AN ANALYSIS OF STUDENTS' ERROR IN CHANGING ACTIVE VOICE INTO PASSIVE VOICE AT THE NINTH GRADE OF SMP N 1 KEMRANJEN

AN UNDERGRADUATE THESIS

Submitted to The Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Syaifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd) Degree

by:
YULI MAR'ATI MUAMANAH
Student Number. 2017404098

ENGLISH EDUCATION STUDY PROGRAM
ENGLISH DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024

APPROVAL SHEET

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, untitled

AN ANALYSIS OF STUDENTS' ERROR
IN CHANGING ACTIVE VOICE INTO PASSIVE VOICE
AT THE NINTH GRADE OF SMP N 1 KEMRANJEN

Written by Yuli Mar'ati Muamanah (Student Number. 2017404098) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H, Saifuddin Zuhri Purwokerto has examined on 27 September 2024 and declare qualified for achieving *Sarjana Pendidikan* (S. Pd) Degree by the examiners.

Purwokerto,04 Oktober 2024

Approved by:

Examiner I/Head of Examiners,

Desi Wijayanti Ma'rufah, M.Pd
NIP. 19921215 201801 2 003

Examiner I/Secretary,

Irra Wahidiyati, M.Pd
NIP.19881130 201908 2 001

Supervisor,

Prof. Dr. H. Munjin, M.Pd.I
NIP.19610305 199203 1 003

The Main Examiner,

Muflihah, S.S., M.Pd
NIP.19720923 200003 2 004

Legalized by:
The Head of Education Department,

Dr. Maria Ulpah, M.Si
NIP. 19801115200501 2 004

ii

STATEMENT OF ORIGINALITY

Herewith I,

Name : Yuli Mar'ati Muamanah

Student Number : 2017404098

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

I hereby declare that this thesis manuscript is entirely my own work. This thesis's content is entirely my responsibility. Ethics requires that the opinions, research, and theories of others be properly quoted and referenced.

Purwokerto, 18th September 2024

I who declares,

Yuli Mar'ati Muamanah

S.N. 2017404098

PLAGIARISM CHECK RESULT

Skripsi Yuli bismillah 1-5.docx

OFFICIAL NOTE OF SUPERVISOR

The Honorable
Dean of Faculty of Tarbiya and Teacher Training State Islamic University of Prof.K.H.Saifuddin Zuhri Purwokerto

Assalamu'alaikum Wr. Wb.

Having guided, analysed, directed, and corrected the thesis by Yuli Mar'ati Muamanah, Student Number 2017404098, entitled:

"AN ANALYSIS OF STUDENTS' ERROR IN IDENTIFYING PASSIVE VOICE SENTENCES AT THE NINTH GRADE OF SMP N 1 KEMRANJEN"

I recommend the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof.K.H. Saifuddin Zuhri Purwokerto, and examined in order to get Undergraduate Degree in English Education (S.Pd.).

Wassalamu'alaikum Wr. Wb.

Purwokerto, 18th September 2024
Supervisor

Prof. Dr. H. Munjin, M.Pd.I
NIP. 19610305 199203 1 003

MUNAQOSYAH RECOMMENDATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr.Wb.

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama	:	Yuli Mar'ati Muamanah
NIM	:	2017404098
Semester	:	9 (sembilan)
Jurusan/Prodi	:	Tadris Bahasa Inggris
Angkatan Tahun	:	2020
Judul Proposal Skripsi	:	An Analysis of Students' Error in Identifying Passive Voice Sentences at the Ninth Grade of SMP N 1 Kemranjen

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Dibuat di : Purwokerto
Tanggal   : 18 September 2024

Mengetahui,
Ketua Jurusan/prodi

Desi Wijayanti Ma'rufah, M.Pd
NIP. 199921215 201801 2 003

Dosen Pembimbing

Prof. Dr. H. Munjin, M.Pd.I
NIP. 19610305 199203 1 003

IAIN.PWT/FTIK/05.02
Tanggal Terbit : diisi tanggal
No. Revisi   0

MOTTO

"Your parents are at home waiting for you to come back with great results, don't let them down. Save your tiredness, because your tiredness is not worth their struggle to support you."

"Hasbunallah wanikmal wakil nikmal maula wanikman nasir"

"Cukuplah bagi kami Allah, sebaik-baiknya pelindung dan sebaik-baiknya penolong kami."

DEDICATION

"I would like to dedicate my thesis to my beloved parents, Mr. Sultoni and Mrs. Muslichah, who have always given prayers, educated, and provided support with love, affection, and material during the time I wrote this thesis until it was completed. I am also grateful to my only brother, Miftakhul Haqiqi, who has been a good sister and always helped me and encouraged the author to complete his studies so far."

ACKNOWLADGEMENT

Alhamdulillahirabbil'alamin, First of all and probably most important, the author expresses gratitude to Allah SWT, the Lord of the World, master and creator of everything in the world, for allowing the author to complete this thesis for a specific reason. It is a valuable thing that the researcher has finally completed this thesis titled "AN ANALYSIS OF STUDENTS' ERROR IN CHANGING ACTIVE VOICE INTO PASSIVE VOICE AT THE NINTH GRADE OF SMP N 1 KEMRANJEN" in English Education Study Program and Teacher Training Faculty of the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

The author is also grateful to all schools that have been very open to becoming the research location for data collection, including the school principal, teachers, and all students that the author observed that we can finish this report because of their good cooperation.

This thesis has been proposed to Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as the partial fulfilment of the requeirements for obtaining the Scholar Degree of Education (S.Pd.)

This graduation paper could not have been completed without the assistance and direction of an individual and an institution. As a result, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Fauzi, M. Ag., as the Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

2. Prof. Dr. H. Suparjo, M.A., as the I Deputy Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

3. Dr. Nurfuadi, M. Pd., as the II Deputy Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifuddin Zuhri.

4. Prof. Dr. H. Subur, M. Ag., as the III Deputy Dean Faculty Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifuddin Zuhri.

5. Dr. Maria Ulpah, M. Si., as the Head of English Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University of K. H. Saifudin Zuhri Purwokerto.

6. Muflihah, M.Pd., as the Secretary of Education Department in Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.

7. Desi Wijayanti Ma'rufah, M. Pd., as the Coordinator of English Department in Faculty of Tarbiya and Teacher Training of State Islamic University of KH. Saifuddin Zuhri Purwokerto.

8. Prof. Dr. H. Munjin, M. Pd. I., as the advisor of this thesis who gives so many insights and motivations.

9. Lecturers and administration staff on State Islamic University of Prof. K.H. Saifuddin Zuhri who help in arranging this thesis.

10. My beloved parents, Mr. Sultoni and Mrs. Muslichah who has been relentlessly prayed for the writer, and giving her every support she needs in her journey completing this thesis.

11. My beloved brother, Miftakhul Haqiqi who has been really supportive.

12. My beloved friends Anis Nafingatun Najifah and Dillah Yasnu.

13. My beloved classmate, To'ifatun Ni'mah, Dwi Meliawati, Nikmatun Khoiriyah, and Kharisma Safa Imanina.

14. And the last, everyone who has supported the writer in completing this thesis that she could not mention one by one.

There is no more appropriate sentence with the deepest thanks for all of the help and supports that the writer need in her journey completing this undergraduate thesis. Hopefully this thesis will be of assistance for the writer and the readers as well.

Purwokerto, 18th September 2024
The writer

Yuli Mar'ati Muamanah
2017404098

AN ANALYSIS OF STUDENTS' ERROR IN CHANGING ACTIVE VOICE INTO PASSIVE VOICE AT THE NINTH GRADE OF SMP N 1 KEMRANJEN

Yuli Mar'ati Muamanah

S.N. 2017404098

English Education Department Prof.K.H. Saifuddin Zuhri
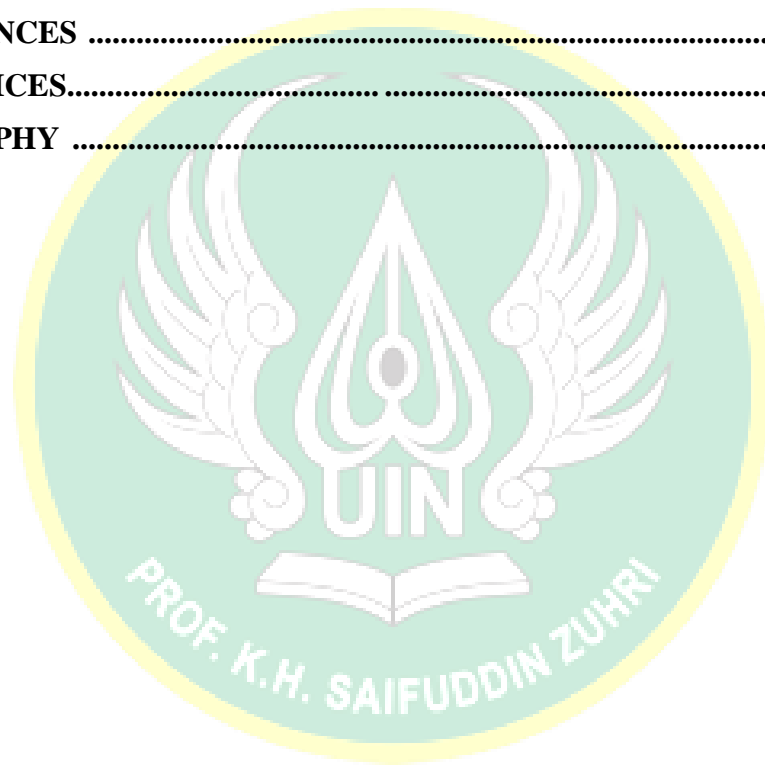
State Islamic University

