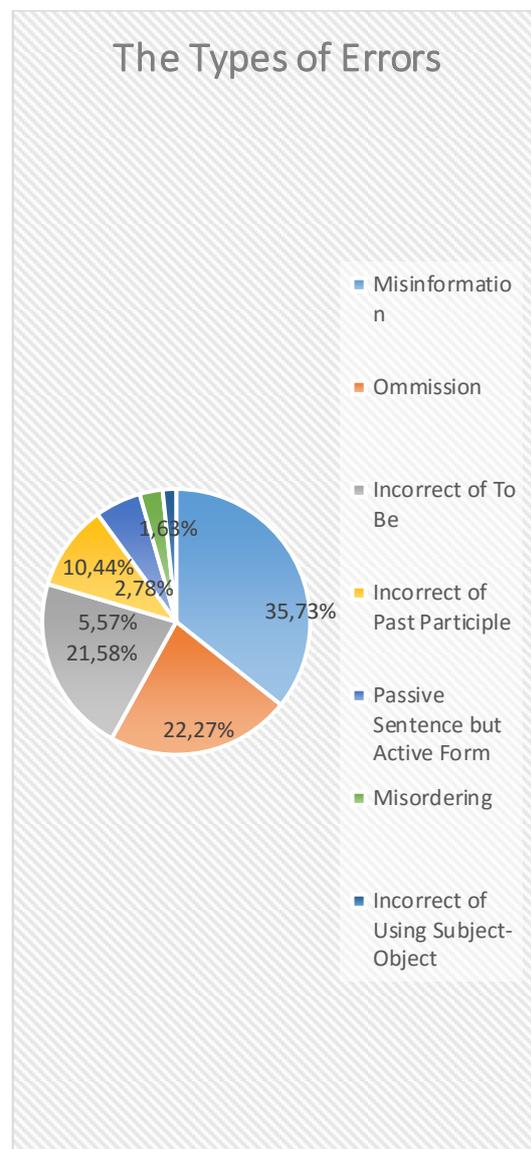
in error analysis theory. The researcher used theories from Dulay (1982:151-160) were linguistic taxonomy and surface structure taxonomy.



**Figure 1. Triangulation of Data Validation**

#### IV. Findings

Based on the analysis result, the researcher found 7 kinds of errors. Those were *Misinformation of Passive Verb* with 154 errors, *Incorrect of Past Participle* with 45 errors, *Incorrect of To Be* with 93 errors, *Passive Sentence but Active Form* with 24 errors, *Incorrect of Using Subject-Object* with 7 errors, *Omission* with 96 errors, and *Misordering* with 12 errors. Here are the illustration of the error findings:



#### V. Discussion

Based on the error findings, the researcher explained those errors to interpret the student difficulty areas and to describe the student problems. Here are the explanations of the student problem based on the error findings that were supported by the questionnaire:

##### a. Making Passive Verb

Based on the questionnaire, it was supported by the answers of questions number 1 and 4. It because

changing the passive sentence should know the tense to determine the pattern correctly. This was proved by the student answers where they did not change the verb correctly. The students got difficulty to use passive verb because they did not understand the pattern, how to change to be, alteration of verb and got difficulty to remind tense, pattern and placement.

Furthermore, based on the questions number 4, the students got difficulty to understand the tense because they got difficulty to identify and apply each patterns such as using to be, verb and being in Present Continuous Tense. It can be concluded that the student reasons failed to change and apply the passive verb correctly because the students still did not understand the passive pattern and tense well.

b. Determining To Be Appropriate to The Tense and Subject Verb Agreement

Based on the questionnaire, it was supported by the student answers number 3 about to be. The questionnaires explained that the student difficulty happened because they had not understood to be and tense conformity. Then, adjustment to use to be and subject verb agreement. So that, in the application, they tended to produce errors. Therefore, it can be concluded that their reasons in getting difficulty to

determine to be with tense and subject verb agreement because they still had not understood the rule to use both.

c. Changing The Verb into Past Participle

Furthermore, based on the questionnaire the students got difficulty to change verb into past participle that was supported by the student answers of the questions number 2. It can be seen where the students had changed the verb incorrectly. Then, the reason can be concluded that the students had not mastered regular and irregular verb and had not afforded to differ the regular and irregular form. They also got difficulty to memorize it.

d. Determining The Placement of The Correct Form

Based on the questionnaire, the problems were supported by the questions number 1 and 4. From the problems, it can be seen that the students lack of understanding the patterns, so that they tended to put the grammatical structure incorrectly. Therefore, based on the questionnaires, it can be concluded that the students had not understood and mastered the patterns well.

e. Changing Object Pronoun and Subject Pronoun.

