PASSIVE VOICE ERRORS IN SPEAKING MADE BY THE ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA

THESIS

Presented to Education Department of Islamic State College of Palangkaraya in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam

By:

RIFDA KHAIRA AL-BANJARY
SRN. 020 112 0070

ENGLISH EDUCATION DEPARTMENT OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA CENTRAL BORNEO 1430 H/2009 M

APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title of the Thesis	:	**PASSIVE VOICE ERRORS IN SPEAKING MADE BY THE ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA**
Name	:	**RIFDA KHAIRA AL BANJARY**
SRN	:	**020 112 0070**
Department	:	**Education (Tarbiyah)**
Study Program	:	**English Education**
Level	:	**(S-1)**

Palangka Raya, 29th July 2009

Approved by:

Advisor I,

Drs. H. Abdul Qodir, M.Pd.
ORN: 19560203 199003 1 001

Advisor II,

Dra. Halimah, M.Pd.
ORN: 19671226 199603 2 003

Vice Director in Academic Affairs,

Drs. H. Abubakar, HM. M.Ag.
ORN: 19551231 198303 1 003

The Chair of Education Department,

Hj. Hamidah, M.A.
ORN: 19700425 199703 2 003

i

Title of Thesis	:	PASSIVE VOICE ERRORS IN SPEAKING MADE BY THE ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA
Name	:	RIFDA KHAIRA AL BASYARY
NIM	:	0201120076
Department	:	Education (Tarbiyah)
Study Program	:	English Education
Level	:	(S-1)

Palangka Raya, 29th July 2009

Approved by:

Advisor I,   Advisor II,

Drs. H. Abdul Qodir, M.Pd.   Dra. Halimah, M.Pd.
NIP: 19560203 199003 1 001   NIP: 19671224 199003 2 003

Vice Director in Academic Affairs,   The Chair of Education Department,

Dr. H. Abubakar, HM, M.Ag.   Hj. Hamidah, M.A.
NIP: 19551221 198303 1 003   NIP: 19700425 199703 2 003

Palangka Raya 29th July 2009

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To   :   Director of Islamic State College of

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Peace be upon you, and God's mercy and blessing as well.

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Name   :   **RIFDA KHAIRA AL BANJARY**
SRN   :   **020 112 0070**
Title of the Thesis   :   **PASSIVE VOICE ERRORS IN SPEAKING MADE BY THE ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA**

It can be examined in partial fulfillment of the Degree of Sarjana Pendidikan Islam in English Education of the Department of Education STAIN Palangka Raya.

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Advisor I,   **Advisor II,**

Drs. H. Abdul Qodir, M.Pd   **Dra. Halimah, M.Pd**
ORN: 19560203 199003 1 001   **ORN: 19671226 199603 2 003**

ii

OFFICIAL NOTE

Case : Examination Thesis

To : Director of Islamic State College of
Palangka Raya

In
Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing the thesis revision, we think that the thesis of:

Name : **RIFDA KHAIRA AL HANAHRY**
SRN : **020 112 0070**
Title : **PASSIVE VOICE ERRORS IN SPEAKING MADE
BY THE ENGLISH EDUCATION STUDENTS OF
ISLAMIC STATE COLLEGE OF PALANGKA
RAYA**

It can be examined in partial fulfillment of the Degree of Sarjana
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Raya.

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Advisor I,   Advisor II,

Drs. H. Abdul Qodir, M.Pd   **Dra. Halimah, M.Pd**
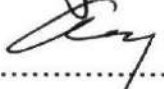ORN. 19560203 199003 1 001   ORN. 19671226 199403 2 003

LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

The thesis entitles **PASSIVE VOICE ERRORS IN SPEAKING MADE BY THE ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA** in the name of Rifda Khaira Al-Banjary and his Student Registration Number is 020 112 0070. It has been examined in Team of Examiners of the Islamic State College of Palangka Raya on:

Day   :   Saturday

Date   :   03-10-2009

Palangka Raya, 03th October 2009
Team of Examiners,

1.   Siminto, M.Hum.   (..)
     Chairman / Member

2.   Sabarun, M.Pd.   (..)
     Member

3.   Drs. H. Abdul Qodir, M.Pd.   (..)
     Member

4.   Dra. Halimah, M.Pd.   (..)
     Secretary / Member

The Islamic State College
of Palangka Raya
Director,

Dr. H. Khairil Anwar, M.Ag.
NIP. 19630118 199103 1 002

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PREFACE

In the name of Allah, the most gracious the most compassionate, all praises belong to Allah the Almighty, because by His mercy and blessing, finally writer can finish this thesis entitled: *Passive Voice Errors in Speaking Made by the English Education Students of Islamic State College of Palangkaraya*. This thesis is written to fulfill one of the requirements to get the degree of Sarjana Pendidikan Islam (S.Pd.I.) in English Education of the Islamic State College of Palangkaraya. Several persons that gave suggestion and guidance of various sides support. Therefore, the writer would like to express special thanks to:

1. Dr. H. Khairil Anwar, M.Ag., the Director of the Islamic State College (STAIN) of Palangka Raya for his direction and encouragements.
2. Hj. Hamidah, M.A., the Chair of Education Department for her permission so the writer can complete the requirements for writing this thesis.
3. Drs. H. Abdul Qodir, M.Pd., the Coordinator of English Program of Education Department and also the first advisor for his guidance and advices during the completion of this thesis.
4. Dra. Halimah, M.Pd., as the second advisor for her valuable critics, patience and suggestion.
5. All of my friends and family for patience and affection during the completion of this thesis.

<div align="right">

Palangka Raya, 03-10-2009

Writer,

RIFDA KHAIRA AB

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PASSIVE VOICE ERRORS IN SPEAKING MADE BY THE ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE PALANGKA RAYA

ABSTRACT

The objective of this study was to describe the Passive Voice Errors in Speaking made by English Education Department Students of Islamic State College of Palangkaraya in speaking especially in using passive form. The errors are divided into some types: *Omission, Addition, Misformation,* and *Misordering.* These types are common errors made by Students in L_2 learning, and these errors were to be explored because these errors usually appear in students' daily conversations.

This study used qualitative analysis method in research. Inductive conclusion to make the analysis, and descriptive explanation in explaining the data. The respondents of this studying are the students who have passed speaking IV subjects. This research used *Observation, Interview,* and *Documentation* to collect data. *Data display, Data reduction, Inductive Conclusion,* as the procedure of data analysis.

The result of this study shows that the students made some types of errors: *Omission, Misformation (Regularization), Misformation (Archiform),* and *Misordering.* These types are evolved into some categories: *Overgeneralization. Incomplete application of rules, Failure to learn condition under which rules applied. False concept of hypothesis about the target language.*

This study shows the reason of what Students do when they find errors in their speaking, especially in using passive form.

KESALAHAN PEMBENTUKAN KALIMAT PASIF DALAM BERBICARA YANG DIBUAT OLEH MAHASISWA TADRIS BAHASA INGGRIS JURUSAN TARBIYAH SEKOLAH TINGGI AGAMA ISLAM NEGERI PALANGKA RAYA

ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat kesalahan tata bahasa yang dibuat oleh Mahasiswa Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Palangkaraya dalam percakapan khususnya dalam penggunaan kalimat pasif. Kesalahan tersebut terbagi kedalam beberapa tipe: *Omission* (Penghilangan), *Addition* (Penambahan), *Misformation* (Salah pembentukan), dan *Misordering* (Salah peletakan). Tipe-tipe ini adalah kesalahan yang biasa terjadi yang dilakukan oleh Mahasiswa yang mempelajari L_2 (Second Language) atau bahasa kedua, dan kesalahan ini diteliti karena mereka selalu muncul dalam percakapan sehari-hari yang dilakukan oleh para Mahasiswa.

Penelitian ini menggunakan kualitatif analitik, penarikan kesimpulan untuk menghasilkan analysis, dan deskriptif dalam pemberian penjelasan hasil penelitian. Responden dari penelitian ini adalah Mahasiswa yang telah melewati mata kuliah speaking IV. Penelitian ini menggunakan cara *Observasi (Pengamatan), Interview (Wawancara), Documentation (Pendataan),* sebagai prosedur dalam menganalisis data, dan menggunakan *Data display (Pemaparan data), Data reduction (Penarikan data),* dan *Inductive Conclusion (Penyimpulan).*

Hasil dari penelitian ini menunjukkan bahwa Mahasiswa melakukan beberapa tipe kesalahan, yaitu: *Omission* (penghilangan), *Misformation (Regularization)* (Salah bentuk seakan dalam tata bahasa), *Misformation (Archiform)* (Salah bentuk / salah pola kalimat), *Misordering* (Salah peletakan). Tipe-tipe ini termasuk kedalam beberapa kategori: *Overgeneralization* (keluar dari kaedah), *Incomplete application of rules* (kaedah tata bahasa yang tidak lengkap), *Failure to learn condition under which rules apply* (Tidak memahami kaedah tata bahasa yang digunakan), *False concept of hypothesis about the target language* (Kesalahan dalam membuat kesimpulan tentang tata bahasa dari bahasa yang digunakan).

Penelitian ini juga menunjukkan apa yang Subjek lakukan ketika mereka menemukan kesalahan dalam percakapan mereka, khususnya dalam penggunaan kalimat pasif.

DECLARATION OF AUTHENTICATION

In the name of God

I myself make declaration that this thesis entitles: **PASSIVE VOICE ERRORS IN SPEAKING MADE BY THE ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA.** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not legal in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, 03 - 10 - 2009

My Own Declaration,

RIFDA KHAIRA AL-BANJARY
SRN. 020 112 0070

DEDICATION

This Thesis is dedicated to:

1. My beloved Father and Mother who have given me love and affection in whole of my life;

2. My beloved brother Rasyid Ridha As-Samudy, who always helps me during this thesis writing;

3. The chief of English Program of Education Department, Drs. H. Abdul Qodir, M.Pd, as my first advisor, and Dra. Halimah, M.Pd, as my second advisor who have given good guidance and advices during the thesis done, so I finally can accomplish it;

4. My lovely friends, who always support me till I can finish my study in this college.

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَلۡتَنظُرۡ نَفۡسٌ مَّا قَدَّمَتۡ لِغَدٖۖ وَٱتَّقُواْ ٱللَّهَ إِنَّ ٱللَّهَ خَبِيرُۢ بِمَا تَعۡمَلُونَ ۝

O ye who believe! Observe your duty to Allah. And let every soul look to that which it sendeth on before for tomorrow, and observe your duty to Allah! Lo! Allah is informed what ye do

(QS Exodus [59]: 18)

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LIST OF ABREVIATIONS

1. L_2 = Second Language

2. L_3 = Third Language

3. L_4 = Fourth Language

4. STAIN = Sekolah Tinggi Agama Islam Negeri

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CHAPTER I
INTRODUCTION

A. Background of the Study

For many years, language is one of tools to spread Allah's religion by His Prophets, and this way is more effective to give the explanation, because by this way, the Prophets could do their assignment directly to the object of God's revelation. This happening is explained and told by Allah in His holly book:

$$\text{وَمَا أَرْسَلْنَا مِنْ رَسُوْل إِلاَّ بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللهُ مَنْ يَشَاءُ وَ يَهْدِى}$$

$$\text{مَنْ يَشَاءُ وَهُوَ الْعَزِيْزُ الْحَكِيْمُ}$$

It means:

We sent not an apostle except (to teach) in the language of this (own) people, in order to make (things) clear to them. Now God leaves staying those whom He pleases; and He is exalted in power full of wisdom.[1]

This verse states that every prophet was sent into any tribe to ease them with the tribes' language where they were sent. The statements give us some explanation, that if we want to learn about some tribes or we want to stay with them in any country, we have to learn about their language first, because to be closed with the people, we have to converse and relate with them, by using same language as the connector. So, communication is an important activity to have a relation with other people.

In English mastering lesson, speaking is one of the abilities which students need to master the English Language, because it is the communication tool. But,

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[1] The Holly Qur'an, Abraham [14]: 04

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not all human can speak in other language fluently and in good accent. Our Prophet Muhammad P. B. U. H ever ordered his follower *Zaid Ibn Tsabit* to learn other language in reason to know their strategy, and habitual before sending him to other countries for bringing *Risalah* (Explanation) about Islam. This means, that learning the other languages is one of the Prophet's orders or *Sunah* for the existence of our religion. In Islam Religion, there are two guides which are always obeyed by every Moslem, first is al-Qur'an or Allah's revelation, and the second is Sunah of Prophet Muhammad P. B. U. H. Sunah it self from the word يسن - من - سنة which means:

- Peri Kehidupan / Perilaku	: Habitual / Action
- Jalan / Cara	: Path / way
- Methode	: Method
- Aturan / Hukum	: Rule / Law
- Perkataan	: Word / Saying[2]

So from the explanation above, we can say that Sunah is the Prophet's habitual by the action or word which shows the way, method, rule, or law to the rightness by the God's revelation. In other side, speech or speaking was used by the Prophets to give the preaching about religion of the God that they brought. The tendency of speaking used by the Prophets is related with the benefit of speaking it self:

1. a. To utter words in an ordinary voice, as opposed to shouting, singing, screaming, etc.
   Thesaurus: express, utter, voice, vocalize, pronounce, say, enunciate, articulate
   b. To talk

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[2] A. W. Munawwir, *Kamus Al-Munawwir; Arab – Indonesia terlengkap,* Surabaya, Pustaka Progressif, 1997, p. 669

2. To have a conversation
   Thesaurus: talk, converse, chat
3. To deliver a speech
   Thesaurus: lecture, preach, expound, sermonize, orate
4. To communicate, or be able to communicate (in a particular language)
5. To convey meaning[3]

The explanation above tells us that the Prophets' using of speaking, relate with number three of the speaking meaning, like preach, because the Prophet work was to give the explanation or advise to his people about God's religion.