ABSTRACT

The purpose of this study is to analyze students' errors in changing active voice into passive voice. The research method used in this study is descriptive quantitative. The source of data is obtained from student worksheets in the form of subjective tests to change active voice into passive voice. The research subjects were the students of class XI SMP N 1 Kemranjen which amounted to 32 students. The data were identified, classified, and analyzed using Dulay's surface strategy taxonomy theory. The results show that there are still many errors made by students in changing active voice into passive voice. The errors are divided into four, including misformation with a percentage of 41.37%, ommision error with a percentage of 27.59%, misordering error with a percentage of 19.54%, and addition with a percentage of 11.5%. Based on the data, misformation is the most frequent errors made by students in changing active voice into passive voice.

Keywords: error analysis, active voice, passive voice
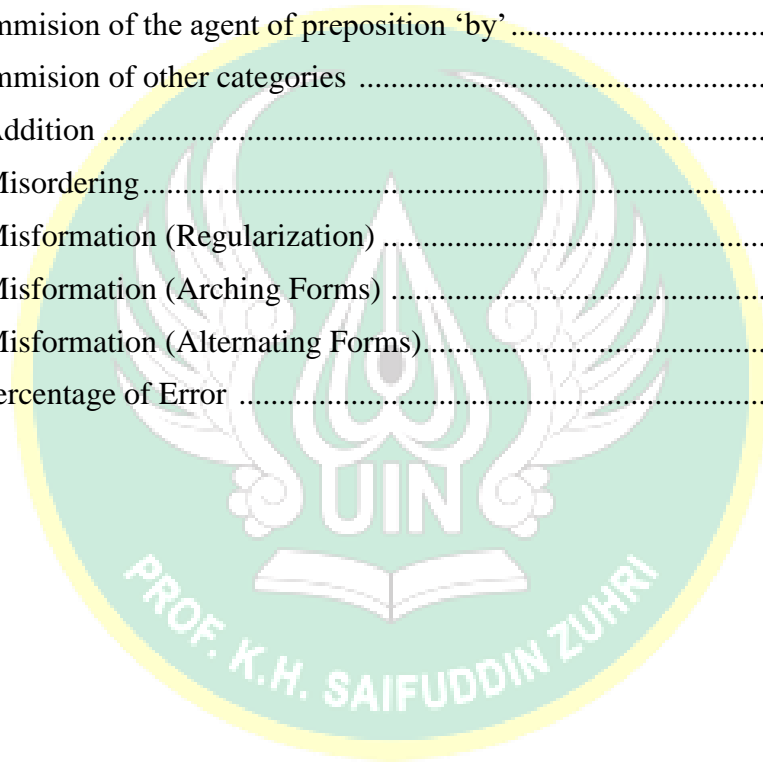
TABLE OF CONTENT

LIST OF TABLES AND FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, clarification of terms, research questions, significances of the research, and structure of the research.

A. Background of the Research

English has many and important roles in the global context. One of them is that since English is a universal language, learning it will make it simpler for us to build diplomatic ties with other nations. Beside that, many people use English all throughout the world. When communicating with those who do not speak the same native tongue, people typically utilize English. English is regarded as a foreign language in Indonesia and should only be learned for particular needs, such as employment, education, amusement, etc. With the exception of those, English is not typically utilized for everyday communication. In Indonesia, English is one of the mandatory subjects studied by students as a first foreign language.

Learning English is difficult, there are significant linguistic variations between Indonesian and English that make it difficult for Indonesian learners to understand English. In addition, Indonesian structure has an impact on Indonesian English language learners. As a result, the students need to understand it.

According to Sri Andayani (2022) learning English enhances communication skills, cognitive and sociopersonal abilities, and prepares students for personal and academic life. It broadens cognitive thinking, increases knowledge, and provides practical skills for future problem-solving.

According to Sharma & Puri (2020) learning English is a complex field of study that is built on four key competencies. Speaking, Listening, Reading, and Writing are among them.

Ulfa (2018) Explains that speaking, listening, reading, and writing are the four fundamental language abilities that are taught in formal education in

schools. The course objectives set certain limitations on the subject matter that students must learn throughout the semester.

While each educational unit determines the type of material, source, and media that must be taught to students, the curriculum as a whole regulates the structure of learning materials, time allocation, standard competency, and basic competency. When young infants first begin to use language, they learn it intuitively. They speak without having studied grammar, are unaware of how to construct sentences using grammar, have not consciously memorized vocabulary, or even less, do not study language. Even though they frequently use the wrong words in sentences and lack knowledge of proper syntax, the youngsters are nonetheless able to communicate effectively since their parents, friends, or other communication partners can grasp what they are trying to say.

Not only these 4 skills, pronunciation, vocabulary, and grammar are additional language components that come with learning English. In order to enable the meaningful structuring of language use, grammar is crucial.

Nassor Faiza Ali (2013) Explains that grammar is just one of the many abilities that must be learned in each English session; nevertheless, there is no set amount of time for each skill. The most studied skills are writing and reading, with grammar covered sporadically throughout the course.

According to Sidney Greenbaum (1996) several areas of language covered by grammar include syntax, morphology, word formation, phonetics, phonology, orthography, vocabulary, semantics, and pragmatics. Additionally, they may discuss vocabulary, orthography, phonetics, phonology, and speech interpretation.

Grammar is also can help with language use, which produces predictable patterns in what we say, read, hear, and write intelligibly, grammar lessons appear to stick with students forever. Also, it supports students' use of this knowledge in their writing. Learners' ability to master the language can be significantly hindered by inadequate grammar understanding. For students studying English as a second language, mastering grammar can be challenging

because the subject matter is dry, complicated, repetitive, and often even unpleasant, and the rules can be confusing.

To write well constructed sentences, students need to master parts of speech, or sentence components. Nouns, verbs, pronouns, auxiliaries, adjectives, articles, adverbs, prepositions, and conjunctions are the eight elements that make up parts of speech. A phrase must at least have the noun and verb, which are the two components of the part of speech. The verb is the most sophisticated component of speech. It also shares a number of additional grammatical features with no other component, including aspect, voice, tense, and mood.

According to Bramlett (2001) as a language component, one of the topics covered in English grammar is voice. Voice refers to specific verb tenses that are paired with nouns to indicate whether the grammatical subject of a sentence is acting (Active voice) or is acting (Passive voice).

Active voice is the form of a verb in which the subject is the person or thing that performs the action. In an active voice sentence, the subject acts on the object. The active voice emphasizes the actor (the doer of the action). Active voice is direct writing, which means the subject does the verb's action (Comrie, 1988).

While when a verb is in the passive voice, the subject is impacted by the verb's action. Put another way, the verb tense when the action of the phrase is performed on the subject by another person or object. When using the passive voice, the topic is engaged. The action's recipient is emphasized in the passive voice. The indirect writing style known as "passive voice" denotes that the action of the verb is received by the subject. In the passive voice, the subject replaces the object of the active voice.

According Suhartini (2011) active sentence is clearer and more dynamic than a passive one, it is used more frequently. People favored using active sentences over passive ones because they utilize fewer words overall. Even though learning passive voice is crucial, there are situations when students must employ passive sentences.

According to Zahratul Idami & Pratiwi (2021) who cited in Ratnasari, (2011) passive sentences, taught from middle school to high school, are crucial for students to understand and create effective informal writing, especially in scientific papers, making it easier for students to write.

English passive voice comprehension is a difficult task for both teachers and students. Errors and mistakes in the passive voice are signs that students are not understanding this material. It is very unlikely that students will not make mistakes in learning English, especially in identifying passive voice sentences. The errors that students make frequently when learning English are normal and acceptable. Therefore, students must understand rules and pattern passive voice of each tense in order to avoid of making errors.