Based on the questionnaires, it was found that the students got difficulty because they confused with the alteration from active into

passive. The reasons were supported by the student answers number 1. They were proven that the students had not mastered the pronoun well, so that it produced errors where the students did not change the pronoun correctly.

## **VI. Conclusion and Suggestion**

### **Conclusion**

Based on the data analysis in the previous chapter, there were found as many as 431 errors. Those errors were categorised into seven types. The high errors were in Misformation of Passive Verb with 154 (35,73%) errors, then followed by Omission with 96 (22,27%) errors, Incorrect of To Be with 93 (21,58%) errors, Incorrect of Past Participle with 45 (10,44%) errors, Passive Sentence but Active Form with 24 (5,57%) errors, Misordering with 12 (2,78%) errors, and the last the lowest errors were in Incorrect of Using Subject-Object with 7 (1,63%) errors. According to those errors, it can be concluded that the student problems were Misformation of Passive Verb which made passive verb of Negative Simple Past and Simple Present Tense

In addition, those error categories showed that they got difficulty in making passive verb, determining to be appropriate to the tense and subject-verb agreement, changing verb into past participle, determining the placement of the correct form, and changing the pronoun. All of the difficulties were caused they had not understood the passive patterns well, they still got difficulty in determining the use of

tense and subject-verb agreement correctly, got difficulty to master the regular and irregular of past participle, and they also had not understood the use of pronoun in English.

### **Suggestion**

In this research, the researcher gives the suggestions that relate to the research findings toward the student errors in using passive sentence to the lecturer, students and other researchers. Those suggestions such as:

1. The lecturer
  - a. The lecturer can use the Communication Language Teaching as an alternative teaching method to ease the students to master passive sentence.
  - b. The lecturer gives more reinforcement in teaching passive sentence on the student errors that have been found based on the highest into the lowest errors.
2. Students  
The students should study in order to be able to increase the understanding of passive sentence.
3. Other Researcher  
The other researcher can use this thesis as a reference to conduct the research toward the effectivity of Communicative Language Teaching to teach passive sentence that is compared with Grammar Translation Method.

## **REFERENCES**

- [1] Brinton, L. J., and Brinton, D. M. 2010. *The Linguistic*

- Structure of Modern English*. Amsterdam: John Benjamins Publishing Company.
- [2] Brown, H. D. 2007. *Principles of Language Learning and Teaching*. Fifth Edition. Pearson Education, Inc. Terjemahan N. Cholis dan Y. A. Pareanom. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Jakarta: Kedutaan Besar Amerika Serikat.
- [3] Curme, G. O. 1966. *English Grammar The Principle and The Practice of English Grammar Applied to Present-Day Usage*. United States of America: Barnes & Noble, Inc.
- [4] Dulay, H., Burt, M, and Krashen, S. 1982. *Language Two*. United States of America: Oxford University Press.
- [5] Ehrlich. E. 2000. *Schaum's Outlines English Grammar*. Third Edition. United States of America: The McGraw-Hill Companies, Inc. Terjemahan Sutanto. 2004. *Schaum's Outlines English Grammar*. Erlangga.
- [6] Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- [7] Norish, J. 1983. *Language Learner and Error*. Hongkong: The Macmillan Press Limited.
- [8] Simpson, R. 2013. *Essential English Grammar*. Jakarta: Indeks.
- [9] Sudijono. 2012. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.
- [10] Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Cetakan ke-13. Bandung: Alfabeta.
- [11] Tarigan, H. G., dan Tarigan, D. 2011. *Pengajaran Analisis Kesalahan Berbahasa*. Edisi Revisi. Bandung: Angkasa.
- [12] Zandvoort, R. W. 1970. *A Handbook of English Grammar*. Great Britain: Western Printing Services LTD, Bristol.