This thesis not only talks about speaking, but also talks about one part of grammar or the rule in language, it is Passive Voice. As one of the English grammar, it is as important as the active form, but many Indonesian students sometimes could not use it effectively, and they use it rarely in their speaking and in their writing. In this study, we will not talk about writing, but about Speaking and Passive Voice, because they have relationship in use. In speaking, Passive Voice can be used:

1. To emphasize an object.
   X numbers of votes are required to pass the bill
2. To de-emphasize an unknown subject/actor
   Over 120 different contaminants have been dumped into the river
   If you don't know who the actor is, then the passive makes more sense. But remember, if you don't know the actor is, and if the clarity and meaning of your writing would benefit from indicating him/her/it/them, then use an active construction. Yet consider the third case.
3. If your readers don't need to know who's responsible for the action
   Here's where your choice can be difficult; some instances are less clear than others. Try to put yourself in your reader's position to anticipate how they will react to the way you have phrased your thoughts.[4]

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[3] English Dictionary-with Multi-Lingual search, http://www.yahoo.com/Definitions/speak.html, 2007

[4] The Writing Center, Passive Voice, University of North Carolina at Chapel Hill, http://www.unc.edu/depts/wcweb/passive.html, 2007

The statements tell us that Passive Voice can help us to make the sentences clearer and explain directly what we mean and that will ask the object's attention. The passive is particularly useful in two situations:

- When it is more important to draw our attention to the person or thing
  The unidentified victim was so apparently struck during the early morning hours.
- When the actor in the situation is not important
  The aurora borealis can be observed in the early morning hours.[5]

The statements above relate to Hansard's statement that:

While active voice helps to create clear and direct sentences, sometimes writers find that using an indirect expression is rhetorically affective in given situation, so they choose passive voice. Also, as mentioned above, writers in the sciences conventionally use passive voice more often than writers in other discourses. Passive Voice makes sense when the agent performing the action is obvious, unimportant, or unknown or when the writer wishes to postpone mentioning the agent until the last part of the sentence or to avoid mentioning the agent at all. The passive voice is effective in such circumstances because it highlights the action and what is acted upon rather than agent performing the action.[6]

In second semester, English education department Students ought to increase their knowledge about active and passive voice, especially how to use Passive sentences in their speaking, and this thesis will study about how they use passive voice in their speaking, so this study is under title:

PASSIVE VOICE ERRORS IN SPEAKING MADE BY THE ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA

(Study about grammatical error at students who passed speaking IV subject)

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[5] CCC Foundation, Passive and Active Voice, http://CCC.comnet.edu, 2007

[6] Michelle Hansard, Active and Passive Voice, http://owl.english.purdue.edu/handout/grammar/g_actpass.html, 2008

This study is hoped to be a representative way to know the students' ability in using grammar or structure in their speaking. Because as we know that speaking is one of four basics abilities in mastering English, and it can be an impossible thing if an English Education Department Student cannot speak English grammatically. But in fact, many students have a bad skill in expressing their conversation.

B. Identified Problems

Speaking as one of language mastering abilities needs many things to do like training, memorizing, and comprehending the material, which can support and empower our skill to master the language.

These things are supplied in teaching learning curricula of English Program, but many things can happen like bad pronounced words by many Students of English Education Department. Tarigan says, that *penyebab utama atau penyebab tunggal kesulitan belajar dan kesalahan dalam pengajaran bahasa asing adalah interferensi bahasa ibu* (The major cause or the real cause of difficulty and error in foreign language teaching and learning is the mother tongue interference).[7]

From their daily conversation, the writer can see and hear that many English Education Department Students speak ungrammatically well in their speaking, like:

1. My book take by Rudy Yesterday.

2. I throw by Andy.

3. Heru is strike by Apri just now.

4. Nanang is kick by Asep.

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[7] H. G. Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, Bandung, Angkasa, 1992, p. 24

Using of terms like this ungrammatical utterance repeatedly can be the senior problem for the students of English Education Department, and this problem makes many questions:

1. Do they train to speak the grammatical English every day?

2. What do they feel to speak grammatically?

3. How do they apply the grammar or structure of English Language in their speaking, especially in passive voice term?

4. What do they do when they hear an ungrammatically utterance, especially about Passive Voice?

5. How do they communicate in their Department to utter about object of an act upon it?

6. What do they use to utter an object which an act upon it?

C. Problems of the Study

The problems of this study are:

1. How are the types of Errors of Passive Voice made by students in speaking?

2. Why do the students make Passive Errors in their Speaking?

The writer wishes to study about these problems to know the students' actions when they find the passive form in their speaking.

D. Objectives of the Study

This study was to 'earn about Students Speaking Error when they make any sentence with pointed material, here exnlorer will give them about Passive Form, to know their Passive Form application in their speaking.

E. Significance of Study

Writer hopes this thesis can be a beneficial thing on the knowledge, and this thesis title was purposed and proposed to:

1. See the matters, why the students do the error.

2. Be a preliminary study for other students who explore other related study objects.

3. Become one of knowledge sources for every reader and my college.

4. The support for English Education Program Students.

5. Become one of samples from English Education Program Students error in their language activity.

F. Research Methodology

To arrange the exploration, writer needed to have researching the data, it contains the time and place to the research, and then the method in research to take the data, that all are explained below:

1. Time and Place of Research

Time of this study was about two months, and it was held to explore State College of Islamic Studies Education Department English Program Students of Palangka Raya, and this study was held in STAIN Palangka Raya.

2. Method of Study

The method in this research is qualitative approach, and then in explaining the data, writer used descriptive method to make the explanation more clear and can be seen as clear data.

a. The Approach of Research

In this study, writer used Qualitative study in Phenomenological Approach.

What is Phenomenological Approach, Moleong says that:

Peneliti dalam pandangan fenomenologis berusaha memahami arti peristiwa dan kaitan-kaitannya terhadap orang-orang biasa dalam situasi-situasi tertentu.[8] (Explorer in Phenomenological view tries to understand the event meaning and it's relation to the common persons in some events).

b. Subject and Object of Research

Object of this study is Passive Voice Application in Speaking, and as Subject of this study, writer took the Students of English Education Department who passed Speaking III subject. Writer took them as the subject because the students had taken the subject about Structure or Grammar application more than the students under their grade, and writer hoped that by taking them as the subject in this study, writer can find the good result.

3. Technique of Collecting Data

This research was held on the ways, Observation or Survey, Interview, and Documentation to collect the data, the techniques are used in Qualitative Method, according to experts, the techniques mean:

a. Observation / Surveys

Suharto says about Observation that *Observasi sebagai suatu metoda merupakan proses pengukuran atau evaluasi yang langsung* (Observation as a method is a measuring process or a direct evaluation).[9]

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[8] L. J. Moleong, *Methodologi Penelitian Kualitatif,* Bandung, PT. Remaja Rosdakarya, 2000, p. 9

[9] Ibid. G. Suharto, p. 90

Relates with Suharto, Cohen and Manion (1985) in Nunan say:

Surveys are the most commonly used descriptive method in educational research, and may vary scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher.[10]

From the statement above, we can take that observation is the way to carry out

or the process to value the students' language activities. This way was done to see

the situation of Students Speaking activities, and how the enthusiasm of the

students is. By this way, we can give the value to the students, whom were

explored, before investigating them. Moleong says that:

Perngamatan dapat pula dibagi atas pengamatan terbuka dan pengamatan tertutup. Yang terbuka atau tertutup di sini adalah pengamat dan latar penelitian. Pengamata secara terbuka diketahui oleh subjek, sedangakan sebaliknya para subjek dengan suka rela memberikan kesempatan kepada pengamat untuk mengamati peristiwa yang terjadi, dan mereka menyadari bahwa ada orang yang mengamati hal yang dilakukan oleh mereka. Sebaliknya, pada pengamatan tertutup, pengamatnya beroperasi dan mengadakan pengamatan tanpa diketahui oleh subjeknya. Biasanya pengamatan seperti yang terakhir ini dilakukan oleh peneliti pada tempat-tempat umum seperti bioskop, taman, lapangan olah raga, tempat rapat umum, atau tempat-tempat hiburan lainnya.
Pengamatan dapat pula dibagi atas pengamatan pada latar alamiah dan pada latar buatan. Sering dalam kepustakaan lain kedua macam pengamatan tersebut dinamakan pengamatan tak terstruktur dan pengamatan terstruktur. Latar alamiah inilah yang dikehendaki dalam penelitian kualitatif, sedangkan situasi yang dibuat atau dikontrol biasanya digunakan untuk keperluan experimen.[11]
(Observation can be divided into overt observation and covert observations, overt and covert are about the observation and studying background. Overt observation is the observation that is known by the subject, and the subject likes to give the opportunity to the explorer to observe happening event and they are conscious that there is a person who monitors what they do. Contrarily, in covert observation, the observer works by camouflaging the subject. Usually, this observation is held in public places, like theaters, parks, courts, public conference places, or other amusement places.)
(Observation also can be divided into observation on natural background or unnatural background or can be said as controlled background. Those

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[10] David Nunan, *Research Methods in Language Learning*, University Press, 1998, p. 140

[11] Op. Cit, L. J. Moleong, p. 127

observations are also named as structural observation and nonstructural observation in many books. The natural background is the needed in qualitative study, and the other one is usually needed for experimental study.)

In the statements above, we can see that there are four types of observation:

1.) Overt Observation

2.) Covert Observation

3.) Natural Background Observation or we can say Structural Observation

4.) Unnatural Background observation or Nonstructural Observation, in other

words it can be said as controlled observation.

b. Interview

Moleong says about interview, that:

Wawancara adalah percakapan dengan maksud tertentu. Percakapan itu dilakukan oleh dua pihak, yaitu pewawancara (interviewer) yang mengajukan pertanyaan dan yang diwawancarai (interviewee) yang memberikan jawaban atas pertanyaan itu.[12]
(Interview is a conversation with fixed purpose. The conversation is held by two sides, Interviewer an Interviewee. The interviewer is the side which purposes the questions and Interviewee is the side that answers the questions).

To have the interview, writer must back to the meaning of interview itself, it is

like said by Moleong above, but before going to have an interview, we have to

know what type of interview which we will use. Patton in Moleong gives the

types of interview based on the Questions Plans, they are:

1.) Wawancara Pembicaraan Informal (Informal Interview)

Pada jenis wawancara ini pertanyaan yang diajukan sangat bergantung pada pewawancara itu sendiri, jadi bergantung pada spontanitasnya dalam mengajukan pertanyaan kepada yang diwawancarai. (In this type, proposed

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[12] Ibid, L. J. Moleong, p. 135

questions accord to the interviewer, so the questions accord to spontaneity of interviewer in proposing the questions to Interviewee).

2.) Pendekatan Menggunakan Petunjuk Umum Wawancara (Approach by General Interview Guidance)

Jenis wawancara ini mengharuskan pewawancara membuat kerangka dan garis besar pokok-pokok yang ditanyakan dalam proses wawancara. Penyusunan pokok-pokok itu dilakukan sebelum wawancara dilakukan. (In this type, Interviewer must arrange the draft or line of questions to propose in interview. The arrangement is done before holding the interview).

3.) Wawancara Baku Terbuka (Standard Overt Interview)

Jenis wawancara ini adalah wawancara yang menggunakan seperangkat pertanyaan baku. Urutan pertanyaan, kata-katanya, dan cara penyajiannya pun sama untuk setiap responden. (This type uses some standard questions, questions organizing, words, and the proposing way are same for every respondent).[13]

These interview types explain to us, that before going to real interview, we have to prepare many things, especially the questions, because, sometimes an interviewer can find blank imagination to make a question, so it has to be prepared before an interviewer goes down into real interview.

c. Documentation

Guba and Lincoln in Moleong state that: *Dokumen ialah setiap bahan tertulis ataupun film, lain dari* Record, *yang tidak dipersiapkan karena adanya permintaan seorang penyidik*[14]. (Document is made from written stuff, or filmed, other than record, which is not prepared because of some investigator's asking). This way wil' be done to proof the first and second way. It is by:

1.) Photo of the observation and interview

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[13] Loc.cit, L. J. Moleong, p. 135-6

[14] Ibid, L. J. Moleong, p.161

By the photos, an explorer can explain what he does in the photos as the description about his observation.

2.) Recorded Film from the interview

Documentation by this way can give more explanation about the observation.

3.) Written list about the interview

Written list as the note about what an explorer does in his observation.

4. The Endorsement Data

Tadjoer Rijal in Bungin explains that to get credibility of the data, we can use some paths namely:

a. Triangulasi (Triangulation):

Peneliti menggunakan berbagai teknik pengumpulan data (wawancara tak berstruktur), pengamatan, dan dokumentasi dari berbagai sumber (orang, waktu dan tempat) yang berbeda.

(The explorer uses some techniques to collect the data (nonstructural interview, observation, and documentation) from many sources (different people, time and place).)

b. Member Checks:

Peneliti melakukan cek interpretasi data dengan subyek penelitian dan informan dari mana data itu diperoleh.

(The explorer fits the data interpretation to the exploration subject nd the informants as the source of the data.)

c. Peer examination:

Peneliti meminta bantu kolega, melalui seminar dan diskusi untuk memberikan komentar terhadap data atau temuan penelitian.[15]

(The explorer asks the friends' help by the seminar and discussion to give the comment for the data or exploration invention.)

5. Analysis of the Data

Data are some things needed to value the exploration, which we want to use to come into exploration. Before going to make the conclusion about the exploration, we need to filter or analyze the data in order to ease the valuing process. In the filtering or analysis process, we will see many data, which can be divided to be useful data and unused data, unused data in other time can be used too. Miles and Hubberman which is picked up by Tadjoer Rijal in Bungin explain that:

Analisis data dalam penelitian berlangsung bersamaan dengan proses pengumpulan data. Diantaranya adalah melalui tiga tahap model air, yaitu reduksi data, penyajian data, dan verifikasi. Namun ketiga tahapan tersebut berlangsung secara simultan. Analisis data ini digambarkan sebagai berikut.

(Analysis of the data is done with data collection process. It is done by three-water model path, which are data reduction, data display, and verification. But these paths work simultaneously. This data analysis is described as):
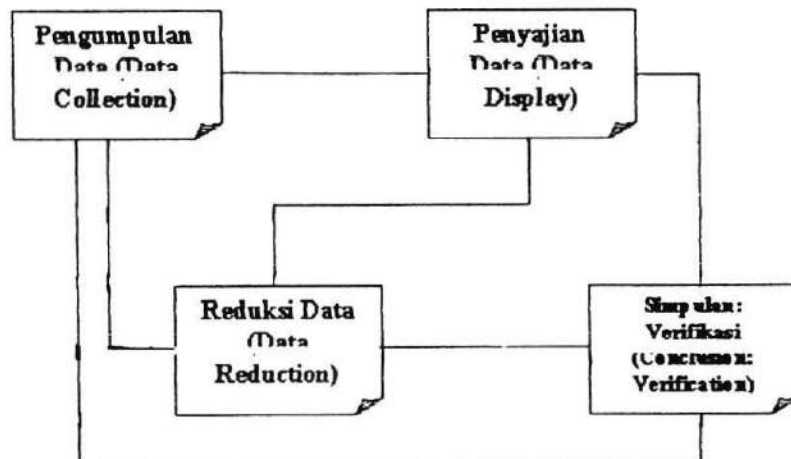
Data analysis Process[16]

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[15] Burhan Bungin, *Metodologi Penelitian Kualitatif* Jakarta, Raja Grafindo Persada, 2003, p. 96

a. Data Reduction is all of the data that have been collected, and then it is processed between true relevant and irrelevant to the problem.

b. Data display is the relevant data reported by the writer in other chapter

c. Conclusion is the writer seeks conclusion as answering for formulation of the problem.