Adriyani (2019) who cited in Norris (1982) explains that is possible for students to make errors, and these can be attributed to a variety of variables, including their social circumstances, the influence of their mother tongue, or even incorrect teaching methods used by teachers once they have mastered a basic frame.

Students may find it challenging to switch from an active to a passive voice sentence for a variety of reasons. For example, they may find it difficult to focus on the teacher during instruction, which further complicates the learning process. It is necessary to analyze student challenges so that the teacher may truly ascertain the kinds of problems and contexts in which students struggle to transition from active to passive voice. Additionally, the instructor will investigate why students make mistakes when converting active phrases into passive ones. Error analysis was used to gather data regarding the challenges faced by the students. It is envisaged that through error analysis, the instructor will be able to create remedial activities and focus more on the areas where the students struggle.

According journal by Widianto (2021) entitled "Students' Error Analysis of Using Passive Voice at the Ninth Grade of Secondary School 6 Jambi City" which shows that students make mistakes when constructing active sentences into passive sentences and the types of errors and types of

4

errors that are mostly done by students are changing active nouns into passive voice subjects.

Based on preliminary observations, that carried out at SMP N 1 Kemranjen on February 7 2024, in ninth grade students still made many errors in changing active voice into passive voice. Apart from that, they also still make errors in determining the subject, object and verb in passive voice sentences, because grammar mastery is low. With the condition above, the researcher desires to carry out the study entitled "An Analysis of Students' Error in Changing Active Voice into Passive Voice at the Ninth Grade of SMP N 1 Kemranjen".

B. Clarification of Terms

To ensure that readers have a common understanding or perspective of some terminology used in this research, the following definitions are provided. Furthermore, a few terms are relevant to this research and will help direct its application. They also try to prevent miscommunication. Two essential terms are as follows:

1. Error Analysis

McCloskey (2017) who cited in Norrish (1983) described "an error" as a systematic deviation that occurs when a student continually "gets it wrong" and has not learned the material, and errors are characterized as forms that language users, even after being taught, are unable to repair on their own.

A language error is a poor use of language. In addition, unless they have more understanding of the subject, language learners are unable to fix their errors. These errors happen during the learning process because the student hasn't learned enough. With the acquisition of more knowledge, learners will be able to rectify their errors; the more errors they correct, the more linguistically aware they become. Error analysis is the act of identifying the frequency, kind, causes, and effects of poor language use. It was also mentioned that error is specific to humans.

According to Corder (1981) error analysis is a technique used to record errors that arise in language learners, ascertain whether those errors are recurring, and (if feasible) provide an explanation for the errors. Although, as we shall see, accuracy is only one aspect of learner language, native speakers of the target language (TL) who listen to learners' faults likely perceive them to be highly conspicuous.

Error analysis can be used to analyze errors at several levels of language, including pronunciation, grammar, vocabulary, and style. It can also be used to categorize errors based on the type of error, systematic errors/errors in competence vs occasional errors/errors in performance and the form of the error (omission, insertion, substitution).

According to Taylor (1982) error analysis is a tool used in experimental physics to analyze measuring uncertainties and other kinds of errors that might happen in experiments, including random and systematic errors.

Tarone & Swierzbin (2009) explains that error analysis in linguistics focuse to identify faults in learner language, ascertain their systematic nature, and comprehend the underlying knowledge of the language's norms. Additionally, error analysis is utilized in math classes to support the notion that errors are a necessary component of learning and to assist students in making sense of their mistakes.

From the statements above it can be concluded that Error analysis is a technique used to identify the frequency, type, causes, and effects of poor language use in language learners. It helps identify errors at various levels, such as pronunciation, grammar, vocabulary, and style. Error analysis can also categorize errors based on their type, such as systematic errors or occasional errors, and the form of the error. It is specific to humans and is used in various fields, such as experimental physics, linguistics, and math classes. Additionally helps students understand the underlying knowledge of language norms and helps them

make sense of their mistakes, ultimately contributing to their overall learning experience.

2. **Passive Voice**

Students should learn how to use both active and passive voices, particularly while writing. Sentences in written texts are frequently formed using both active and passive voice.

According Yousif (2007) one of the two grammatical voices in English is passive voice; the other is active voice. Passive voice is primarily used in written forms, focusing on events or processes, and is often used in common expressions where the subject receives action. As is well knowledge, there are two distinct definitions of passive voice: syntactic and stylistic. In terms of the syntactic component.

Yousif (2007) who cited in Leech and Jan (1994) claim that the grammatical procedure of using passive voice modifies the sentence's elemental placements. assert that the use of passive voice entails much more than just changing the order.

It can be defined as a methodical way to select a participant other than the agent as the beginning point of the message without deviating from the standard subject initial word order. It involves the structural arrangement of the phrase. Therefore, based on these two divergent interpretations, it may be said that the advantages of passive voice differed. Put otherwise, there is a purpose behind the usage of passive voice. Furthermore, the process of using passive voice involves more than just changing an active sentence to a passive one, whether it be agentive or agentless. Rather, there are numerous applications for its linguistic utilization as well as guidelines for its employment.

Voun (2016) defined that passive voice is a style of writing where the verb acts on the subject, with the object of the action being the focus. In scientific and historical reporting, the passive voice is frequently utilized to draw the reader's attention to what has happened or is happening.

Adriyani (2019) who cited in Azar (1989) argue, when a verb is in the passive voice, its subject changes from being the active verb's object. In the passive voice, only transitive verbs. Verbs that are followed by an object are employed. It is not feasible to employ intransitive verbs like happen, sleep, come, and seem in a passive form.

In addition, Greenbaum (1991) using the passive voice allows you to avoid having the subject refer to the object or person that is directly or indirectly to blame for the activity. As a result, the forms of the verb phrases as well as the placements of certain noun phrases are different between the passive and the matching active.

So we can conclude that passive voice is one of the two grammatical voices in English, primarily used in written forms focusing on events or processes. It modifies sentence elemental placements and involves the structural arrangement of phrases. Passive voice is used in scientific and historical reporting to draw the reader's attention to what has happened or is happening. It is used with transitive verbs and is not applicable to intransitive verbs like happen, sleep, come, and seem. Passive voice also allows for the avoidance of subject-object relationships, resulting in different forms of verb phrases and placements of certain noun phrases.

C. Research Questions

Based on the background of study above, the researcher wants to find out:

1. What types of errors are most students make in changing active voice into passive voice at the ninth grade of SMP N 1 Kemranjen?

D. Significances of the Research

1. The Objective of the Research

To find out types of errors most students make in changing active voice into passive voice at the ninth grade of SMP N 1 Kemranjen.

2. The Benefit of the Research

The benefits of this research are:

a. Theoretically

1) This study is supposed to analyze students'error in changing active voice into passive voice at the ninth grade of SMP N 1 Kemranjen.

2) It is hoped that this research will be useful to teachers and students.

3) It is intended that this study will serve as a guide for future research.

b. Practically

1) For writer

a) In order to finding the types of errors are most students make in changing active voice into passive voice.

b) Understanding in depth about analyzing students' error in changing active voice into passive voice

2) For teacher

a) Can offer insightful information about how well they comprehend grammar and linguistic structure. Teachers and linguists can create focused tactics to help students become more proficient in utilizing the passive voice by looking at these errors.

b) Recognizing common misconceptions: Teachers can discover places where misconceptions are most common by knowing the students of errors that students make when working with passive voice structures.

c) Identifying instructional strategies: Teachers can modify their teaching strategies to more effectively address the unique obstacles that students confront by identifying trends in the errors that students make.

3) For other Researchers

This research can serve as a foundation for further studies in related fields, indicating the need for more in-depth to improve comprehension of the difficulties encountered by students and to provide efficient methods for dealing with such difficulties.

E. Structure of the Research

The researcher organizes a methodical discussion of the language's primary themes in order to facilitate understanding and reveal what is covered in the study. The researcher divided it into five chapters which will be explained below.

Chapter I is the introduction. It will consist of the background of the study, conceptual definitions, research questions, objectives, and significance of the research, review of relevant studies, literature review, research methods, and structure of the research.

Chapter II will explain the theories of analysis students' error in changing active voice into passive voice at ninth grade of SMP N 1 Kemranjen.

Chapter III will describe the research method and deals with the research design, research location, subject of the study, the study object, collecting data technique, and analyzing data technique.

Chapter IV will discuss the result and discussion about analysis students' error in changing active voice into passive voice at ninth grade of SMP N 1 Kemranjen.

Chapter V will provide about conclusion, some research-related limitations and some research suggestions.

CHAPTER II
THEORETICAL REVIEW

All of the theories utilized to organize this research are presented in this chapter. This section will cover theories related to error analysis, sentence structure, and paragraph writing proficiency. There will also be reviews of pertinent studies in this chapter.

