ERROR ANALYSIS ON THE PASSIVE VOICE
MADE BY THE SECOND YEAR STUDENTS
OF SMUK ST. STANISLAUS SURABAYA

THESIS

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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In Partial Fulfilment Of The Requirements
For The Sarjana Pendidikan Degree In
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This thesis entitled **Error Analysis on the Passive Voice** Made by the Second Year Students of SMUK St. Stanislaus Surabaya.

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ABSTRACT

In the 1994 English Curriculum for SMU, Passive Voice is one of the subtopics of English that the third-year students should master. It is stated that the students are expected to be able to identify and express the sentences which put bigger emphasis on the action than on the doer.

This study deals with the analysis of the students' errors in using the Passive Voice construction. The writer was interested in this topic because during his teaching practice at SMU Dapena II, he observed that many students still had difficulties in applying the Passive Voice construction. To know the error types made by SMU students and their possible reasons, the writer conducted the study under report at SMUK St. Stanislaus Surabaya. He took all three classes of the second year students as the subject. A class was used as the try-out group and the other two classes were used as the study groups. For the instrument, the writer used 20 items of conversion type of test.

After analysing, classifying and counting the identified errors, the writer ranked them according to their frequency of occurrences. From the findings of the present study, he found that the elements of Passive Voice construction which were most frequently misconstructed by the students under study were in the form of: (1) the auxiliary (36%), with the misuses of auxiliary (78%) as the biggest cause, (2) the word order (30%), with the misplacement of Passive elements (59%) as the biggest cause, (3) the past participle verb form (26%), with the use of infinitive verb instead of past participle verb form (38%) as the biggest cause, (4) the pronoun (5%), with the use of objective personal pronoun as subjective personal pronoun (87%) as the biggest cause, and (5) the preposition (3%), with the omission of the important prepositions (40%) as the biggest cause.

From those findings, the writer found that the most difficult element of Passive Voice pattern lay in the auxiliary since the percentage was the highest (36%) and the easiest one lay in the preposition since the percentage was the smallest (3%). Hopefully, the findings of this study will be useful for the English teachers, especially for those of SMUK Stanislaus Surabaya and to contribute more information in the field of the second language acquisition theory and research since the findings provide how the Passive Voice pattern is learned.