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[16] Ibid, Burhan Bungin, p. 99

CHAPTER II

CHAPTER II
REVIEW TO RELATED LITERATURE$

A. Theoretical Review

Related to the topic or title of this thesis, it is an importance to look into many supporting literatures and as fundamental steps for the research. This research is evolved by some words; they are Error, Passive voice, and Speaking. The literatures must involve these materials and give the explanation about their meanings as the key words of this research.

To get the explanation about the research key words or the theories for the view, it is better to see some experts' opinions from their experiments about related words to my research.

1. Error

Hornby says that error is from the word to err which means to make a mistake or mistakes and error means a thing done wrongly, a mistake.[18] It can be meant that error is a word or sentence that has difference than right sentence or it turns from the right arrangement. Tarigan says:

Dalam kehidupan sehari-hari, kita mengenal kata "kesalahan" dan "kekeliruan" sebagai dua kata yang bersinonim, dua kata yang mempunyai makna yang kurang-lebih sama. Istilah kesalahan ("error") dan kekeliruan ("mistake") dalam pengajaran bahasa dibedakan yakni penyimpangan dalam pem kaian bahasa.[19]

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[18] AS. Hornby, *Oxford Advance Learner dictionary*, editor; Jonathan Crowther, Oxford University Press. 1995. p. 390

[19] Op.cit. H G. Tarigan, p. 75

15

(In our life, we know words "error" and "mistake" as two synonymous words, two words that have equal meanings. The terms ("error") and ("mistake") in language learning are differed as deviation in language usage.

But, what are causes of error, or what can make the error? Exactly, every happening has the cause, it also happens in error. Tarigan says:

Kesalahan disebabkan oleh faktor kompetensi. Artinya, siswa memang belum memahami sistem linguistik bahasa yang digunakannya. Kesalahan biasanya terjadi secara konsisten, jadi secara sistematis.[20]

(Error is caused by competence factor. It means, Students do not understand the language linguistics system that they use yet. Error usually happens consistent or systematic.)

Why is error caused by competence factor? It could be if the students have low competence in their learning. In other words Tarigan also explains that:

Sering dikatakan bahwa kesalahan merupakan gambaran terhadap pemahaman siswa akan sistem bahasa yang sedang dipelajarinya. Bila pemahaman siswa akan sistem bahasa yang sedang dipelajarinya ternyata kurang maka kesalahan sering terjadi, dan kesalahan akan berkurang apabila tahap pemahaman semakin meningkat.[21]

(It is usually said that error is description of students' understanding about language system that they learn. The Error often happens if students' understanding to language system that they learn is less, and error can be decreased if their understanding is up.)

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[20] Loc. Cit. H. G. Tarigan, p. 75-6

[21] Loc. Cit. H. G. Tarigan, p. 76

Related to Tarigan's explanation, in other words Dulay states Errors are the

flawed side of learner speech or writing.[22] Dulay also states the most common

errors are:

- *Omitting grammatical morphemes,* which are items that do not contribute much to the meaning of sentences, as in *He hit car.*
- *Double marking* a semantic feature (e.g. past tense) when only one marker is required, as in *She didn't went back.*
- *Regularizing* rules, as in *womans* for *women.*
- *Using archiforms* - one form in place of several - such as the use of *Her* for both *she* and *her,* as in *I see her yesterday. Her dance with my brother.*
- *Using two or more forms in random alternation* even though the language requires the use of each only under certain conditions, as in the random use of *he* and *she* regardless of the gender of the person of interest.
- *Misordering* items in constructions that require a reversal of word-order rules that had been previously acquired, as in *What you are doing?*, or misplacing items that may be correctly placed in more than one place in the sentence, as in *They are all the time late.*[23]

2. Passive Voice

We have ever heard in English Language Learning about Passive Voice,

what is this form? Some experts can give some description about it.

Hornby says that passive voice is the form of a verb, verb phrase or sentence or the form of a verb used when the subject is affected by the action of the verb, as in *"her leg was broken"* and *"he was bitten by a dog".*[24]

In other reference, explanation about passive voice is:
A passive construction occurs when you make the object of an action into the subject of a sentence. That is, the one performing the action is not the grammatical subject of the sentence. To rephrase a familiar joke:

Why was the road crossed by the chicken?

The chicken is the actor in this sentence, but the road is the grammatical subject. The more familiar phrasing places the actor as the subject - a subject doing

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[22] Heidi Dulay, et.al, *Language Two*, New York Oxford, Oxford University Press, 1982, p. 138

[23] Loc.cit, Heidi Dulay, p. 138-9

[24] Op.cit, AS. Hornby, p. 847

something: A chicken (actor/doer) crossing the road (object). We use active verbs to represent that "doing" whether it be crossing roads, proposing ideas, arguing arguments, or invading houses (more on that shortly). Passive constructions are easy to spot; look for a form of "to be" (is, are, am, was, were, has been, have been, had been, will be, will have been, being) followed by a past participle. (The past participle is a form of a verb often, but not always, ending in "-ed". Some exceptions to the "-ed" rule are words like "paid" and "driven".) Here's a sure-fire formula for identifying the passive voice:

Form of "to be" + past participle = passive voice

For example:
The metropolis has been scorched by the dragon's fiery breath.
When her house was invaded, Penelope had to think of ways to delay her remarriage.
Beare states: The passive voice is used when focusing on the person or thing affected by an action.
- The Passive is formed: *Passive Subject, To Be, Past Participle*
- It is often used in business and in other areas where the object of the action is more important than those who perform the action. For Example: *We have produced over 20 different models in the past two years.* Changes to *Over 20 different models have been produced in the past two years.*
- If the agent (the performer of the action) is important, use "by" for example: Tim Wilson wrote *"The Flight to Brunnswick" in 1987.* Changes to: *"The Flight to Brunnswick" was written in 1987 by Tim Wilson.*
- Only verbs that take an object can be used in the passive.[25]

Azar tells about The Passive:
Form of the passive: **be** + past participle

		S	V	O
Active	: (a)	Mary	***helped***	the boy
		S	V	
Passive	: (b)	The boy	***was helped***	by Mary

In the passive, *the object* of an active verb *becomes the subject* of the passive verb: "the boy" in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning.

Active	: (c) An accident ***happened***
Passive	: (d) (*none*)

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[25] The writing center, *Passive Voice*, University of North Carolina at Chapel Hill, http://www.yahoo.com/definition/speak.html

Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not possible to use verbs such as *happen, sleep, come,* and *seem* (intransitive verbs) in the passive.[26]

Krohn put the explanation about passive sentence:

PRESENT

ACTIVE : *They write letters every day*
                 OBJECT

PASSIVE : *Letters   are   written   every day*
        SUBJECT BE PAST
                    PARTICIPLE

PAST

ACTIVE : *They wrote letters yesterday*
                OBJECT

PASSIVE : *Letters   were   written   yesterday*
        SUBJECT BE   PAST
                    PARTICIPLE

                    COMMENTS

(1) The object of an active sentence is the subject of the corresponding passive sentence.

(2) In a passive sentence, a form of *be* appears before the main verb.

(3) In the active form, the tense is shown by the main verb (present *write*, past *wrote*.) In the passive form, the tense is shown by the form of *be*: present *am, is, are*; past *was, were*.

(4) The main verb of a passive sentence is in the past participle form.[27]

NOTES:

(1) Passive sentence are used in place of the corresponding active sentences when the subject of the active sentence is unimportant or unknown.

                Where was the car made?

                It was made in England.

The logical subject - the people who made the car - is unknown to the speaker

in addition, passive sentences are used when the logical object of the verb is the topic of the discussion. In the following sentence, the letter - not its writer - is the main topic of discussion.

                That letter was written many years ago.

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[26] Betty Schrampfer Azar, *Understanding and Using English Grammar*, Jakarta Barat, Bina Rupa Aksara, 1993, p. 120

[27] Robert Krohn, *English Sentence Structure*, Michigan, Michigan Press, 1986, p. 206

Finally, passive sentences are used whenever the speaker (or writer) wants to delay or avoid mentioning the subject.

(2) When the subject of an active sentence is expressed in the corresponding passive sentence, this logical subject is preceded by the preposition *by* and follows closely after the verb.

> Napoleon wrote that letter many years ago
>
> That letter was written by Napoleon many years ago[28]

Allen explains that: The *passive voice* is used instead of the *active voice* when the speaker is mainly interested in the predicate (verb and object). The *subject* of his thoughts happens to be the grammatical *object*; his special interest in this part of the sentence makes him put it first because in the active voice his subject would have little interest or importance for him.[29]

Hayden gives an assumption about passive voice: The *passive forms* of the verbals have the same purpose as passive tense forms; that is, the *subject* refers to the *receiver* of the activity expressed by the verbal.

Infinitive:

He wanted **to be nominated** for president

I am honored **to have been asked** by the committee to speak

Gerund:

I can't imagine his **being elected** president.

Your **having been arrested** several times for speeding should make you cautious.

Participle:

Being tired, I went to bed early

Having been caught in that situation before, I knew exactly what to do[30]

From whole statements about Passive Voice above, since first statements of Hornby until last statements from Hayden, they give us description that Passive Voice is a sentence or form of a verb used when the subject is affected by the action of the verb. In other word we can say that Passive Voice is a Sentence that describe about a subject that an action happens upon it, and they give the general formula to explain that as like:

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[28] Ibid. Robert Krohn, p. 208-9

[29] W. Stannard Allen, *Living English Structure For Schools*, Jakarta, Kanisius, 1985, p. 149

[30] Rebecca E. Hayden, et.al, *Mastering American English*, N.Dt, p. 149

Passive Voice: S + Be + Past Participle

This formula is in standard form of Passive Voice, and it can be developed as like

written above.

3. Speaking

"When you want to convert someone to your view, you go over to where he is standing, take him by the hand (mentally speaking), and guide him. You don't stand across the room and shout at him; you don't call him a dummy; you don't order him to come over to where you are. You start where he is, and work from that position. That's the only way to get him to budge." - Thomas Aquinas, the great persuader[31]

The sentence tells us how importance the speaking is, and Thomas Aquinas

in the sentence explains to us how the good persuade is. It also explains that

relationship is always needed in this world for all human and nature. In this part,

writer would like to discuss about something that relates with relationship and it is

the tool of relationship itself. It is named as speaking.

If we look the word "Speak-ing" from it's meaning, Hornby gives some analogies:
1. To say words
2. To talk or to say something, to mention something
3. To have conversation with
4. To make a speech to an audience to say or state something[32]

David (1969) in Syahdan says about speaking:
Speaking is a complex skill with requiring the simultaneous use of number of different activities. They four of five components, which generally realize in the analysis of speech process:
1. Pronunciation
2. Grammar
3. Vocabulary

---

[31] Eva L. Easton, *Speaking Activities*, http://www.anglefire.com/az2/webenglish/Speaking.html 2007

[32] Op.cit AS. Hornby, p. 1140

4. Fluency
5. Comprehension[33]

There are 2 entries for the meaning of speaking
Speak\Speak\,

1. To utter words or articulate sounds, as human beings; to express thoughts by words; as, the organs may be so obstructed that a man may not be able to speak
2. To express opinions; to say; to talk; to converse.
3. To utter a speech, discourse, or harangue; to address a public assembly formally.
4. To discourse, to make mention, to tell.
5. To give sound; to sound.
6. To convey sentiments, ideas, intelligence as if by utterance; as, features that speak of self will.

Speaking\Speak"ing\,

1. Uttering speech; used for conveying speech; as, man is speaking animal; a speaking tube.
2. Seeming to be capable of speech; hence, lifelike; as, a speaking likeness.[34]

For all of the explanation about speaking above, we can conclude that

speaking is from the word to speak that means:

To say word	To talk	To converse
To speech	To utter	To express
To discourse	To sound etc.	

B. Frame of Thinking

This study is to find the description about the English Education Program

Students' skill about making passive term in speaking. This study contains some

chapters:

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[33] M. Syahdan, *Using Dialogue In Teaching Speaking*, July 2000, p. 3

[34] English Dictionary with Multi-Lingual search, http://www.yahoo.com/Definition/speaks.html, 2007

1. First Chapter (CHAPTER I)

This chapter contains the Introduction about Thesis which evolves:

A. Background of Study

It is about the reason to hold this research

B. Identified Problems

It is about the possible problems that can be found in this research

C. Problems of the Study

It is to limit the problems that are wanted to be research

D. Objectives of the Study

This part gives the explanation what writer will do with this research

E. Significance of Study

This part tells about the wishes and points of writer to write this research.

F. Research Methodology

This Chapter contains the method that will arrange the study as:

1. Time and Place of Research

2. Method of Study

   It gives the description about:

   a. The Approach of Research

   b. Subject and Object of Research

3. Technique of Collecting Data

   It describes the methods of how to arise the data from the subject of research by:

    a. Observation / Surveys

    b. Interview

    c. Documentation

4. The Endorsement Data

This way is method to ensure that the data are credible by:

    a. Triangulation

    b. Member Checks

    c. Peer Examination

5. Analysis of the Data

This is the method to analyze the data or to edit them through:

    a. Data Reduction

    b. Data Display

    c. Conclusion

2. Second Chapter (CHAPTER II)

Contains review to related literatures or the explanation about the key words or the experts' formulas relate to the title of the exploration, the formulas which evolve.

A. Theoretical Review

It contains the theories or the formulas from experts' statements or sentences from their experience those relate to the research like about:

1. Error

2. Passive Voice

3. Speaking

B. Frame of Thinking

It describes about all of the research steps of the study arrangement in all chapter, and shown as general description.

3. Third Chapter (CHAPTER III)

This chapter contains the repot of research which evolves the data which were found from the exploration and the data description will be analyzed in this chapter; which are explained as the research result:

A. Student's speaking on the Passive Voice

    1. Students Speaking Passive Voice expression

    2. Students Speaking Passive Voice Analysis

B. Students' Error Passive Voice

    1. Error Passive Voices

    2. Error types and Categories

    3. Causes of Errors

    4. Students Opinion about Passive Voice

    5. Causes of Speaking passive Voice errors

    6. Students' statements to revise the errors

    7. Analysis of Students' revising on Errors

4. Fourth Chapter (CHAPTER IV)

This is the last chapter or the closure, it contains little explanation than other chapters, and it contains:

A. Conclusion

It contains the summary from result of the exploration, and the summary just explains little description about whole of the invention.

B. Suggestion

This contains the writer's statements for the readers, about the exploration and also about the supports for the readers to find more inventions after the invention which were found by the writer.