A. Theories about Error Analysis

a. Definition of Error

Specialists interpret errors and mistake according to diverse concepts. According to Williianti (2020) who cited in Ellis (1994) , an error is a mistake caused by ignorance, but a mistake is an error that is not a typical step or that happens frequently. In addition, James (1998) describe that mistake are one-time occurrences, whereas errors are unintentional, systematic events.

According to Handayani (2011) in Meisa's (2014), error is a systematic mistake that happens randomly, and students don't realize that what they're doing is a mistake.

Errors were considered an issue that needed to be fixed prior to Corder (1967). But now, errors are seen as tools that students use to learn. They serve as indicators of a learner's proficiency in a language Gass and Selinker (1983) they offer important insights into the methods that students use to learn Abi-Samra (2003). They give teachers a way to evaluate their students' learning and instruction and set priorities for their next efforts Richards and Sampson (1974). Therefore, describing and explaining errors made by L2 learners can be effectively accomplished through the use of error analysis.

J. Richard et al., (2002) argue that error analysis is a crucial tool for linguistics and instruction, examining mistakes in language

learners' work, identifying recurring issues, and providing insights into language acquisition.

To comprehend the learner's interlanguage and underlying understanding of the language norms, the error analysis process entails locating, characterizing, clarifying, and assessing errors (Corder, 1975).

Based on the statements above we know that specialists differentiate between errors and mistakes, with errors being systematic events and mistakes being one-time occurrences. Beside that, errors are now seen as language learning tools, serving proficiency indicators, method evaluations, and linguistic analysis.

b. **Type of Error**

According to Laloan (2019) who cited in Tarigan (2011), there are two primary categories of linguistic errors: mistakes (one-time errors) and errors (systematic errors that occur regularly).

Chomsky (1965) claime that error analysis makes a distinction between several sorts of errors, including intralingual errors (caused by the learner's misuse of target language rules) and interlingual errors (caused by the learner's linguistic background and native language interference).

In addition, Touchie (1986) argue that research in applied linguistics categorizes errors into performance and competence errors. Performance errors, made by tired or hurried learners, are less serious, while competence errors, indicating inadequate learning, are more serious.

Additionally, errors can be categorized based on modalities, language levels, form, type, cause, and norm versus system. When learners are not familiar with the rules of the language they are attempting to acquire, linguistic blunders occur. Intralingual or developmental errors and interlingual errors are the two main categories of errors in second language acquisition.

While the practical side of error analysis directs the necessary measures to rectify poor language learning conditions, the theoretical aspects of error analysis are part of the approaches used to investigate the language learning process.

Dulay et al (1982) categorizes many error kinds, including omission, addition, misformation, and misordering, using the surface strategy taxonomy.

1. Omission

    A learner commits omission error when they omit important details that should come up in a well-performed utterance (Viera Valencia & Garcia Giraldo, 2019). For instance, we know that morphemes, or words, can be classified into two classes: grammatical words, such as noun and verb inflections (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am,are, will, can, must, etc.), and prepositions (in, on, at, etc.). Content words, on the other hand, can be divided into two classes.

2. Addition

    The opposite of omission, addition errors are defined by the inclusion of elements that belong in a well-performed utterance but are not there. In general, it happens while the learner is picking up a second language (Charl James, 1998). A variety of addition errors, including regularizations, double marks, and simple addition, have been studied in the speech of first- and second-language learners.

3. Misformation

    Errors known as misformations are defined by the incorrect application of a structure or morpheme (Charl James, 1998).

    Three types of misformation exist: regularization errors (i.e., disregarding exceptions and dispersal rules to areas where learners fail to apply rules governing the transformation of verbs and

countable or uncountable nouns, such as fallen, runned, woman, phenomena, criticism, etc.) One member of a form class is chosen to represent other members of the class in an archi-form.

4. Misordering

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

So we know that linguistic errors can be categorized into mistakes and errors, with errors being systematic and one-time. Error analysis distinguishes between intralingual and interlingual errors, and performance and competence errors. In applied linguistics, errors can be categorized based on modalities, language levels, form, type, cause, and norm versus system. Intralingual or developmental errors and interlingual errors are the main categories of errors in second language acquisition. And the using surface strategy taxonomy, there are four categories error: omission, addition, misformation, and misordering.

c. **Cause of Error**

According to Widianto (2021) error might be a sign of a developing new linguistic system. Furthermore, Hubard (1983) notes that "errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it" are attributed to certain experts.

J. Richard et al., (2002) mentioned the error analysis approach identified two primary causes of error: the intralingual error, which is the result of learners misusing certain Target Language rules, and the Interlingual error, which is the result of learners' linguistic background and Native language interference. The error cause is believed to be

both internal to the target language and the learners' incorrect application of specific Target Language rules.

In addition Touchie (1986) explained that interlingual errors stem mostly from interference from the mother tongue, whereas intralingual or developmental errors stem from oversimplification, overgeneralization, hypercorrection, poor instruction, fossilization, avoidance, insufficient learning, and conjectured erroneous concepts. Example of Interlingual transfer :

Internet makes lazy student. The sentence is the transfer from L1(Indonesian), for example in Indonesian, "Internet dapat membuat siswa bodoh/Internet makes student lazy". The student made a mistake in the sentence by placing the adjective after the noun. The correct phrase is "Internet makes lazy students."

Example of Intralingual :

(1) : That why a university is consist of many buildings

  : That why a university consist of many buildings

The grammar in the sentence above is incorrect. It resulted from the pupils' ignorance of the use of "to be." In their phrases, they frequently add "to be" after the topic. In the English sentence structure, "to be" cannot come after the subject if the sentence contains a complete verb.

(2) : Although it have more comprehensive source

  : Although it has more comprehensive source

The verb "have" in the statement is more recognizable to the students. Therefore, he employed the verb poses "have" to indicate ownership in each sentence, regardless of whether the subject of the sentence was singular or plural.

B. Passive Voice

1. Definition Passive Voice

According to Sahrul Hafiz & Wijaya (2023) the verb acts upon the subject of the sentence while using the passive voice grammatical

form. On the other hand, an active voice is one in which the verb expresses an action and the subject of the sentence carries it out.

Then, the Pullum (2019) explain "Therefore, passive voice is frequently employed in situations where the agent the noun phrase that would have been the subject of the active form of the sentence is either uninteresting or overt (in which case it is typically left out); or when it makes sense to position it at the end of the sentence for discursive purposes, like providing fresh information."

Radford (2020) offers an additional perspective on passive voice. According to him, the passive voice is mainly distinguished by the following four attributes: The first thing to keep in mind is that the auxiliary verb "be" must be used when using the passive voice. The second crucial thing to remember is that the primary verb's past participle form should be used in the passive voice. The third characteristic is that the term "by," which serves the same purpose as the subject in sentences written in the active voice, is frequently used to end sentences written in the passive voice. Fourth, when employed in the passive voice, the complement which usually appears in the active voice may become the subject.

When highlighting an activity that has already happened or when the agent of an action is obscure or irrelevant, the passive voice can be helpful. Nevertheless, it can also be faulted for being elusive or imprecise when attempting to recognize the passive voice; search for a "to be" form and a past participle.

So we can conclude that definition of passive voice is a grammatical form where a verb acts upon the subject of a sentence, unlike active voice where the verb expresses an action and the subject carries it out. It is often used when the agent, the noun phrase that would have been the subject of the active form, is uninteresting or overt, or when it makes sense to position it at the end of a sentence for discursive purposes.

2. Form of Passive Sentence

The past participle of the main verb is followed by a form of the verb "to be" (such as "is," "am," "are," "was," "were," "be," or "been") to form the passive voice. For instance, "The mouse was chased by the cat" would be the passive voice counterpart of the active voice sentence "The cat chased the mouse." When highlighting an action or its goal instead of the subject or agent of the action, the passive voice is frequently employed.

According to Bochari et al., (2020) using of an auxiliary verb + 3rd form verb (past participle) is the basic form of making a passive voice. The verb GET can also be used to generate the passive form in addition to auxiliary verbs.

Here are the examples of passive voice:

1. Basic (be + V3) The book is written by the famous author.
2. Perfective (have + been + V3) The books have been written by the famous author.
3. Modal (modal + be + V3) The books will be written by the famous author.
4. Modal Perfective (modal + have + been + V3) The books will have been written by the famous author.
5. To-infinitive (to + be + V3) The books need to be edited by the famous editor.
6. Non-finite-ing (being + V3) The books start being edited by the famous editor.
7. Bare (V3) The author let his books edited by the famous editor.

In apart from the aforementioned pattern, verbs GET and HAVE can also be used to produce the passive voice. For instance, "he got arrested" or "the police had him arrested."

Formula of passive voice :

> S + auxiliary verb + past participle (verb 3) + object

17

Table 1 The form of Passive Voice in Various Tenses

Tense	Passive Voice
Simple Present Tense	Five flowers are planted near my house
Present Continuous	Some foods are being eaten by my daughter
Simple Past Tense	He was liked by me.
Past Perfect	The book had been read by Randy
Future Tense	The book will be read by Bob

So, we know that passive voice is formed by using the past participle of a main verb followed by a form of the verb "to be," often used when highlighting an action or its goal. This form is basicly formed using an auxiliary verb and a 3rd form verb (past participle). And formula passive voice is S + auxiliary verb + past participle.

3. **Component of Passive Voice**

The subject, the verb be, and the past participle are the components of the passive voice (Alexander, 2019). The subject, the verb be, and the past participle make up the formula for a sentence written in the passive voice. When there is no verb be, the subject is erroneous, or the past participle is incorrect, it indicates that the passive voice contraction is invalid.

1. Subject

In passive voice, the subject of the sentence is the recipient of the action, rather than the performer of the action. The subject in a passive voice sentence is typically preceded by the preposition "by" and is often not explicitly stated. For example, in the sentence "The book was read (by the students)," "The book" is the subject in passive voice, and "by the students" indicates who performed the action. Passive voice is used to emphasize the action or the recipient of the action, rather than the doer.

2. The verb "be"

In passive voice the verb "b" serves as the auxiliary verb to indicate a passive construction in English. In this form, it helps convey that an action or state of being is experienced by the subject rather than performed directly by them. For example:

Active voice: I write letters every day. (Subject performs the action)

Passive voice: Letters are written every day. (The action happens without specifying who does it.)

In passive constructions, the object becomes the subject and receives the action, while the original does of the action may appear as an optional prepositional phrase with the word "by." If not included, the identity of the actor remains unknown.

3. The past participle

The past principle is a form of a verb that can be used to form the passive voice, among other things. In the passive voice, the subject of the sentence is acted upon rather than performing the action. The passive voice is formed with any time frame of the verb "to be" plus the past participle.

The past participle of regular verbs is usually formed by adding the suffix "-ed" (e.g., "learn" becomes "learned"), while the past participles of irregular verbs have numerous endings like "-en," "-n," "-ne," and "-t" (e.g., "kneel" becomes "knelt").

From statements above, we know that passive voice have 3 components, there are subject, verb be, and past participle. The subject is the recipient of the action, often preceded by the preposition "by". The verb be serves as an auxiliary verb in passive voice, conveying that an action or state of being is experienced by the subject. The past participle is a form of a verb that can be used to form the passive voice, forming the subject of the sentence rather than performing the action.

B. Relevant Studies

In this research, the writer has found several studies that were relevant to the present research. Indeed, it will be helpful in the research to analyze and correlate it with the previous outcomes of studies. The relevant studies are :

1) Journal of Fitria (2022) entitled **"Analysis of Students' Ability and Their Difficulties in Identifying Passive Voice"** disscus looks at the students' knowledge of their perspectives on the passive voice as well as their capacity to recognize it. The difference between this research and the research to be conducted is that previous research measured the following abilities, including the inability to change active to passive in interrogative, negative, and active forms associated with each tenses formula, having trouble changing verbs (singular and plural) to fit the topic, having trouble switching between auxiliary verbs, having trouble telling the subject and object of sentences apart, the challenge of switching from subject to object pronouns and vice versa, having trouble switching between identifying passive sentences in essay and multiple-choice format, and having trouble remembering, applying, and differentiating between Verb-3's regular and irregular forms. Meanwhile, this research focuses on analyzing of errors are most students make in changing active voice into passive voice. The similarity between this study and the researcher's study is that they both disscuss about passive voice.

2) Journal of Darohim (2020) entitled **"An Analysis of the Student's Error on Changing Active Voice to Passive Voice"** disscus about student's error on changing active voice to passive voice. The difference between this research and this research is that the previous research focused to changing active to passive voice, the research method used is also different using descriptive quantitative methods. Meanwhile, the research that will be carried out is discussing of types of errors are most students make in changing active voice into passive voice. The research method used in the research is quantitative. The similarity between this study and the

researcher's study is that they both disscuss about students' error in passive voice.

3) Thesis by Widianto (2021) entitled **"Students' Error Analysis of Using Passive Voice at the Ninth Grade of Secondary School 6 Jambi City"** disscuss about the errors made by students when switching from the active to the passive voice in the simple present tense. The difference between this research and study is that the previous research focused on using passive voice in the simple present tense. Meanwhile, the research that will be disscuss about analyzing students' error in changing active voice into passive voice. The similarities between previous study and the study is that they both disscuss about students' error in passive voice at secondary school and used quantitative method.

4) Jounal of Siroj & Sugesti (2020) entitled **"Students' Error Analysis in Transforming Active Voice into Passive Voice Through Linguistics Category"**. The difference between previous study and this research is the previous study identify and categorize the various ways that students make errors when switching from active to passive language with linguistic category. Meanwhile, the research that will be carried out disscuss about analyzing students' error in changing active voice into passive voice with surface strategy taxonomy. The similarities between previous study and the study is that they both disscuss about students' error in passive voice.

5) Thesis by Ulfa (2018) entitled **"Students' Difficulties in Understanding Passive Voice: a Descriptive Study of SMPN 1 Tarokan"** centered on examining passive voice analysis since it is a widely utilized technique, often seen in narrative and recount literature, among other works. In addition, the goal of this study is to determine which pupils struggle with learning passive voice. The difference between this research and this research is that previous research focuses on identify student difficulties in learning passive voice. Meanwhile, this research will focuses on analyzing of errors are most students make in changing active voice into passive

voice. The similarities between previous study and the study is that they both disscuss about passive voice.

6) Thesis by Salamah (2022) entitled **"An Error Analysis on the Use of Passive Voice in Writing Recount Text"**. The differences between this research and the study is that the previous research determine the types and the source of errors made by the eleventh-grade students of SMA Islam Cipasung in using passive voice in writing recount text. Previous research is a quantitative and qualitative research by applying a descriptive analysis. Meanwhile, this study will analyzing students' error in changing active voice into passive voice and types of errors are most students make. Beside that, this study used quantitative method.
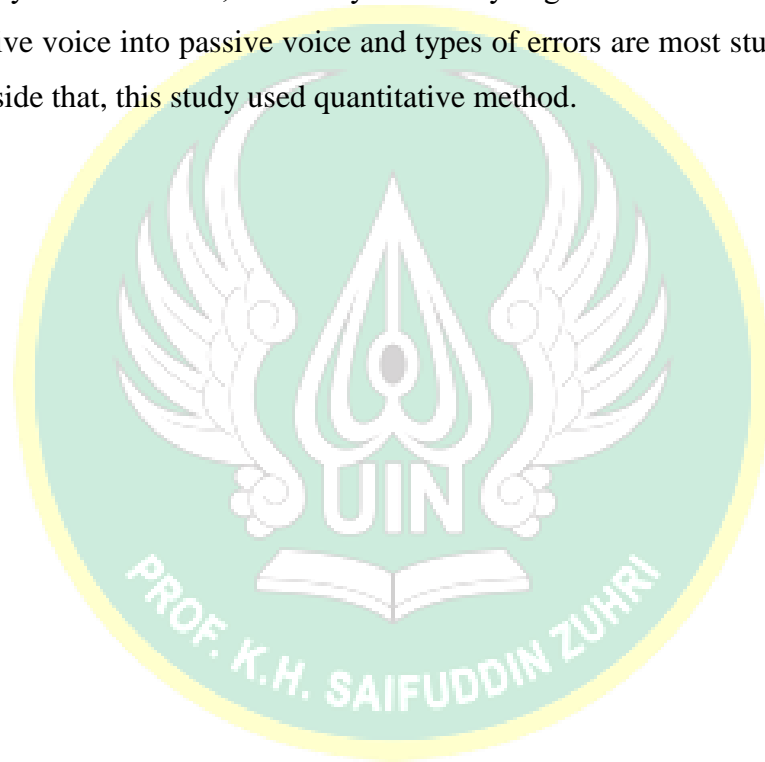
CHAPTER III
RESEARCH METHOD

This chapter contains the research methods used by researchers to answer research questions. The discussion about the types of research, the sources of data, the subject, the object of the research, techniques of data collection, and techniques of data analysis. The choice of research method should be based on considerations about the research objectives, the scope of the phenomenon to be explored, and the resources available. Apart from that, ethical and scientific integrity also needs to be maintained in carrying out research.

A. Research Design

This research is included in quantitative design and descriptive as research methodology of this study. Cresswell (2009) argue that quantitative research is a research design that provides a numerical description trough the data collection process by asking the people of the population and sample. According to Matthews & Ross (2010), quantitative research methods are mostly utilized in the gathering of structured data that can be expressed numerically.