CHAPTER III

CHAPTER III

DATA PRESENTATION AND RESEARCH FINDINGS

A. Students' Speaking Passive Voice

1. Students' Passive Voices

There were some actions which the students did when they were expressing their speaking in front of their friends:

1. Greeting

2. Expressing the story

3. Closure

Before going to see the Passive Voices which were made by the students, we need to see the formula of Passive Voice, according to Thomson and Martinet, form of Passive Voice or Passive Form is explained as:

> The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by **by** and placed at the end of the clause:
>
> *This tree was planted by my grandfather*[35]

Based on the students' sentences like written in field note, it can be seen that English Education Departments Students can give the expressions, which contain the Passive Sentence, to see the subjects' expressions, writer makes the simple explanation to describe their Passive Sentences, and the Passive Sentences are:

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[35] Thomson, Martinet, *A Practical English Grammar*, Oxford University Press, 1995, p. 263

Table 3.1
Students' Passive Voice Expressions

F B O:	1.	Instant noodle is the most food that often consumed
	2.	there are some complain that can be tasted if too often to consume instant noodle
	3.	it caused by allergy to its flavor
	4.	of course our pocket money is taken away

Istn:	1.	Yesterday, I saw a mice that was caught by an eagle
	2.	The eagle was thrown with the stone by a boy
	3.	And the back of the eagle was injured because of the throw

J R:	1.	I have a computer that usually used to do all of assignments
	2.	All of assignments that given by lecturer at the class
	3.	Each assignment done will be kept safely
	4.	Special folder that had been given special clue

M A:	1.	When I was still child
	2.	I always invited my friends to play in their home
	3.	I pick mother from my friend home to lunch
	4.	In the night, I was taught to recite by my father

Mys:	1.	The cooker tools are cleaned soon
	2.	All kitchen tools are cleaned cleanly
	3.	They are stored in the clean place

N H:	1.	When I was child, I often invited by my friends to play in their home
	2.	If it was too long, I would be picked up by mom from my friends' house for the lunch
	3.	After that I was ordered to take a nap by my father
	4.	I was taught to reading qur'an by my father

Sm:	1.	It is filled by many kinds of traders
	2.	There is sold various goods
	3.	Every goods is sold by various prices

Y F T:	1.	It is made bridge that has fall
	2.	The fruit is eaten
	3.	Leaf is made roof or broom
	4.	Coconut milk is made as spices food

After collecting the data from the students' sentences in expressing the Passive Form, we would like to have some analysis about their sentences, we wanted to see did they make right pattern or they made some mistakes in formula application for Passive Voice pattern.

After describing the Passive Sentences from the subjects above, we see that some of their sentences are felt as odd utterances. Then, writer would like to analyze the errors which were made by the Students of English Education Department in the Passive Sentences above. The analysis will be taken from other students' evaluation to their friends' utterances, so writer just make any conclusion from their evaluation and give little comments into their evaluations.

2. Students' Speaking Passive Voice Analysis

Based on the data above, we need to make some examination to see the students' abilities in making the Passive sentences, according to the experts, the examination is called as analysis, or we can see the explanation about analysis by hornby, he says that:

Analysis is from the word "to analyse" which can be meant as doing something to check a work or assignment, according to Hornby, it means:

> **Analise** (*US* **analyze**): To examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it: *Analyse the sample and identify it.*
> *By analyzing the parts of the sentence we learn more about English grammar.*
> *We must try to analyse the cause of the strike.*
>
> Analysis itself means:
> The study of something by examining it parts and their relationship[36]

In other hand Relate with the explanation above, Webster's dictionary explains that analyze means:

> Analyze, *Britain especially* analyse, *Present Participle* analyzing, *Britain especially* analyzing, *past and past participle* analyzed, *Britain especially* analysed, Verb transitive: to study (a problem) in detail by breaking it down into various part.[37]

From the data above, we can see that students made the passive voices to express their ideas and thinking in their mind, the sentences of passive voice they made are related to the experts' formulas about Passive Sentence:

---

[36] Op. cit. A. S. Hornby, p. 38

[37] *The New Lexicon Webster's, Dictionary of the English Language (part 1),* p. 32

1. Object of the action becomes the subject of a sentence:

   Examples:

   FBO : Instant noodle is the most food that often consumed

   Istn : The eagle was thrown with the stone by a boy

   Mys : The cooker tools are cleaned soon

2. Passive sentences are used in place of corresponding active sentences when the subject of the active sentence is unimportant or unknown:

   Examples:

   Mys : They are stored in the clean place

   Sm : It is filled by many kinds of traders

3. Passive voice is used instead of the active voice when the speaker is mainly interested in the predicate (verb and object):

   Examples:

   JR : All of assignments that given by lecturer at the class

   NH : I was taught to reading qur'an by my father

Based on the sentences above, it can be stated that students can make the Passive Voice Sentences as like the experts explained in the formulas. But, from the sentences above, another analysis can be hold to exercise the rightness of the sentences arrangements. In the sentences above, students made some good sentences in Passive voice pattern, but some others are seen not like in the right pattern of passive voice, then in the analysis below, we are going to see the fact.

B. Students' Error Passive Voice

Based on the data in page 28 to 29 above, there were many sentences which have errors; the errors which can be seen by other students, and the errors can be written in the explanation below as the evaluation which was given by the students for their friends' utterances.

1. Error Passive Voices

There were some errors which students made in this exploration; these errors are known by the correction of other students about their friends' sentences, the errors sentences can be seen in the tables below:

Table 3.2
Students' Passive Voice Errors

F B O:	1.	Instant noodle is the most food that often consumed
	2.	there are some complain that can be tasted if too often to consume instant noodle
	3.	it caused by allergy to its flavor
	4.	of course our pocket money is taken away
Correction:	1.	"student have to thanks" it is the error, the right sentence is you have to use "has to"
	2.	"if too often" the right sentence is "if it's too often"
	3.	"itch, it caused by allergy" but actually the right sentence should like as "itch, which is caused by allergy"

Istn:	1.	Yesterday, I saw a mice that was caught by an eagle
	2.	the eagle was thrown with the stone by a boy

	3.	and the back of the eagle was injured because of the throw
Correction:	1.	No correction

J R:	1.	I have a computer that usually used to do all of assignments
	2.	all of assignments that given by lecturer at the class
	3.	Each assignment done will be kept safely
	4.	special folder that had been given special clue
Correction:	1.	she used conjunction "that", according to my opinion, it should be changed by "it"
	2.	after she said "used" it's possible to add "By me"
	3.	"in special folder that had been given special clue" in my opinion you should change with "in special folder which has been given special clue"

M A:	1.	When I was still child
	2.	I always invited my friends to play in they home
	3.	I pick mother from my friend home to lunch
	4.	in the night, I was taught to recite by my father
Correction:	1.	"When I was a child, I always invited by my friends to play in they home" according to me, it should be "when I was a child, I was always invited by my friend to play in their home" she should add "to be" after subject I because it is Passive Voice.
	2.	"I pick mother from my friend home to lunch" it should be "I was picked by my mother from my friend home to lunch", she should be add a "to be" before "participle" because it is passive voice, and then she should add "apostrophe" to tell about "possessive pronoun".

Mys:	1.	the cooker tools are cleaned soon

	2.	plate, wok, pan, and all kitchen tools are cleaned cleanly
	3.	they are stored in the clean place
Correction:	1.	"every she has cooked" I think it can be replaced by "when she has cooked"
	2.	"because my mother enjoy with the cleanliness" I think it can be replaced with "enjoy" word can be replaced with "love", so "my mother loves with the cleanliness"
	3.	"plate, wok, pan, and all kitchen tools are cleaned cleanly" I think it can be add by "often" after "are" word, so "plate, wok, pan, and all kitchen tools are often cleaned cleanly"

N H:	1.	When I was child, I often invited by my friends to play in their home
	2.	if it was too long, I would be pick up by my mom from my friends' house for the lunch
	3.	after that I was ordered to take a nap by my Father
	4.	I was taught to reading Quran by my father
Correction:	1.	when you make a sentence, such as "I often invited by" you should add "to be" "I was invited by"
	2.	"when I was child" you should add "article" "when I was a child"
	3.	"and when it was going night" it can be replaced by "when in the night, I was tough to reading Qur'an"
	4.	"to reading Qur'an" you should change "to read Qur'an" so "I was tough to read Qur'an by my Father"

Sm:	1.	It is filled by many kinds of traders
	2.	There is sold various of goods
	3.	Every goods is sold by various prices

Correction:	1.	in the first sentence, Somingan said that there is a night market in my place, using comma, it is filled by many traders, according to me it is still one sentence, so we should make a using conjunction without a pronoun that "it", according to me so the right sentence is "there is a night market which filled by many kind of traders in my place" we put in my place or adverb of time in the last sentence.

Y F:	1.	it is made bridge that has fall
	2.	the fruit is eaten
	3.	leaf is made roof or broom
	4.	coconut milk is made as spices food
Correction:	1.	first error is for "function" it must be "functions" because function is "there are many its function" it means many is plural, so you have to add "s".
	2.	"leaf is made roof" it's must be "leaves is can be used as roof or broom"
	3.	"spices food", you have to, it must be "spices for food",

These errors can be divided into some types and categories depend on the errors' descriptions and causes.

2. Errors Types and Categories

Every error has different characteristics, and every characteristic shows the type of errors itself. The types of error are made from the way of the errors appear; the types of error are the description of the condition about the sentences which are produced. So every error makes itself way to describe the condition about the sentence itself. Then the categories of errors are the views about why the errors appear, and this is one way to check the students' grammar mastering ability in

making the sentences. The students' errors types can be seen in the tables below, and the tables contain the sentences and the errors' divisions relate to the errors' descriptions and errors' causes.

Table 3.3
Students' Errors Types

F B O:	Error type:
1. "student have to thanks" it is the error, the right sentence is you have to use "has to"	1. Misformation (Archi-forms).
2. "if too often" the right sentence is "if it's too often"	2. Omission
3. "itch, it caused by allergy" but actually the right sentence should like as "itch, which is caused by allergy"	3. Misordering

Istn:	Error type:
1. Yesterday, I saw a mice that was caught by an eagle	1. Misformation Archi-forms
2. the eagle was thrown with the stone by a boy	2. No error
3. and the back of the eagle was injured because of the throw	3. No error

J R:	Error type:
1. "I have a computer that usually used to do all of assignments" she used conjunction "that", according to my opinion, it should be changed by "it"	1. Misordering
2. after she said "used" it's possible to add "By me"	2. Omission
3. all of assignments that given by lecturer at the class	3. Omission
4. "Each assignment done will be kept safely" in word "each assignment" you change it "each assignments"	4. Omission
5. "in special folder that had been given special clue" in my opinion you should change with "in special folder which	5. Misordering

has been given special clue"	

M A:	**Error type:**
1. "When I was still child, I always invited by my friends to play in they home" according to me, it should be "when I was a child, I was always invited by my friend to play in their home" she should add "to be" after subject I because it is Passive Voice.	1. Omission
2. "I pick mother from my friend home to lunch" it should be "I was picked by my mother from my friend home to lunch", she should be add a "to be" before "participle" because it is passive voice, and then she should add "apostrophe" to tell about "possessive pronoun".	2. Omission
3. in the night, I was taught to recite by my father	3. No error

Mys:	**Error type:**
1. "every she has cooked, the cooker tools are cleaned soon", "every she has cooked" I think it can be replaced by "when she has cooked"	1. Misordering
2. "because my mother enjoy with the cleanliness" I think it can be replaced with "enjoy" word can be replaced with "love", so "my mother loves with the cleanliness"	2. Misformation regularization
3. "plate, wok, pan, and all kitchen tools are cleaned cleanly" I think it can be add by "often" after "are" word, so "plate, wok, pan, and all kitchen tools are often cleaned cleanly"	3. Misordering
4. they are stored in the clean place	4. No error

N H:	**Error type:**
1. "When I was child, I often invited by my friends to play in their home" when you make a sentence, such as "I often invited by" you should add "to be" "I was invited by",	1. Omission
2. "when I was child" you should add "article" "when I was a	2. Omission

	child"		
3.	if it was too long, I would be pick up by my mom from my friends' house for the lunch	3.	Misformation
4.	after that I was ordered to take a nap by my Father	4.	No error
5.	"and when it was going night" it can be replaced by "when in the night, I was tough to reading Qur'an"	5.	Misordering
6.	"to reading Qur'an" you should change "to read Qur'an" so "I was tough to read Qur'an by my Father"	6.	Misformation

Sm:		Error type:	
1.	"It is filled by many kinds of traders" according to me so the right sentence is "there is a night market which filled by many kind of traders in my place"	1.	Misordering
2.	There is sold various of goods	2.	No error
3.	Every goods is sold by various prices	3.	No error

Y F T:		Error type:	
1.	"There are many function of coconut three, such as it is made bridge that has fall" first error is for "function" it must be "functions" because function is "there are many its function" it means many is plural, so you have to add "s".	1.	Omission
2.	the fruit is eaten	2.	Misformation regularization
3.	"leaf is made roof" it's must be "leaves is can be used as roof or broom"	3.	Misformation regularization
4.	"coconut milk is made as spices food", "spices food", you have to, it must be "spices for food",	4.	Omission

It can be seen that there were some types of errors which appeared in the analysis of students' sentences above, the errors in the sentences can be divided into the types as like Dulay says that there are four error types and its sub types, they are:

1. Omission
2. Additions
   a. Double Marking
   b. Regularization
   c. Simple addition
3. Misformation
   a. Regularization Error
   b. Archi-forms
   c. Alternating-forms
4. Misordering[38]

Then, from the explanation above, we can make the analysis that the students made some errors types, they are:

1. Omission   :   10 errors

2. Misformation   :   2 errors

3. Misformation   :   3 errors

   (Regularization)

4. Misformation (Archiform)   :   2 errors

5. Misordering   :   7 Errors

The data's can be presented into percentage to show the percent of every number of the errors, and the percentage can be seen in the chart below:

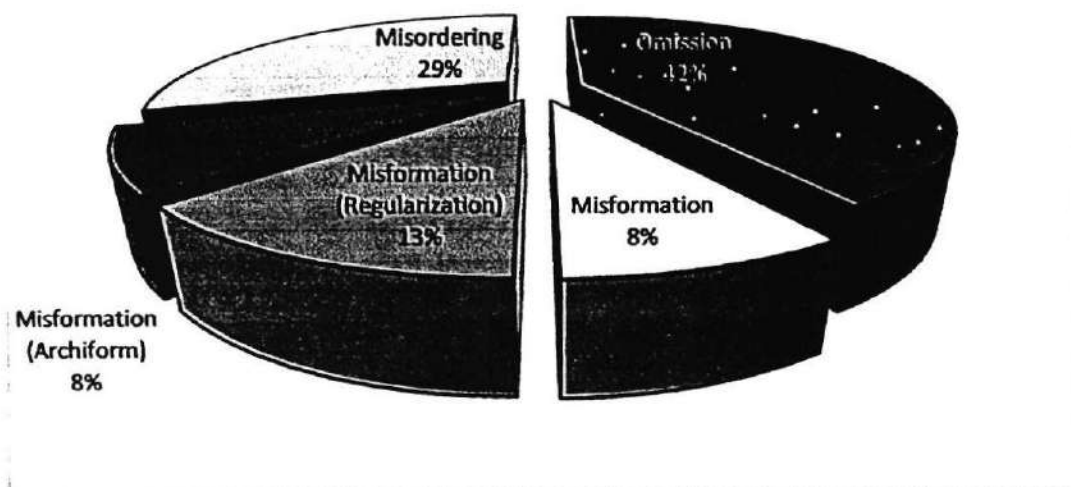
[38] Op.cit. Heidi Dulay, p. 154-63

Figure 3.1
Student's Errors Types

After looking to the data, the errors which happened were evolved by some

categories; it can be analyzed by seeing to the explanation below:

Brown states; that there are two sources of errors; they are Interlingual language and Intralingual language. Interlingual language is the significance source of errors for all learners. The beginning stages of learning a second language are vulnerable to Interlingual language from the native language. Intralingual language is the major factor in second language. Then, Intralingual errors reflect the general character of rule learning, such as; faulty overgeneralization, incomplete application of rules, failure to learn condition under which rules apply and illustrate the learner attempting to built up hypotheses about the target language. The explanation of four categories of Intralingual errors are:

1. Overgeneralization:
   The category is caused by the learners use the previously available strategies in new situation. So, they create a deviant structure on the basis e :periences of the other structure in the target language.
2. Incomplete application of rules:
   Incomplete application of rules involves a failure to fully develop structure.
3. Failure to learn condition under which rules apply:
   Errors in this category are used by failure in observing the retraction of existing structure. It involves the application of rules to contexts where they don't apply it.