In the quantitative method, this study use tests to collect the data. According to Unaradjan (2019) tests in research instruments function to collect research data that can be used to explain phenomena or the relationship between phenomena. Apart from that, the use of tests in research instruments is to measure what must be measured, to obtain data that is relevant to what is being measured.

Then for descriptive research, Atmowardoyo (2018) defined as a research method that used for describing the existing phenomena as accurately as possible. Briefly, descriptive research is all about describing people, phenomena, process that take part in the study.

According to Gay (1981) descriptive is focused on the current status of the subject of the study for involving collecting data to test hypothesis and answer the questions. By using the descriptive methodology, Researchers can focus on

analyzing the subject of this study according to the phenomenon to obtain strong evidence accurately.

The researcher came to the conclusion that descriptive quantitative research applies a study strategy and methodology that applies the collection of data as correctly as possible numerically based on the judgments of experts. Because the researcher detailed the errors made by the students in changing active sentences into passive ones, the research used descriptive research in this study. The use of this method is hoped to enable more comprehensive, useful, and in-depth data collection.

B. Time and Location of the Research

This research was conducted on June , 2024 at SMP N 1 Kemranjen. It is located in Jl. Pramuka Karangjati Kemranjen 53194 Banyumas, Central Java, Indonesia. Based on preliminary observations that have been carried out, the author discovered a phenomenon during the learning process. At that time, the material taught was passive voice. Students are asked to changing active into passive voice sentences. They still make many errors in changing active voice into passive voice. This helped to determine that this research location had special characteristics and problems that were worthy of research.

C. Subject and Object the Research

1. Subject of the Research

The subject of this research was students' ninth grade. There are seven classes in class IX, and the researcher conducted this error analysis research on class IX D with 32 students as the sample.

2. Object of the Research

The object summaries in this study is analysis students' error in changing active voice into passive voice sentence at ninth grade of SMP N 1 Kemranjen. This became a research object because of there are still many students who make errors in changing active voice into passive

voice sentences, apart from knowing the types of errors are most students make in changing active into passive voice.

D. Population and Sample

The participants in this study were ninth-grade of SMP N 1 Kemranjen students. Gay (1981) defines population as the group that the researcher is interested in, the group that the researcher wants to know about and is interested in seeing the study's overall results for and in line with Creswell (2012) who claims that a population is a collection of people who share a common set of traits.

Expert opinion dictated that the researcher used class IX for this research population because all classes share the same characteristics and are utilizing the same book. Furthermore, the number of pupils is nearly identical. As a result, class IX SMP N 1 Kemranjen was chosen by the researchers to serve as the study population.

A sample, according to Cresswell (2012), is a subset of study participants chosen from the target population from whom the researcher draws conclusions about the target population. Researchers employed the cluster random selection strategy in this investigation. According to Lodico et al. (2010), cluster random selection is a sampling strategy that selects samples at random from clusters or subgroups. Lottery is used by researchers to obtain samples. Subsequently, the investigator transcribed every class name onto paper and coiled them up. The researcher then selected one the paper.

The researcher then rolled up the paper with all the class names written on it. The researcher then selected the paper in a manner similar to a lottery. Chosen the paper to serve as a sample. Thus, IX D SMP N 1 Kemranjen was selected by the researchers.

E. Data Collection Techniques

According to Mamik (2014) activity data collection is done with specific techniques and equipment, which are sometimes referred to as research instruments. After going through this procedure, the data is collected,

arranged, and examined to provide knowledge that can explain a phenomenon or the connection between several occurrences.

Research instrument is a measurement tool for social and natural phenomena that have been observed. Research instruments include things like test questions that are used to gauge knowledge factors (Sugiyono, 2015).

Tests can be in the form of a series of questions, exercises, worksheets and so on which have the aim of measuring skills, intelligence, abilities and talents possessed by an individual or group that is the subject of research.

The test can later be in the form of standardized questions that require research subjects to answer them in order to obtain certain results. Examples include personality tests, talent interest tests, academic potential tests, achievement tests, and so on. As a result, the test's findings will be analyzed using the subsequent percentage method.

In this research, , the researcher used an online writing test thinking Google Form as an instrument and the google form link has been sent via whatsapp group. Cohen (2000) says that the test is the ability to distinguish between students and their achievements. The researcher gave 60 minutes for students to work on five questions from active sentences to passive voice in Google Form. The results of student work are analyzed for errors based on the Surface Strategy Taxonomy, (omission, addition, misformation, and misordering).

After the test, we can see the percentage of students' errors in changing active voice into passive voice.

F. Data Analysis Techniques

Corder (1994) mentioned there are various methods for doing data analysis. In order to finish the research, the researcher follows backup methods. The procedures are as follows:

1. Data collection
2. Find out of error,

3. Categorization of error

4. Identifying the errors, in which the researcher separate errors from mistakes. Finding the more and few errors students made, in which the researcher uses the following formula. The researcher use formula from (Sugiyono, 2008).

   The following formula would be applied in order to determine the research's percentage of errors:

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

   P   : Percentage of error

   F   : Number of student errors on each category

   N   : Number of students' errors

   After the test is carried out, the percentage of students' errors in identifying passive voice will be seen.

5. Describing of errors, in which the researcher classifies of errors. It would be classified by using Dulay's theory about the surface strategy taxonomy of errors.

Table 2 Error Distribution

Types of Error	Number of Errors	Percentage (%)
Omission		
Addition		
Misformation		
Misordering		

6. Disscussing the data

7. And then drawing conclusions from the research is the last phase.

   It seeks to identify and develop a workflow understanding as well as collect exact, empirical, and accurate data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter there are two parts that are explained, namely for the first part discussing the research results and analysis of error, then the second part contains a discussion.

A. Finding

These are the research results including the data collecting analysis. This result is based on the research question "What types of errors are most students make in changing active voice into passive voice at the ninth grade of SMP N 1 Kemranjen?".

Based on research conducted in June at SMP N 1 Kemranjen, the researcher collected the data required for the analysis in this chapter. The data is derived from the results of an online test by google form that involved 32 students and samples collected using claster sampling, that's IX D class.

As explained in the third chapter, the researcher's approach to data collection involves classifying, identifying, describing, calculating the percentage types of errors are most students make in changing active voice into passive voice.

1. Data Presentation

The data that has been collected through the test is then calculated. Then the researchers analyzed based on the Surface Taxonomy Strategy, Theory by Dulay (1982) of error analysis which is classified into 4 types, including omission, addition, misordering, and misformation. The results of the analysis can be seen in the following table:

Table 3 The Number of Errors

NO	S	OM	AD	MISD	MISF	TOTAL
1.	MA	0	1	0	0	1
2.	NI	2	0	0	5	7
3.	OR	0	0	0	0	0
4.	OZ	2	0	1	0	3
5.	NA	2	0	0	4	6
6.	SA	0	0	1	0	1
7.	ZM	0	0	1	0	1

8.	RM	1	0	0	1	2
9.	NK	2	0	0	1	3
10.	AA	0	1	0	0	1
11.	RP	0	1	0	0	1
12.	AF	0	1	1	0	2
13.	MAG	0	0	0	4	4
14.	HA	0	0	1	2	3
15.	AP	2	0	0	0	2
16.	MD	0	1	1	0	2
17.	NAS	1	0	0	1	2
18.	YN	0	2	1	0	3
19.	NR	2	0	2	4	8
20.	SA	2	0	0	4	6
21.	N	0	0	0	0	0
22.	FA	0	0	2	0	2
23.	AI	0	0	0	1	1
24.	FR	1	0	1	2	4
25.	LM	0	2	0	0	2
26.	SAC	1	0	0	1	2
27.	TTS	2	0	0	1	3
28.	MDR	1	0	0	0	1
29.	MT	0	0	0	4	4
30.	MK	0	1	2	3	6
31.	DA	1	0	1	0	2
32.	RPS	3	0	2	0	5
TOTAL		**24**	**10**	**17**	**36**	**87**

S = Student

O = Omission

A = Addition

MO = Misordering

MF = Misformation

Based on the theory of Dulay (1986) the data that has been collected through the test is then analyzed to find out how much omission, addition, misordering, and misformation is done by students in identifying passive sentences.

The researcher collected students' written tests and analyzed them using Surface Strategy Taxonomy by Dulay (1982) to examine students' errors in identifying passive voice. According to his taxonomy, errors are classified into 4 types, namely omission, addition, misordering and misformation. After analyzing the written test of students as in the table above, it is shown that the total errors made by students in identifying passive sentences are 87 errors, with omission 24, addition 10, misordering 17, and misformation 36.