4. The learner attempting to build up hypotheses about the target language:
    False concept of hypotheses arises when the learner does not fully
    comprehend a distinction in the target language.[39]

Based on the explanation above, it can be seen that; there were some error categories

which happened in students' passive voice sentences, the error categories which were

done by the Students are:

Table 3.4
Students' Errors Categories

FBO	Error category:
1. "student have to thanks" it is the error, the right sentence is you have to use "has to"	1. Failure to learn condition under which rules apply
2. "if too often" the right sentence is "if it's too often"	2. Incomplete application of rules
3. "itch, it caused by allergy" but actually the right sentence should like as "itch, which is caused by allergy"	3. Overgeneralization

Istn:	Error category:
1. Yesterday, I saw a mice that was caught by an eagle	1. Overgeneralization
2. the eagle was thrown with the stone by a boy	2. No error
3. and the back of the eagle was injured because of the throw	3. No error

J R.	Error category:
1. "I have a computer that usually used to do all of assignments" she used conjunction "that", according to	1. False concept of hypotheses

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[39] H. Douglas Brown, *Principle of Language learning and teaching*, New Jersey; Prentice Hall Inc, p. 224

my opinion, it should be changed by "it"	
2. after she said "used" it's possible to add "By me"	2. Incomplete application of rules
3. all of assignments that given by lecturer at the class	3. Incomplete application of rules
4. "Each assignment done will be kept safely" in word "each assignment" you change it "each assignments"	4. Overgeneralization
5. special folder that had been given special clue", "in special folder that had been given special clue" in my opinion you should change with "in special folder which has been given special clue"	5. False concept of hypotheses

M A:	Error category:
1. "When I was still child, I always invited by my friends to play in they home" according to me, it should be "when I was a child, I was always invited by my friend to play in their home" she should add "to be" after subject I because it is Passive Voice.	1. Incomplete application of rules
2. "I pick mother from my friend home to lunch" it should be "I was picked by my mother from my friend home to lunch", she should be add a "to be" before "participle" because it is passive voice, and then she should add "apostrophe" to tell about "possessive pronoun".	2. Incomplete application of rules
3. in the night, I was taught to recite by my father	3. No error

Mys:	Error category:
1. "every she has cooked, the cooker tools are cleaned soon", "every she has cooked 'I think it can be replaced by "when she has cooked"	1. False concept of hypotheses
2. "because my mother enjoy with the cleanliness" I think it can be replaced with "enjoy" word can be replaced with "love", so "my mother loves with the cleanliness"	2. False concept of hypotheses
3. "plate, wok, pan, and all kitchen tools are cleaned	3. Overgeneralization

cleanly" I think it can be add by "often" after "are" word, so "plate, wok, pan, and all kitchen tools are often cleaned cleanly"	
4. they are stored in the clean place	4. No error

N H:	Error category:
1. "When I was child, I often invited by my friends to play in their home" when you make a sentence, such as "I often invited by" you should add "to be" "I was invited by",	1. Incomplete application of rules
2. "when I was child" you should add "article" "when I was a child"	2. Incomplete application of rules
3. if it was too long, I would be pick up by my mom from my friends' house for the lunch	3. Overgeneralization
4. after that I was ordered to take a nap by my Father	4. No error
5. "and when it was going night" it can be replaced by "when in the night, I was tough to reading Qur'an"	5. False concept of hypotheses
6. "to reading Qur'an" you should change "to read Qur'an" so "I was tough to read Qur'an by my Father"	6. Failure to learn condition under which rules apply

Sm:	Error category:
1. "It is filled by many kinds of traders" according to me so the right sentence is "there is a night market which filled by many kind of traders in my place"	1. Overgeneralization
2. There is sold various of goods	2. No error
3. Every goods is sold by various prices	3. No error

Y F T:	Error category:
1. "There are many function of coconut three, such as it is made bridge that has fall" first error is for "function" it must be "functions", because function is "there are	1. Failure to learn condition under

many its function" it means many is plural, so you have to add "s".	which rules apply
2. the fruit is eaten	2. Overgeneralization
3. "leaf is made roof" it's must be "leaves is can be used as roof or broom"	3. Overgeneralization
4. "coconut milk is made as spices food", "spices food", you have to, it must be "spices for food",	4. Incomplete application of rules

It can be seen above, that Students made some error categories in their sentences when they try to make some statements which contain Passive Voice like Overgeneralization, Incomplete application of rules, Failure to learn condition under which rules apply, and build up the hypothesis, the result is counted like below, they are:

1   Overgeneralization   :   8 error

2. Incomplete application of rules   :   8 error

3. Failure to learn condition under   :   3 errors
    which rules apply

4. False concept of hypotheses   :   5 errors

These data can be presented in its percentage as in the chart below to see the percent of every number in the division of categories, and the percent might be different:
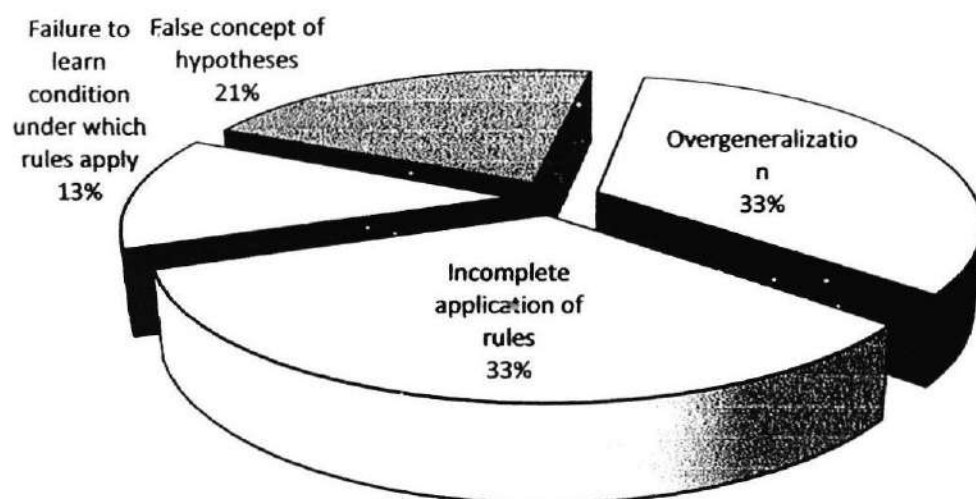
Figure 3.2
Students' Errors Categories

3. Causes of Errors

The errors categories which were made by the students contain all the errors categories, at least 1 error per categories from 8 Error Passive Voice Sentences. Stenson states in Schumann and Stenson, in language learning, there are two others types of errors or unexpected errors which are made by the students; *Common errors*, and *typical errors*.

Nancy explains about them:

1. *Common Errors*; there were other types of errors that students insisted on making, despite strong inducements to avoid them, for exar ple, students at all levels often substituted *his* for *her* and *her* for *their*, both in free speech and in reading, when the correct form was right in front of them.

2. *Typical Errors*; Not all errors made in these circumstances are typical in other contexts, however. A common instance of a situation where all the right

information is available is the pattern drill, where students have just one transformation to perform, leaving the rest of the sentence intact. One of the purposes of this sort of drill is precisely to militate against extraneous, irrelevant errors, and as has been discussed above, students tend to take this sort of instruction quite literally, and where an exercise is not carefully written, may in fact produce a deviant sentence by choosing the wrong lexical item to insert or by failing to make some secondary change which goes along with the transformation being drilled. But where there is truly only one change to be made, one expects the students to leave the rest of the sentence alone (and herein lies the ease in ignoring its meaning altogether).

The above error types represent an entirely different situation from those described in earlier sections. The sentences discussed in *Common errors* are examples of patterns that also occur frequently in spontaneous speech, and which are so strongly a part of the student's grammar that they are preferred even where the correct form is obvious.[40]

4. Students' Opinions about Passive Voice

In this case, we see that there are many errors which are made by the English Education Department Students. Those errors must have the reasons. Here, we can see the students' opinion about Passive Voice, which influence their errors in using passive form in their speaking. Writer asked them about what they think about Passive Voice, and they give the answers, their statements describe that every sentence which contains the passive unsure might be hardly to express by them, the statements for their opinions about passive form hardness can be seen below:

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[40] Ibid. Schuman, Stenson, *New Frontiers in second Language Learning*, 1978, p. 61-3

Table 3.5
Students' opinion about Passive Voice

F B O:	1.	According to me, I think basically passive voice perspective is so hard for me.
	2.	Because, sometimes we have to remember the vocabulary about the verb III and then we have to find the formula of the passive voice, according to me it's so hard for me.

Istn:	1.	Passive voice is the sentence that has special rule, for me this sometime easy but sometime difficult.
	2.	I think it is easy because we just remove the position of "to be, verb, object" based on the rule of the passive voice, and then I think why it is difficult, sometime, when I make passive voice, I should find the participle form of verb, but when I don't know, it is difficult.

J R:	1.	According to me, passive voice is simple sentence but difficult.
	2.	It is because, to make Passive Voice, we have to know the rule or the tenses itself.

M A:	1.	I think about passive voice is difficult for me.
	2.	Because me must know the tenses and structure, because when we didn't know the rule of the structure we can get it hard to make passive voice.

Mys:	1.	I think, it's not so easy and not so difficult.
	2.	Because, if we know the pattern of passive voice itself, of course passive voice will be not difficult for us, but if someone doesn't k ow the pattern of course it will be difficult.

N H:	1.	I think, passive voice one of difficult aspect in English
	2.	Why the passive voice is difficult for me, according to me because, someone usually seldom to use the passive voice in their daily conversation, and then as we know that if we use passive voice, we

		have to consider if the tenses that appropriate to use it passive voice, so I think it's one of difficult aspect in English.

Sm:	1.	Passive Voice in English is a sentence or the word in it would take "to be" and "verb III", and the passive voice, has a function to make easier when we talk, in my opinion, my opinion about passive voice is easy.
	2.	Because when we use passive voice, our opposite speak or friend or public know the context what we mean, it is easy if there are positive in text, because in many speech we always have it.

Y F T:	1.	According to me, the passive voice is hard for me, because for me it so so hard.
	2.	Because, the first we have to remember about the formula of the passive voice, and then we have to remember about the vocabulary, because the passive voice we have to use the third verb.

Those are their opinion about passive voice, and the statements give us the explanation about students view to the passive form, and the effect of their understanding as it is shown in the opinions.

The students' opinions about Passive Voice are divided into three categories; *easy, difficult,* and *equal* by the reasons about the easiness and difficulty;

1. Easy:

    - In my opinion, my opinion about passive voice is easy.

2. Difficult:

    - According to me, I think basically passive voice perspective is so hard for me.

    - According to me, passive voice is simple sentence but difficult.

    - I think Passive Voice is a difficult for me.

- I think, passive voice one of difficult aspect in English.

- According to me, the passive voice is hard for me, because for me it so so hard.

3. Equal:

- Passive voice is the sentence that has special rule, for me this sometime easy but sometime difficult.

- I think, it's not so easy and not so difficult.

From the opinions above, we can see that position between easy and difficult jus has little different, and some opinion describe that Passive Voice is in equal position between easy and difficult.

5. Causes of Speaking Passive Voice Errors

Error is a side of humanism which couldn't be avoided, in everything we do, we will find the error, few or many the errors are depend on our care on our work. In this case the errors are related to the tongue care. Webster's dictionary gives the explanation about error, the error word is from the word to err, it means:

Err:

1. To make a mistake, to be wrong: *to err in judgment.*

2. To contain a relative amount of error: *to err by less than a thousandth.*

And the error itself means:

1. (*Noun*); departure from the truth in a statement or in belief

2. A mistake: *a typing error.*

3. Departure from right conduct: *to see the error of one's ways.*

4. (*Mathematics*); the difference between the correct result and the computed one.

5. (*Law*); a legal or factual mistake in court proceedings, giving grounds for review upon a writ of error.

6. (*Baseball*); a misplay by the fielding team of a chance that should have led to an out for the batting team or that lets a runner advance **in error** by mistake.[41]

Every error must have the cause, so we have to see what the causes of errors is

which arises every errors. Hornby says, that *Cause* means:

Cause (noun):

1. That which produces an effect; a person or thing that makes something happens:

2. (For something) a reason for something; a factor that justify something:

3. An aim, a principle, or a movement that is strongly defended or supported:

4. (*Law*) a matter to be resolved in a court of law

   Cause $v \sim$ something (for somebody) to be the cause of something, to make something happen.[42]

Webster's dictionary explains about *cause* means:

1. (*Noun*); that which brings about the result.

2. Basis, grounds: *no cause for alarm.*

3. A person whose actions or words lead to some result.

4. A matter of widespread interest and concern: *the cause of world peace.*

5. The side taken in a contest between individuals or between political or religious movements **to plead a cause** to plead a case before a court.[43]

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[41] *The New Lexicon Webster's, Dictionary of the English Language (part 1)*, p. 321

[42] Op.cit. A. S. Horby, p. 177

[43] *The New Lexicon Webster's, Dictionary of the English Language (part 1)*, p. 156

Then, based on the students' opinions before, we can see why the students make the error in their speaking; the reasons are included in their answer about difficult Passive Voice:

1. Less of Verb III remembering.

2. Less of the Passive Voice formula remembering.

3. Difficult in its pattern application.

4. Less Using of Passive Voice in daily conversation.

Related with the students' statements above, Corder in Schuman and Stenson says about why we have errors in our daily life:

> "The philosophy of the second school is that we live in imperfect world and consequently errors will always occur in spite of our best efforts. Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred."[44]

The sentences describe to us that, although we do hard for everything, and we want best result of the work, the error will always appear. But after the work is done, we can see the error, and then we can have the study from the small fail which we made, some say that the failure is delayed success. But in this case, the error is studied to see the effect of error in students' acquisition about English language as the second language.

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[44] Ibid. Schuman, Stenson, *New Frontiers in second Language Learning*, 1978, p. 91

6. Students' statements to revise the Errors

After giving the statements which contain the Passive Form, writer let the Students to give the statements if they find the errors in their speaking by using the Passive Form. In every conversation, it couldn't be avoided that we get the errors or some flawed tongue in spelling or uttering words or sentences. Here we would like to see what the students say about what they do if they find any error in their speaking or their friends' speaking, the sentences were recorded to reveal the students' action if they find the errors in their sentences or their friends' sentences, and we can see their opinion about what they would like to do.

Table 3.6
Students' statements if they find Errors in Speaking

F B O:	If I find my friend do error I will tell him directly like this the correct answer that must not like that, for example; it's made by material, we have to tell him the structure or the formula of passive voice itself, so they can study more about the passive voice. I think that's all... According to me, it's hard to tell them , sometimes I just can talk him or maybe sometime I will give them some for understand or we have to remember the formula from passive voice itself and sometimes we can if he or she my friend can open the book again. As I said just now, we can open the book again and then we can learn again little by little and then we can make simple sentence for example for the passive voice, the sentence of passive voice better, that's all.

Istn:	After he or she speaking, I'll advice to study hard, and then I ask he or she to replay or recite what he speak and then I ask her or him is it right, after that maybe we have to discuss to make it correct. How do I revise the error, when we, I mean I and my friend discuss about something and then my friend get error in their speaking, to make it correct, I'll wait until our discuss is over, after that, I'll show him or her

	that is incorrect and I'll give the correction.

J R:	If I meet someone do error, maybe it's possible I will correct it, and then if not possible, I just correct in my mind, if in the public, maybe I just correct in my mind.
	If I with someone do error, I will wait he or she and then bring them to the other place to make the correction from their error, if one person and we just talk in formal situation, maybe I directly say you are wrong if he or she is my friend.

M A:	If I find the error, maybe I just something know what they make the error in passive voice and what problem to make error, maybe I with my friend make sharing to solve the problem what we do to solve the problem to make correct.
	According to me, when my friend get error, maybe we can discuss and sharing to make more information about what we are make error.

Mys:	Maybe, it's based on the condition, if in the class it will be possible to me to revise or correct the sentence, but if it just in the outside the class and there are many people over there, of course I will, I myself will do not do, do not revise it directly to her, maybe I will revise it when in the class.
	If it in the class, or she need revising from me, I can tell her the pattern of the passive voice itself, how to change when it in the present tense, in the past tense, and in the future, if it many people, if it outside the class room, if they really need the suggestion from me, of course I will tell them the right sentence of passive voice, it just some way to one person or many people I will tell them the pattern of passive voice itself the right pattern of passive voice.

N H:	According to me, when I find someone make an error in their speaking, I would like to say something to her or him about her or his mistake, especially in passive voice, but if not in general for me, and then I can tell to him or to her when he or she has do the conversation but when other people ask to revise the mistake or the error, maybe I would like to give a comment or statement about his or her error.

| | According to me for the revising, if there it is in the class or outside the class, if he or she would like to ask me suggestion, of course as far as I can to help him or her, I would like to give suggestion, or maybe revising for the error that made by the person itself. |

| Sm: | If we can should attention, at second where, I mean where the place we talk, if we two persons, I mean one by one, I would like to correct it, but f I talk out, we are or we talk for public, so when I take no understand I wouldn't repair, if in the public maybe we cannot do the repair.

Error in speech or speaking in this case, in mark and then we are better to keep characteristic, because it's different, writing we can just like copying to correct, but in speaking maybe what we speak which he discuss about the topic, and the topic is too long, maybe we can correct by show it's how the correct, for the example: I am the student, but he should say I was student, we should show the right or ways, not the wrong. But this not when we speak, we should wait maybe in all paragraph, like that. |

| Y F T: | If I give the error, especially in my speaking, of course I will open the book again about the grammar and then if I meet the error in my friend's speaking, of course I will tell him or her it is wrong or it is error and then if they tell me not believe it, I would like to encourage to open the book again and then study it.

Maybe, we make again the right sentence for example, and then if there is mistake or error in the sentence we correct together and make the right of the sentence. |

The statements give us the explanation that students have different action in the same case which they find. The data above tell us that students, give different explanation on the case of Error Passive Voice, some of them make the repairing and some other do not make the repairing. It will be explained below.

7. Analysis of Students' revising on Errors

To ensure that something right or wrong, we need to make an attention on the thing that we see, and then when we find some error or mistake, we need to make a revising. About this, Horby says that to revise means:

1. to change something in order to correct or Improve it
2. (something) (for something) to look again at work that one has done, in preparation for an examination:
    Revision (n):
    a. The action of revising something
    b. A change or set of changes to something.[45]

In other word, Webster's dictionary explains, to revise means:

1. **Revising** *past* and *past participle:* **Revised** to reexamine, especially in order to discover and amend errors in (a text etc.). To brush up (something learned earlier) so as to refresh the memory.
2. (*Noun*); (*printing*) a proof of corrected type.[46]

Based on the statements before, we can see that there are two categories of action which will be done by the students if they find the errors in their speaking:

1. Revise:

1. If I find my friend do error I will tell him directly like this the correct answer that must not like that…

2. After he or she speaking, I'll advice to study hard, and then I ask he or she to replay or recite what he speak and then I ask her or him "is it right?", after that maybe we have to discuss to make it correct.

[45] Op.cit. A S, Horby, p.1007

[46] *The New Lexicon Webster's, Dictionary of the English Language (part 2),* p.851-2

3. If I meet someone do error, maybe it's possible I will correct it, and then if not possible, I just correct in my mind, if in the public, maybe I just correct in my mind.

4. Maybe I with my friend make sharing to solve the problem what we do to solve the problem to make correct.

5. Maybe, it's based on the condition, if in the class it will be possible to me to revise or correct the sentence...

6. According to me, when I find someone make an error in their speaking, I would like to say something to her or him about her or his mistake, especially about passive voice, but if not in general for me,...

7. If we can should attention, at second where, I mean where the place we talk, if we two persons, I mean one by one, I would like to correct it...

8. If I give the error, especially in my speaking, of course I will open the book again about the grammar and then I would like to read it until I understand, and then if I meet the error in my friend's speaking, of course I will tell him or her it is wrong or it is error...

2. Do not revise:

1. If not possible, I just correct in my mind, if in the public, maybe I just correct in my mind.

2. If it just outside the class and there are many people over there, of course I will, I myself will do not do, do not revise it directly...

3. If I talk out, we are or we talk to public, so when I take no understand I wouldn't repair, if in the public maybe we cannot do the repair.

Related to the data above, Students' statements which utter about doing the revising were about six statements and doing not any revising were about four statements, these are divided into some categories that relate to the reasons:

Revising:

1. Direct telling.

2. Asking the right sentence, and discussion.

3. Saying something to repair.

4. Read the book until understand.

5. Discuss and sharing to make more information about error.

Do not revising:

1. If not possible, or if in the public.

2. If it in the outside the class and there are many people over there.

3. When take no understand.

The students' reasons about their action when they find the Errors in their speaking by Passive Form give the explanation that students will have two types of action, doing or doing not any revising on the Error Form.

About errors revising or correction, Walz in tarigan classifies some errors correction procedures into three major categories:

1. Koreksi diri sendiri dengan bantuan guru

(Self correction by teacher's help)

2. Koreksi sesama teman

(Friends' correction)

3. Koreksi guru

(Teacher's correction)

How these categories work is explained as below:

1. Koreksi diri sendiri dengan bantuan guru (self correction by teacher's help) is divided into:
   a. Menunjukkan dengan tepat (direct show)
   b. Memberi petunjuk (guideline serve)
   c. Menjelaskan kata kunci (Keyword explaining)
   d. Mengadakan pertanyaan (Asking the question)
   e. Mengatakan pertanyaan dengan cara lain (Asking the question by other ways)
   f. Membuat jawaban sendiri (Self answer)
   g. Mengulangi jawaban dengan koreksi (Repeating the answer with the correction)
   h. Mengatakan pertanyaan dengan cara lain. Setelah mengadakan koreksi secara formal, tetapi merupakan responsi yang tidak tepat terhadap formula asli (Asking the question by other way. After formal correction, but it's not real response to the real formula).

2. Koreksi sesama teman (Friends' correction)

   Sang guru dapat menyajikan pertanyaan-pertanyaan wawancara kepada para pelajar dengan kartu-kartu yang memperlihatkan bentuk-bentuk pertanyaan yang sesuai dan tepat bagi pelajar lainnya dalam kelompok untuk dipakai sebagai hasil kegiatan. Para pelajar dapat juga didorong mengoreksi satu sama lain apabila melakukan latihan-latihan dan kegiatan-kegiatan terstruktur, menggunakan kunci jawaban yang telah disediakan oleh guru.kemungkinan ketiga adalah mengumpulkan umpan balik korektif pelaj; ￫ pada saat tugas dilakukan dipapan tulis, atau dalam koreksi pekerjaan rumah atau komposisi tulis.

   (Teacher can give the interview questions to the students by the cards which show the appropriate questions for other students in the group to be used as activity result. Students are also can be supported to correct each other if they have the trainings and structural activities, by using the prepared answer keys from the

teacher, third choice is collecting students' corrective feed back when the task is done on the board, or in correcting their home works or in their writings.)

3. Koreksi guru (Teachers' correction)

   a. Menyediakan jawaban yang benar (Preparing the right answer).
   b. Parafrase (Paraphrase).[47]

Whole of the data in the exploration result or in the field note give us the description that the sentences even it is simple it can confuse us; depend on our mastery in the sentences' structure. In fact, everything in simple pattern has unique formula, and the formulas can be different each other, as we can see in the formula of Passive Voice, it just uses the pattern like:

$$\boxed{\textbf{Subject + To Be + Verb III}}$$

But for some students, it is hardly to make the sentence in this pattern, and many of them makes errors in the formula appliance; this can be seen from the analysis result in page 36 to 44 about students' passive voice errors. But this can be recovered by the students by revising the error sentences with the right sentences.

Based on the exploration, we can see that many students need the corrections and more attentions in their learning process as guidance for them to achieve the competence and master students in the sentences structures and grammar to explain them how to make the right syntax for sentences, because writer himself feels that he is lack of the syntaxes mastering, so the writer himself cannot be said perfect in

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[47] Op.cit. H G. Tarigan, p. 185-7

speaking and writing, and writer also needs the correction and guidance to correct this

thesis writing.

CHAPTER IV

CHAPTER IV
CLOSURE

A. Conclusion

1. Students of English Program of education Department can make the passive form in their speaking. But the students of English Program of education Department made some types of errors in their speaking, especially in Passive Form, the errors they made were; *Omission, Misformation, Misformation (Regularization), Misformation (Archiform), and Misordering,* and those errors were included in some categories; *Overgeneralization, Incomplete Application of rules, Failure to learn condition under which rules apply,* and *False concept of hypothesis about the target language.* Omission and Misordering were the most errors which appeared in this case.

2. There are some findings about question number 2, about why the students make passive errors in their speaking:
   - Less of Verb III remembering
   - Less of Passive Voice formula remembering
   - Difficult in its pattern application
   - Less using of Passive Voice in daily conversation

B. Suggestion

Many matters happen in our daily life, we can see everything passes in front of us and gives many remains in our life. Every happening in our life must be the studies for us, never let it go without remain in our memories. By seeing the cases

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above, I would like to give some notes for the students of English Program of Education Department:

1. Learn more the structure subject.

2. Don't let your speaking skill freeze or stagnant, because speaking skill is very useful for your future.

3. Strive hard to use more grammatical speaking.

4. Be more critical for seeing your less knowledge.

5. Study harder, to improve your skill and ability.

6. Do not be shy to ask something which you do not understand.

English language is one of gates to reach our future, if you have suggested to yourself to learn it, suggest to yourself to hold it. English language is L_2 in many countries, but in Indonesia it becomes not L_2, but it can be more than L_2 like L_3, L_4, and so forth. So, as the students, many errors found are commonly happens in the study, but it must be the support for us to study hard for reducing and overcoming the errors we make later.