The following are examples of student errors made in identifying passive sentences based on the Surface Strategy Taxonomy theory of Dulay (1982):

1. Omission error

    The absence of an element that ought to be present in a well-formed utterance is what Dulay et al (1982) define as omission error. A learner makes this kind of error when they forget to add a word or grammatical marker, leaving the phrase unfinished or grammatically incorrect. It can be incorrect, for instance, to leave out the past tense marker in a statement. Adjectives, grammatical morphemes, and other critical components that are fundamental to the sentence's structure and meaning can all be omitted, and these errors can be further divided into distinct kinds.

    Data analysis that has been carried out by researchers shows that there are 24 omission errors out of a total of 87 errors. The omission error that students make in identifying passive sentences is omitting the past tense marker from a sentence, such as the suffix "ed" which should be in verb 3. It is usually also called verb inflection where students omit the inflectional ending that should be at the end of the verb. Examples of omision error in these categories can be seen below:

    a) A lot of assignments are <u>collect</u> by her every week

    b) A shop was <u>open</u> by my neighbor.

In the sentence a and b above, it can be seen that the suffix "ed" or commonly called verb inflection is omitted by students at the end of the word advice. The complete data can be seen in the appendix.

The aforementioned sentence need to be improved by adding certain parts, as they are now formatted incorrectly. The updated version of the missing component from those example are as follow:

c) A lot of assignments are <u>collected</u> by her every week often bullies his friends.

d) A shop was <u>opened</u> by my neighbor yesterday.

Furthermore, there are different examples of ommision errors, namely students omitting the auxiliary verb in the form of "to be". In the passive voice "to be" is used to indicate singular or plural subjects. In passive sentences, "to be" is usually located before the past participle (verb 3). The example sentences are below:

a) A lot of An assignments <u>collected</u> by her every week.

b) A delicious cake <u>baked</u> by Sheina.

The sentences above (a) and (b) are examples of passive sentences with the wrong format. Because in sentence (a) students omit the to be in the form of "are". The thirst is placed before the word "collected". Even though it is important to show that the sentence has a plural subject. The same thing also happens in sentence (b), students omit the to be in the form of "was". The to be "was" should be before the word "baked" because it shows the singular subject.

The two passive sentences above are not correct, because there is a missing component in the sentence. The component that should be in the sentence is "to be". The following are the corrections of the two sentences (a) and (b) into correct sentences:

a) A lot of An assignments <u>are</u> collected by her every week

b) A delicious cake <u>was</u> baked by Sheina.

Then, there is another ommision error made by students is ommision article (a, an, the). Students omit the article in the form of "a" in passive sentences. Articles are used as article to show singular meaning or used in certain forms only. Below are examples of incorrect sentences that have been done by students:

a) <u>Shop</u> was opened by my neighbor yesterday.

b) <u>Delicious</u> cake was baked by Sheina.

Two sentences above is still wrong, because students omit the article "a". In the sentence (a) students omit the article "a" which should be before the word "shop" because it shows a singular, for one famous painter in Indonesia. Likewise, in sentence (b) students omit the article "a" which should be before the word "delicious".

The two sentences needs to have the article "a" added to make it a good passive sentences. The correction of the wrong sentences can be seen below:

a) <u>A shop</u> was opened by my neighbor yesterday.

b) <u>A delicious</u> cake was baked by Sheina.

The next example of an omission error made by students is omitting an agent. In passive voice sentences, the agent, if identified, is usually the object of preposition "by". "By" is object preposition ini passive voice. Which are words or groups of words used before, pronoun, noun or noun phrase to denote direction, time, place, and location, as well as to introduce an object. Here is an example sentence:

a) Last night, my friend was visited <u>aunt</u> lily.

The sentence above is still wrong. The student omitted the agent in the passive voice. A passive sentence should have an agent and a subject that is subjected to action. In this

sentence, there is no agent and subject subject to action, so the sentence must be corrected to become a correct passive sentence. Below is an example of a correct passive sentence:

b) Last night, my friend was visited <u>by</u> aunt lily.

2. Addition

In error analysis addition is the presence of a morpheme or item that is not required in a well-formed sentence. This type of blunder arises when a learner adds an additional element to a sentence that does not belong there (Dulay, 1986).

Addition ini error analysis is divided into 3 components including double marking, regularization, and simple addition.

a. Double marking

Double marking s the practice of adding extra marks or symbols to words or phrases, which is frequently caused by misunderstandings of grammatical rules.

b. Regularization

Regularization happens when students reduce complicated forms to more familiar ones, such as utilizing the past tense instead of the past perfect tense.

c. Simple Addition

Simple Addition entails adding extra words or phrases that are not necessary for the statement to make sense, frequently owing to a lack of accuracy in language use.This entails adding extra markings or symbols to words or sentences, which is frequently caused by a lack of understanding of grammar.

In this study, researchers found addition errors in the form of simple addition. The following is an example sentence:

a) That road by my <u>father's</u> was passed everyday.

b) A lot of assignments are <u>have</u> collected by her every week.

Both sentences are examples of sentences that contain addition errors. In sentence (a) is an example of simple addition

33

because the word "father's" should be "father". Students add 's' to the word 'father'. Furthermore, in sentence (b) the sentence is wrong, it should be "A lot of assignment are <u>have</u> collected by her every week". Students misconstrue the passive sentence and instead add "have" after the word "collected".

The two passive sentences above are still wrong and need improvement to become correct passive sentences. Here are the corrections:

a) That road was passed by my father everyday.

b) A lot of assignments are collected by her every week.

3. Misordering

In error analysis misordering in error analysis is defined as the improper positioning of morphemes or groups of morphemes inside an utterance. This form of error occurs when words, phrases, or clauses are incorrectly sequenced or ordered, resulting in a grammatically erroneous structure.

In this study, students made errors in the form of misordering in identifying passive sentences, here are the example sentences:

a. Aunt lily was visited by my friend last night..

b. Assignments are collects a lot of by she every week.

c. By Sheina was baked a delicious cake.

d. That road everyday was passed by my father.

The sentences above students are still wrong in composing the structure. In sentence (a) the phrase "last night" should be at the beginning of the sentence. Then in sentence (b) students incorrectly place the phrase "a lot of" it should be at the beginning of the sentence. Furthermore, in sentence (c) students incorrectly place the phrase "a delicious cake" should be at the beginning of the sentence and the phrase "by Sheina" should be at the end of the sentence. For sentence (d), "everyday" should be at the end of the sentence and "was passed" should be placed after "that road".

The 4 sentences above are still wrong and must be corrected to become correct passive sentences. Here are the corrected sentences:

a. Last night, Aunt Lily was visited by my friend.

b. A lot of assignments are collected by her every week.

c. A delicious cake was baked by Sheina.

d. That roas was passed by my father everyday.

4. Misformation

Misformation in error analysis refers to using the incorrect form of a structure or morpheme in a phrase. This type of error happens when students utilize the erroneous grammatical form, such as the wrong verb tense, incorrect subject-verb agreement, or unsuitable plural form usage.

There are three kinds of misformation errors:

1. Regularization

Errors occur when a regular marker replaces an unusual one.

2. Archi-forms

This entails the choosing of one member of a group of forms to represent others.

3. Alternating forms

This sort of error involves using different versions of a word in an inconsistent manner.

In this study, students made 3 types of mis formation errors including Regularization, archi-forms, and alternating forms.

Here are the example sentences:

a) A lot of assignments <u>were</u> collected by her every week.

b) A shop <u>were</u> opened by my neighbor yesterday.

c) Assignments are <u>collects</u> a lot of by her every week.

d) <u>The</u> road was passed by my father everyday.

Sentence (a) is included in alternating forms, because students wrongly choose to be "were" should be replaced by "are" because this present condition.

Sentence (b) is also alternating forms, because the students wrongly choose to be "were" should be replaced by "was" because this plural can be seen in the word "my neighbor". For sentence (c) it includes regularization because students choose the wrong word "collects" should be replaced by "collected" because it uses verb 3 in passive voice. And the sentence (d) it includes mis formation type of alternating forms, because students wrongly choose to be "the" should be replaced by "that".

The four sentences above are still wrong because of mis formation errors and need to be corrected.

The following below is an example of a correct sentence:

a) A lot of assignments are collected by her every week.

b) A shop was opened by my neighbor yesterday.

c) Assignments are collected a lot of by her every week.

d) That road was passed by my father everyday.

B. Discussion

After collecting data taken from tests done by 32 students of class 9D, researchers analyzed the language of the data containing grammatical errors in changing active sentences into passive sentences. It can be concluded that based on these findings and the Surface Strategy Taxonomy of Dulay (1982) students made 4 errors, including ommision error, addition error, misordering, and misformation.

Following the collection of data from the students' tests, the researcher examined and classified the errors using Theory by Dulay (1982), there is Surface Strategy Taxonomy. There are four types: omission, addition, misformation, and misordering. Then, categorize the various types of errors and compute their percentage. It can be calculated into a percentage as shown in table 4 below. , which is detailed further below.