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APPENDICES I

Content of Appendices I

1. FIELD NOTE 01
2. FIELD NOTE 02
3. FIELD NOTE 03

FIELD NOTE 01
OBSERVATION

To take the data to fulfill the thesis' data writer did some observation for three times, it was held on:

On 22nd of June, writer did an observation to take some data from 2 students who passed speaking IV subject. in class A-2.4. they were:

1. Mayasyarah
2. Nanik Halimah

On 30th of June 2009, writer did an observation to some students who passed speaking IV, in class A-2.4, in the class there were 4 students, they were:

1. Istianah
2. Jumiati Rabiah
3. Marlina Astria
4. Somingan

On 2nd of July 2009, writer had other observation again with 2 students who passed speaking IV, they were:

1. Firlana Bakti Oktiatama
2. Yusuf Frandi Tabarat

All students in the observation did the same assignments, firstly; one of students had a speaking in front of other students, then secondly; another student gave the evaluation to the student's utterances and grammar. The result of students' speaking and evaluating is like written below:

Somingan	:	Assalamu 'alaikum, my name is somingan, here I would speech about story the title is Friday evening market. Ok, Every Friday evening, there is a night market in my place, it is filled by many kinds of traders, they come from many areas, there is sold various of goods, such as furnitures and clothes, every goods is sold by various prices. Thank you, Assalamu 'alaikum...
Corrrection	:	My name is Jumiati Rabiah, here I would like to give correction for Somingan's speech, He is talk about story entitled about Friday night market. According to me, in the first sentence,

		Somingan said that there is a night market in my place, using comma, it is filled by many traders, according to me it is still one sentence, so we should make a using conjunction without a pronoun that "it", according to me so the right sentence is "there is a night market which filled by many kind of traders in my place" we put in my place or adverb of time in the last sentence, and then from the second sentence, I think it is right like somingan said, and I agree with his statements that "They come from many area, there is so various of goods such as furnitures and clothes" ya, I think that sentence is right, ok, thank you.
Jumiati R	:	Assalamu 'alaikum Warahmatullahi wabarakatuh, My name is Jumiati Rabiah, here I would like to tell you a story about my computer. I have a computer that usually used to do all of assignments that given by lecturer at the class. Each assignment done will be kept safely in special folder that had been given special clue.
Correction	:	Alright, Assalamu'alaikum warahmatullahi wabarakatuh, Ok, I would like to give correction, my name is somingan, here I would like to give correction to what to Miss. Jumi speeches, Ok, there are two sentences, subject says that the first sentence I found that subject speeches, the first, after she said "I have a computer", she should add "coma", it's the first, and the second, the Mistake of Jumi for the next sentence, we should add the pronoun but she did it not, she used conjunction "that", according to my opinion, it should be changed by "it", and then after she said "used" it's possible to add "By me" and then, the third still in first sentence, we should add "s" as plural to show plural, in word "each assignment" you change it "each assignments" the first time. And the second sentence. "conjunction" it's about conjunction, she said "in special folder that had been given special clue" in my opinion you should change with "in special folder which has been given special clue" it's all the correction, thank you very much, Assalamu'alaikum…
Marlina A	:	Assalamu'alaikum warahmatullahi wabarakatuh, my name is Marlina Astria, I want to tell about when I was a child. When I was still child, I always invited my friends to play in they home, and when afternoon, I pick mother from my friend home to lunch, after that my father ordered me to take a nap, and in the night, I was taught to recite by my father. I think that was all…
Correction	:	My name is Istianah, I would correct Marlina's speech, in the first sentence, she said that "when I was a child, I always invited by my friends to play in they home" according to me, it should be

		"when I was a child, I was always invited by my friend to play in their home" she should add "to be" after subject I because it is Passive Voice, and then She said that "I pick mother from my friend home to lunch" to me, it should be "I was picked by my mother from my friend home to lunch", she should be add a "to be" before "participle" because it is passive voice, and then she should add "apostrophe" to tell about "possessive pronoun", that's all….
Istianah	:	Assalamu'alaikum Warahmatullahi Wabarakatuh, My name is Istianah, here I tell you about a mice. Yesterday, I saw a mice that was caught by an eagle, but before flying, the eagle was thrown with the stone by a boy, and the back of the eagle was injured because of the throw.
Correction	:	Ok, my name is Marlina Astria, and I want to little correct to istianah write, and i think that a good write, and i agree with statement Istianah but the last paragraph in your write it's few forget to write the word about the paragraph, i think that last…
Yusuf Frandi	:	Assalamu'alaikum warahmatullahi wabarakatuh. My name is Yusuf Frandi Tabarai, here I would like tell you about the function of coconut three, There are many function of coconut three, such as it is made bridge that has fall, the fruit is eaten, leaf is made roof or broom, and the coconut milk is made as spices food. Ok, I think enough….
Correction	:	Ok, Yusuf I think you have the explanation for the function of coconut three, but I wanna give you some correction from your speaking, first is or the first error is for "function" it must be "functions" because function is "there are many its function" it means many is plural, so you have to add "s", and the last, and then "leaf is made roof" it's must be "leaves is can be used as roof or broom", and then the last is the "spices food", you have to, it must be "spices for food". I think that's all my correction, thank you…
Nanik H	:	My name is Nanik Halimah. I would like to story about my experience when I was still childhood. When I was child, I often invited by my friends to play in their home, and if it was too long, I would be pick up by my mom from my friends' house for the lunch, after that I was ordered to take a nap by my Father, and when it was going night, I vas taught to reading Quran by my father.
Correction	:	Ok, my name is Mayasyarah, I would like to give comment to the Nanik's story, because this is Passive voice form, so when you make a sentence, such as "I often invited by" you should add "to

		be" "I was invited by" and "when I was child" you should add "article" "when I was a child" then "and when it was going night" it can be replaced by "when in the night, I was tough to reading Qur'an" "to reading Qur'an" you should change "to read Qur'an" so "I was tough to read Qur'an by my Father", thank you…
Firlana B	:	Assalamu'alaikum warahmatullahi wabarakatuh, my name is Firlana Bakti Oktiatama, I would like to tell you this is about the instant noodle. Ok, all right, Instant noodle is the most food that often consumed, and it is not far from students' life, each student have to thanks to the producent of instant noodle that help them for study. Instant noodle is delicious, but there are some complain that can be tasted if too often to consume instant noodle, as follows: itch, it caused by allergy to its flavor, constipation, and of course our pocket money is taken away. i think that's all my explanation or story…..
Correction	:	Ok, just now, you have story about Instant Noodle, here I listened little error in your speaking, the first about "student have to thanks" it is the error, error in your speaking is or the false sentence is "have to" but the right sentence is you have to use "has to" and then the second, in your speaking it is "if too often" the right sentence is "if it's too often", and then the last, in your speaking there is "itch, it caused by allergy" but actually the right sentence should like as "itch, which is caused by allergy". Ok, I think enough…
Mayasyarah	:	My name is Mayasyarah, I'd like to tell you about my Mother. My mother is a great chef, every she has cooked, the cooker tools are cleaned soon, because my Mother enjoy with the cleanliness. Plate, wok, pan, and all kitchen tools are cleaned cleanly, and they are stored in the clean place, thank you.
Correction	:	Ok, I'll give the comment about Maya's story about her Mother. "every she has cooked" I think it can be replaced by "when she has cooked", and then for the next, "because my mother enjoy with the cleanliness" I think it can be replaced with "enjoy" word can be replaced with "love", so "my mother loves with the cleanliness" the next "plate, wok, pan, and all kitchen tools are cleaned cleanly" I think it can be add by "often" after "are" word, so "plate, wok, pan, and all kitchen tools are often cleaned cleanly", I think it's all, thank you…

FIELD NOTE 02
SPEAKING ANALYSIS

Sm:	1.	It is filled by many kinds of traders
	2.	There is sold various of goods
	3.	Every goods is sold by various prices
Correction:	1.	"It is" is changed to be "which"
	2.	Adverb of place "my place" is replaced in the last sentence

J R:	1.	I have a computer that usually used to do all of assignments
	2.	All of assignments that given by lecturer at the class
	3.	Each assignment done will be kept safely
	4.	Special folder that had been given special clue
Correction:	1.	"that" is replace to be "It"
	2.	After sentence "that usually used" it's possible to add "By"
	3.	"in special folder that had been given special clue" replaced by "in special folder which has been given special clue"

M A:	1.	When I was still child
	2.	I always invited my friends to play in they home
	3.	I pick mother from my friend home to lunch
	4.	In the night, I was taught to recite by my father
Correction:	1.	"when I was child, I always invited by my friends to play in they home" it should be changed to be "when I was a child, I was always invited by my friend to play in their home"
	2.	"I pick mother from my friend home to lunch" it should be "I was picked by my mother from my friend home to lunch"

Istn:	1.	Yesterday I saw a mice that was caught by an eagle
	2.	The eagle was thrown with the stone by a boy
	3.	And the back of the eagle was injured because of the throw
Correction:	1.	No correction

Y F:	1.	It is made bridge that has fall
	2.	The fruit is eaten
	3.	Leaf is made roof or broom
	4.	Coconut milk is made as spices food

Correction:	1.	"function" it must be "functions" because function is "there are many" its function it means "many" is plural.
	2.	"leaf is made roof" it's must be "leaves is can be used as roof or broom"
	3.	"spices food", you have to, it must be "spices for food"

N H:	1.	When I was child, I often invited by my friends to play in their home
	2.	If it was too long, I would be pick up by my mom from my friends' house for lunch
	3.	After that I was ordered to take a nap by my father
	4.	I was taught to reading Quran by my father
Correction	1.	"I often invited by" you should add "to be" "I was invited by"
	2.	"when I was child" you should add "article" "when I was a child"
	3.	"and when it was going night" it can be replaced by "when in the night, I was taught to reading qur'an"
	4.	"to reading qur'an" you should change "to read qur'an" so "I was taught to read qur'an by my father"

F B O:	1.	Instant noodle is the most food that often consumed
	2.	There are some complain that can be tasted if too often to consume instant noodle
	3.	It is caused by allergy to its flavor
	4.	Of course our pocket money is taken away
Correction:	1.	"student have to thanks" it is the error, the right sentence is you have to use "has to"
	2.	"if too often" the right sentence is "if it's too often"
	3.	"itch, it caused by allergy" but actually the right sentence should like as "itch, which is caused by allergy"

Mys:	1.	The cooker tools are cleaned soon
	2.	All kitchen tools are cleaned cleanly
	3.	They are stored in the clean place
Correction:	1.	"every she has cooked" I think it can be replaced by "when she has cooked"
	2.	"because my mother enjoy with the cleanliness" I think it can be replaced with "enjoy" word can be replaced with "love", so "my mother loves with the cleanliness"

		3.	"Plate, wok, pan, and all kitchen tools are cleaned cleanly" I think it can be add by "often" after "are" word, so "plate, wok, pan, and all kitchen tools are often cleaned cleanly".

FIELD NOTE 03
INTERVIEW

Questions :
1. What do you think about Passive Voice?
2. Why do you think it about that?
3. What is the passive voice itself?
4. What do you think about error in speaking?
5. What is error itself?
6. If you find your friends make errors in the talking, by passive form, what will you do?
7. How do you revise the mistake or error?

Firlana B:	1.	According to me, I think basically passive voice perspective is so hard for me.
	2.	Because, sometimes we have to remember the vocabulary about the verb III and then we have to find the formula of the passive voice, according to me it's so hard for me.
	3.	The formula of passive voice is "Subject + To be + Verb III + By"
	4.	According to me, if I have find my friend who make error, we know the culture of universe in English is different, that why we especially in speaking we just take the simple sentence so sometimes we don't care about the grammar or structure in the passive voice itself, I think that's all.
	5.	According to me the error in this case is something out of grammar, for example we have study about structure or grammar itself we know the concept the formula itself, but sometime when we apply the formula in sentences, we got error, we got mistake or error.
	6.	If I find my friend do error I will tell him directly like this the correct answer that must not like that, for example: it's made by material, we have to tell him the structure or the formula of passive voice itself, so they can study more about the passive voice. I think that's all... According to me it's hard to tell them, sometimes I just can talk him or maybe sometime I will give them some for understand or we have to remember the formula from passive voice itself and sometimes we can if he or she my friend can open the book again.
	7.	As I said just now, we can open the book again and then we can

		learn again little by little and then we can make simple sentence for example for the passive voice, I say this is the right, I hope we can make the passive voice, the sentences of passive voice better, that's all…

Istianah:	1.	Passive voice is the sentence that has special rule, for me this sometime easy but sometime difficult.
	2.	I think it is easy because we just remove the position of "to be, verb, object" based on the rule of the passive voice, and then I think why it is difficult, sometime, when I make passive voice, I should find the participle form of verb, but when I don't know, it is difficult.
	3.	
	4.	May be because the someone get any problem in his or her speaking because of the low competence and she out of the rule, and then when I find someone get error in their speaking, maybe I just try to understand and then I make the correction just in myself in my mind.
	5.	Error itself is something that go out of the rule and it is related with someone's competency.
	6.	After he or she speaking, I'll advice to study hard, and then I ask he or she to replay or recite what he speak and then I ask her or him is it right, after that maybe we have to discuss to make it correct.
	7.	How do I revise the error, when we, I mean I and my friend, discuss about something and then my friend get error in their speaking, to make it correct I'll wait until our discuss is over, after that, I'll show to him or her that it is incorrect and I'll give the correction.

Jumiati R:	1.	According to me, passive voice is simple sentence but difficult.
	2.	It is because, to make Passive Voice, we have to know the rule or the tenses itself.
	3.	Subject + To be + Verb III
	4.	As long as in speaking, error maybe but so, error in speaking can be because less of competence, slip of the tongue from someone, so that someone can error in speaking.
	5.	According to me, error is something that is out of the rule of topic.
	6.	If I meet someone do error, maybe it's possible I will correct it,

		and then if not possible, I just correct in my mind, if in the public, maybe I just correct in my mind.
	7.	If I with someone do error, I will wait he or she and then bring them to the other place to make the correction from their error, if one person and we just talk in formal situation, maybe I directly say you are wrong if he or she is my friend.

Marlina A:	1.	I think about passive voice is difficult for me.
	2.	Because me must know the tenses and structure. because when we didn't know the rule of the structure we can get it hard to make passive voice.
	3.	
	4.	When my friend talk error speaking, maybe I just hear my friend's talk and I give suggestion for my friend to right the sentence because I think that's important to give opini to my friend to sharing.
	5.	I think error is something wrong make someone, I think all of someone usually make wrong and error.
	6.	If I find the error, maybe I just something know what they make the error in passive voice and what problem to make error. Maybe I with my friend make sharing to solve the problem what we do to solve the problem to make correct.
	7.	According to me, when my friend get error, maybe we can discuss and sharing to make more information about what we are make error.

Mayasyarah:	1.	I think, it's not so easy and not so difficult.
	2.	Because, if we know the pattern of passive voice itself, of course passive voice will be not difficult for us, but if someone doesn't know the pattern of course it will be difficult.
	3.	The formula or the pattern of the passive voice itself generally "Object + To be + Verb III"
	4.	Because when someone speak if the situation when she or he speak maybe he in the nervous or in the bad condition it will be influence to the speaker when he or she speak.
	5.	According to me, error is something out of the rule.
	6.	Maybe, it's based on the condition, if in the class it will be possible to me to revise or to correct the sentence but if it just in the outside the class and there are many people over there, of course I will, I myself will do not do, do not revise it directly to

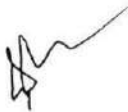|		her, maybe I will revise it when in the class.
	7.	If it in the class, or she need revising from me, I can tell her the pattern of the passive voice itself, how to change when it in the present tense, in the past tense, and in the future, if it many people, if it outside the class room, if they really need the suggestion from me, of course I will tell them the right sentence of passive voice, it just some way to one person or many people I tell them the pattern of passive voice itself the right pattern of passive voice.

Nanik H:	1.	I think, passive voice one of difficult aspect in English
	2.	Why the passive voice is difficult for me, according to me because, someone usually seldom to use the passive voice in their daily conversation. and then as we know that if we use passive voice, we have to consider if the tenses that appropriate to use it passive voice, so I think it's one of difficult aspect in English.
	3.	Generally that the formula of the passive voice is "Subject" and then "To be" and then "Verb III" but usually it is can be added by using "By" to refer to someone.
	4.	I think it is possible to appears an error in speaking because, especially speaking English is foreign language so that the person who want to speak English it is possible to appears an error because it is not easy to speak English and we have to explore the new vocabulary and also tenses and also the grammar and also the condition of our body, our feeling, our mind, when you want to speak something.
	5.	Error is something made by person in one or more times because his or her knowing in something, not in purpose.
	6.	According to me, when I find someone make an error in their speaking, I would like to say something to her or to him about her or his mistake, especially in passive voice, but if not in general for me, and then I can tell to him or to her when he or she has do the conversation but when other people ask to revise the mistake or the error, maybe I would like to give a comment or statement about his or her error.
	7.	According to me for the revising if there it is in the class or outside the class, if he or she would like to ask me suggestion, of course as far as I can to help him or her, I would like to give suggestion, or maybe revising for the error that made by the person itself.

Somingan:	1.	Passive Voice in English is a sentence or the word in it would take "to be" and "verb III", and the passive voice, has a function to make easier when we talk, in my opinion, my opinion about passive voice is easy.
	2.	Because when we use passive voice, our opposite speak or friend or public know the context what we mean, it is easy if there are positive in text, because in many speech we always have it.
	3.	If we place in the sentence, we need Subject, and then To be, after that Verb III or participle, and then followed by Object, but immediately, we can use the formula in some context we use To be and verb III, and sometimes we can use it to translate without To be, but Verb III, enough.
	4.	In this we should know about the what the pattern to communicate is, as long as the communication can get it, or we can understand, it doesn't matter, but if the speak just very fast all, I mean that is trouble to communication, I should directly correct.
	5.	Error itself in context to me is something that too out of rule, but why the error can be happened in the main structure, I can say the main or generally it's caused by psychology, lack attention, low attention about what he speech or write, and then weak of his speak. I mean that's all, I just can say that…
	6.	If we can should attention, at second where, I mean where the place we talk, if we two persons, I mean one by one, I would like to correct it, but if I talk out, we are or we talk for public, so when I take no understand I wouldn't repair, if in the public maybe we cannot do the repair.
	7.	Error in speech or speaking in this case, in mark and then we are better to keep characteristic, because it's different, writing we can just like copying to correct it but in speaking maybe what we speak which he discuss about the topic, and the topic is too long maybe we can correct by show it's how the correct, for the example: I am student, but he should say I was student, we should show the right or ways, not the wrong. But this not when we speak, we should wait maybe in all paragraph, like that.

Yusuf F:	1.	According to me, the passive voice is hard for me, because for me it so so hard.
	2.	Because, the first we have to remember about the formula of the passive voice, and then we have to remember about the vocabulary, because the passive voice we have to use the third

|		verb.
	3.	The formula of passive voice, according to me and according to my remind my remember the formula of passive voice: "Subject" and then "To be" and then "the third verb".
	4.	According to me, it if we make the error, because the English language and Indonesian language is different, so we have to study more about the structure of English grammar or English structure, so here we have to remind about the structure of the English speaking or the English language, I think that's all.
	5.	Error, according to me error something like we make the error when we speak in English, or out of the grammar.
	6.	If I give the error, especially in my speaking, of course I will open the book again about the grammar and then I would like to read it until I understand, and then if I meet the error in my friend's speaking, of course I will tell him or her it is wrong or it is error and then if they tell not believe it, I would like to encourage to open the book again and then study it.
	7.	Maybe, we make again the right sentence for example, and then if there is mistake or error in the sentence we correct together and make the right of the sentence.

NAME LIST

No	Name	Signature	
1.	Jumiat Eatiah	1.	
2.	Seminyan		2.
3.	Istianah	3.	
4.	Marlina Astria		4.
5.	Firlana Bakti O	5.	
6.	Yusuf Frandi		6.
7.	Nanik Halimah	7.	
8.	Mayasyarah		8.
9.		9.	
10.			10.
11.		11.	
12.			12.
13.		13.	
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20.			20.

APPENDICES II

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1. Persetujuan Judul dan Penetapan Pembimbing
2. Persetujuan Desain Proposal Skripsi
3. Surat Mohon Diseminarkan
4. Catatan Hasil Seminar
5. Surat Keterangan Telah Seminar
6. Surat Mohon Izin Riset / Penelitian
7. Surat Pemberian Izin Observasi / Penelitian
8. Surat Permohonan Keterangan Selesai Penelitian
9. Surat Keterangan Selesai Penelitian
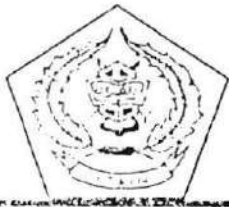
DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain   y@yahoo.com

Nomor : Sti.18.1/PP.00.9/524/2007   Palangka Raya, 24 April 2007
Hal   :Persetujuan Judul dan
        Penetapan Pembimbing

Kepada
Yth. Sdr. **Rifda Khaira Al Banjari**
NIM. 0201120070

Assalamu'alaikum Wr, Wb.

Setelah membaca, menelaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"Gramatical Error of Speaking in Using of Passive Voice on Students of English Education Department of State College of Islamic Studies of Palangka Raya. (Study About Gramatical Error at Students Who Passed Speaking III and Take Speaking IV Subject)"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I

2. Dra. Halimah, M.Pd sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah.

Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I
3. Yth. Dra. Halimah, M.Pd sebagai Pembimbing II

PERSETUJUAN DESAIN PROPOSAL SKRIPSI

Judul	:	PASSIVE VOICE ERROR IN SPEAKING MADE BY ENGLISH EDUCATION DEPARTMENT STUDENTS OF STATE COLLEGE OF ISLAMIC STUDIES OF PALANGKA RAYA
Nama	:	**RIFDA KHAIRA AL-BANJARY**
NIM	:	**020 112 0070**
Jurusan	:	**TARBIYAH**
Program Studi	:	**TADRIS BAHASA INGGRIS**

Setelah kami teliti dan diadakan perbaikan seperlunya, berdasarkan catatan hasil seminar, maka kami menyetujui proposal tersebut untuk dijadikan bahan melakukan penelitian.

Palangka Raya, 27 Agustus 2008
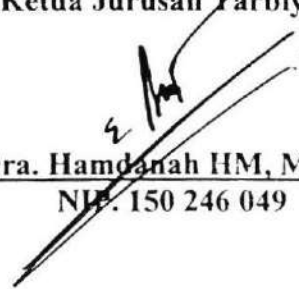
Menyetujui,

Pembimbing I,

Drs. H. Abdul Qodir, M. Pd
NIP. 150 244 629

Pembimbing II,

Dra. Halimah, M.Pd
NIP.150 278 004

Mengetahui,
Ketua Jurusan Tarbiyah

Dra. Hamdanah HM, M. Ag
NIP. 150 246 049

SURAT PERMOHONAN

Hal : Mohon Diseminarkan
Proposal Skripsi

Palangkaraya 15 MEI 2008

Kepada
Yth. Ketua Panitia Seminar Proposal Skripsi
Di -

Palangkaraya

Assalamu'alaikum Wr Wb.

Yang bertanda tangan dibawah ini:

Nama   : Rifda Khaira Al Banjary
NIM   : 020 112 0070
Semester   : XII
Jurusan   : Tarbiyah
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Passive Voice Error In Speaking Made By Students Of
                English Education Department Of State College Of
                Islamic Studies Of Palangka Raya
                (Study about grammatical error at students who passed
                Speaking III and take Speaking IV subjects)

Pembimbing   : 1. Drs. H. Abdul Qodir, M.Pd
                2. Dra. Halimah, M.Pd

Dengan ini mengajukan kepada Ketua Seminar Proposal Skripsi untuk dapat diperkenankan mengikuti Seminar Proposal Skripsi.

Bersama ini saya lampirkan 8 (delapan) exemplar proposal skripsi saya.

Demikian, atas perkenan dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum

Mengetahui
Dosen Pembimbing II

Pemohon,

Dra. Halimah, M.Pd
NIP. 150 278 004

Rifda Khaira Al Banjary
NIM. 020 112 0070
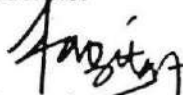
CATATAN HASIL SEMINAR

Penyaji / NIM : RIFDA KHAIRA AL-BANJARY

Jurusan / Prodi : TARBIYAH / 0201120070

Judul : PASSIVE VOICE ERROR IN SPEAKING
MADE BY STUDENTS OF ENGLISH
EDUCATION DEPARTMENT OF STATE
COLLEGE OF ISLAMIC STUDIES
OF PALANGKA RAYA

Penanggap Utama : HJ. APNI RANTI, M. Hum

Pembimbing : 1. Drs. H. Abdul Qodir, M.Pd
2. Dra. Halimah, M.Pd

CATATAN PERBAIKAN :

1). Revise the arrangement of the proposal design
2). Add theories on problems of the study & Review of literature
3). Subject and object of research and also the criteria and characteristic of taking subject must be added in the Proposal
4). In the documentation, names of students (informan) taken must be added
5). Since the study is qualitative approach, the four criteria in validating the data must be added in the proposal
6). The bibliography must be revised.

Palangka Raya, 29 Mei 2008
Moderator

Santi Erliana
NIP. 150 378422

PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEMESTER GENAP TAHUN AKADEMIK 2007/2008
STAIN PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447, 3226356, 2321438 Fax 3222105 Palangka Raya 73112

SURAT KETERANGAN
Nomor: 44/PAN-SPSM/VIII/2008

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa:

N a m a	:	RIFDA KHAIRA AL-BANJARI
N I M	:	0201120070
Jurusan/Prodi	:	TARBIYAH/TBI
Judul Proposal	:	PASSIVE VOICE ERROR IN SPEAKING MADE BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF STATE COLLEGE OF ISLAMIC STUDIES OF PALANGKA RAYA

telah melakukan Seminar Proposal Skripsi pada tanggal 29 Mei 2008 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama: Hj. APNI RANTI, M. Hum dan moderator SANTI ERLIANA, S.Pd dan dinyatakan lulus/dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 22 Agustus 2008

PANITIA

Ketua,   Sekretaris,

Gito Supriadi, M. Pd   Abdul Azis, M. Pd
NIP. 150 300 082   NIP. 150 300 083

Palangkaraya, 23 Agustus 2008

Hal : Mohon Izin Riset/Penelitian

Kepada Yth:
Ketua STAIN Palangkaraya
Di-
    Palangkaraya

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama   : Rifda Khaira Al-Banjary
NIM   : 020 112 0070
Semester   : XIII
Jurusan   : Tarbiyah
Program Studi   : Tadris Bahasa Inggris
Alamat   : Komplek Islamic Center

Dengan ini mengajukan permohonan untuk mendapat izin riset/penelitian dalam rangka penyusunan Skripsi saya yang berjudul:

PASSIVE VIOCE ERROR IN SPEAKING MADE BY ENGLISH EDUCATION DEPARTMENT STUDENTS OF STATE COLLEGE OF ISLAMIC STUDIES OF PALANGKA RAYA
(Study about grammatical error at students who passed speaking III and take speaking IV subject)

Tempat/lokasi penelitian: Sekolah Tinggi Agama Islam Negeri (STAIN) Palangkaraya.

Penelitian ini akan dilaksanakan selama 2 (dua) bulan, dari tanggal 28 Agustus sampai dengan 28 Oktober 2008.

Dan akan menggunakan metode:
1. Observasi
2. Interview
3. Dokumentasi

Demikian permohonan ini disampaikan, atas perkenan bapak disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Mengetahui   Pemohon,
Pembimbing I,

Drs. H. Abdul Qodir, M.Pd   **Rifda Khaira Al-Banjary**
NIP. 150 244 629   020 112 0070

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 6 September 2008

Nomor   : Sti.15.8/TL.00/ 1265/2008.
Lampiran :   --
Perihal   : <u>Pemberian Izin Observasi /Penelitian</u>

Kepada

Yth.   Sdr. Rifda Khaira Al- Banjary
       NIM. 0201120070
       Jurusan Tarbiyah /TBI
       di -
          Palangka Raya.

Berdasarkan Surat Saudara tertanggal 27 Agustus 2008 perihall Izin Riset / Penelitian dalam rangka mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, maka Ketua STAIN Palangka Raya memberikan Izin Riset / Penelitian kepada Saudara:

N a m a	: Rifda Khaira Al banjary
N I M	: 0201120070
Jurusan/Prodi	: Tarbiyah / TBI
Jenjang	: Strata 1 (S.1)
Lokasi Penelitian	: STAIN Palangka Raya .
Judul Skripsi	: " PASSIVE VIOCE ERROR IN SPEAKING MADE BY ENGLISH EDUCATION DEPARTMENT STUDENTS OF STATE COLEGE OF ISLAMIC STUDIES OF PALANGKA RAYA (STUDY ABOUT GRAMATICAL ERROR AT STUDENTS WHO PASSED SPEAKING III AND TAKE SPEKING IV SUBJECT) "
Metode	: Observasi, Tes dan Angket
Waktu Pelaksana	: 2 (dua) bulan, terhitung sejak tanggal 8 September s/d 8 Nopember 2008.

Demikian Surat Izin Riset / Penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

                    An. K e t u a
                    Pembantu Ketua I,

                    Drs. SARDIMI, M.Ag
                    NIP. 150 265 103

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)

Palangka Raya, 30 Januari 2009

Hal : Mohon Surat Keterangan Selesai Penelitian

Kepada Yth:
Ketua STAIN Palangka Raya
Di-
    Palangka Raya

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tanagan dibawah ini:
Nama	:	Rifda Khaira Al – Banjary
NIM	:	020 112 0070
Jurusan/Program	:	Tarbiyah / Tadris Bahasa Inggris
Waktu pelaksanaan	:	2 (dua) bulan, terhitung sejak tanggal 8 September s/d 8 Nopember 2008
Lokasi Penelitian	:	STAIN Palangka Raya
Metode	:	Wawancara dan Dokumentasi

Dengan ini mengajukan permohonan agar dikeluarkannya surat keterangan selesai penelitian dalam rangka penyusunan skripsi saya yang berjudul:

PASSIVE VOICE ERROR IN SPEAKING MADE BY ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA.

Demikian Permohonan ini disampaikan, atas bantuan dan kerja samanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Mengetahui
Pembimbing I

Drs. H. Abdul Qodir, M.Pd
NIP: 150 244 629

Pemohon

Rifda Khaira Al-Banjary
NIM: 020 112 0070

SURAT KETERANGAN
Nomor : Sti.15.8/TL.00/ 442 /2009

Yang bertanda tangan di bawah ini Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya dengan ini menerangkan bahwa :

N a m a	: RIFDA KHAIRA AL-BANJARY
NIM	: 0201120070
Jurusan	: Tarbiyah.
Program Studi	: Tadris Bahasa Inggris (TBI)
Judul Skripsi	: "PASSIVE VOICE ERROR IN SPEAKING MADE BY ENGLISH EDUCATION STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA.".
Mulai Tanggal	: 8 September s/d 8 Nopember 2008.

Telah melaksanakan Observasi/Penelitian untuk mengakhiri studi dalam pembuatan Skripsi di Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 2 Pebruari 2009

An. K e t u a
Pembantu Ketua I,

Drs. ABUBAKAR HM, M.Ag
NIP. 150 213 517