36

Table 4 Error Distributions

NO	TYPES OF ERROR	F	P
1.	OMMISION	24	27,59%
2.	ADDITION	10	11,50%
3.	MISORDERING	17	19,54%
4.	MISFORMATION	36	41,37%
	TOTAL	87	100

- Ommision $= \frac{24}{87}$ x 100% = 27,59%

- Addition $= \frac{10}{87}$ x 100% = 11,50%

- Misordering $= \frac{17}{87}$ x 100% = 19,54%

- Misformation $= \frac{36}{87}$ x 100% = 41,37%

Note :

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

P : Percentage of Errors

F : Frequency of Errors

N : Number of Errors

The errors that the researcher found were categorized into four kinds in the above table. These errors include additions, misordering, misformation, and omission errors. For more details, it is discussed more fully below:

Figure 1 Error Distributions
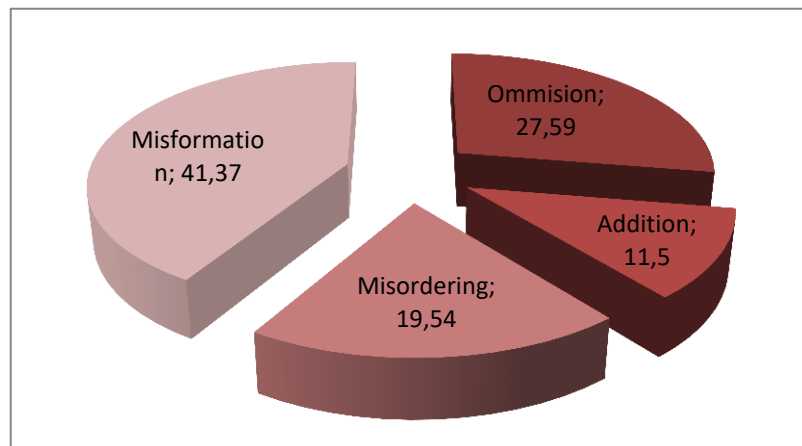
Based on the pie chart above, it can be seen that misformation has the highest percentage of 41,37% and the lowest percentage of errors is 11,5% addition. The second position is ommision with a percentage of 27,59% and the third is misordering error at 19,54%. So based on the pie chart, the most common error made by students is misformation with a higher percentage, the lowest is addition with the least percentage.

After evaluating the test results, the researcher discovered that many students made errors when using passive voice. The researcher identified 87 errors made by students overall. Errors included 24 omissions (27,59%), 10 additions (11,5%), 17 misorderings (19,54%), and 36 misformations (41,37%). Misformation was shown to be the most common inaccuracy in students' identification of passive voice. Ommision error ranks second. The third place is for misordering error. While addition errors are in last place.

In this example, the researcher will discuss why the learners made the error in passive voice. Misformation is the most typical error made by learners while trying to changing active sentence into passive sentence. This arises because students have yet to memorize tenses and verbs 1, 2, and 3 (regular and ir-regular). They are incorrect in selecting the verb for passive voice, whether it is verb 1, 2, or 3. As a result, some tenses were incorrectly applied. Furthermore, learners do not grasp how to utilize be in passive sentences, therefore they continue to use it incorrectly. In the situation above, learners are

still confused about the usage of passive voice. These errors resulted in the student's failure to learn the construction of each in simple past tense.

Ommision was ranked second highest after misformation. In that instance, students also missed grammatical morphemes such as as-s plural noun, propositions (on, in, at, by, etc.), articles (a, an, the), and to be (am, is, are) in the sentences. In generally, this sentence is true, but in structure it is false. Students also frequently omit the past tense marking, which is the suffix (ed) on verbs. According to the example above, students made errors which caused them to pay less focus on the sentences. The majority of students struggled with understanding sentence formulas, particularly when switching from active to passive voice. It can be compared to the omission of be.

Then, there is an misordering. This occurs when students make incorrect sentence formations. In the prior case, linguistic structure influenced the students' errors. They struggle with transitioning from active to passive voice. The student's lack of understanding of the polling formula for moving from active to passive voice could be attributed to unclear explanations from their teacher or personal variables. As a result, learners continue to make errors and feel confused while arranging words to form suitable passive sentences.

The last or least error committed by students is addition. Addition occurs when students add objects that are inappropriate. Then, students' instead of using verb 1, the learner should utilize verb III, which is taken becoming taking. In the example above, students' errors were caused by a lack of understanding of rule restrictions and the application of passive sentences. These errors indicated that the students had grasped certain basic rules but had not corrected them.

1. Ommision

Ommision errors are missing elements that should be present in the utterance. In this study, researchers found 24 numbers of ommisison performed by students in identifying passive sentences, with a percentage of 27,59%. Ommision as the second most common error after

misformation. In this study, students made several categories of ommision errors including omission of past tense markers or the suffix 'ed', ommision of articles (a, an, the), omission of to be, omission of the agent of preposition 'by' and omission in other categories. These errors are made because most students are still confused about using to be in passive sentences and are still confused about using verbs 1, 2, or 3 in passive sentences.

Here is an example sentence.

Table 5 Ommision 'ed' in the sentences

No.	Incorrect Sentences	Correct Sentence
1.	Adelicious cake was <u>bake</u> by Sheina.	A delicious cake was <u>baked</u> by Sheina.
2.	A shop was <u>open</u> by my neighbor yesterday.	A shop was <u>opened</u> by my neighbor yesterday.
3.	A lot of assignments are <u>collect</u> by her every week	A lot of assignments are <u>collected</u> by her every week

Here is the explanation:

1. In this first sentence, students omit the suffix 'ed'. Though it must be present in the passive sentence as a past tense marker. The 'ed' suffix should be placed on the word <u>bake</u>, so it becomes <u>baked</u>.
2. In the second sentence, students omit the suffix 'ed'. Though it must be present in the passive sentence as a past tense marker. The 'ed' suffix should be placed on the word <u>open</u>, so it becomes <u>opened.</u>
3. In this third sentence, students omit the suffix 'ed'. Though it must be present in the passive sentence as a past tense marker. The 'ed' suffix should be placed on the word <u>collect</u>, so it becomes <u>collected.</u>

Table 6 Ommision of to be in the sentences

No.	Incorrect Sentences	Correct Sentences
1.	A shop… opened by my neighbor yesterday.	A shop <u>was</u> opened by my neighbor yesterday.
2.	a delicious cake ... baked by sheina.	A delicious cake <u>was</u> baked by Sheina.
3.	A lot of assignments … collected by her every week	A lot of assignments <u>are</u> collected by her every week
4.	Last night, Aunt Lily … visited by my friend.	Last night, aunt Lily <u>was</u> visited by my friend.

Here's a more detailed explanation:

1. For the first sentence, it is wrong because students omit the to be in the form of '<u>was</u>' in the passive sentence, even though it is important to be placed before verb 3, the word 'opened'.

2. For the second sentences, it is wrong because students omit the to be in the form of '<u>was</u>' in the passive sentence, even though it is important to be placed before verb 3, the word 'baked'.

3. For the third sentences, it is wrong because students omit the to be in the form of '<u>are</u>' in the passive sentence, even though it is important to be placed before verb 3, the word 'collected'.

4. For the last sentence, it is wrong because students omit the to be in the form of '<u>was</u>' in the passive sentence, even though it is important to be placed before verb 3, the word 'visited'.

Table 7 Ommision of articles (a, an, the)

No.	Incorrect Sentences	Correct Sentences
1.	… shop was opened by my neighbor yesterday	<u>A</u> shop was opened by my neighbor yesterday.
2.	… delicious cake was baked by sheina.	<u>A</u> delicious cake was baked by sheina.

Here's a more detailed explanation:

1. In the first sentence, the student omits the article 'a' which should be placed before the word 'shop'.

2. In the second sentences, the student omits the article 'a' which should be placed before the word 'delicious'.

Table 8 Omission of the agent of preposition 'by'

No.	Incorrect Sentences	Correct Sentences
1.	A lot of assignment are collected … her every week	A lot of assignment are collected by her every week
2.	Aunt lily was visited … my friend last night.	Aunt lily was visited by my friend last night.
3.	A delicious cake was baked … Sheina.	A delicious cake was baked by Sheina.

Here's a more detailed explanation:

1. In the first sentence, the student omits the agent of the preposition 'by' even though it is usually a sign that the sentence is a passive sentence. Therefore, the word 'by' should be attached before the word 'her'.

2. In the second sentence, the student omits the agent of the preposition 'by' even though it is usually a sign that the sentence is a passive sentence. Therefore, the word 'by' should be attached before the word 'my friend'.

3. In the third sentence, the student omits the agent of the preposition 'by' even though it is usually a sign that the sentence is a passive sentence. Therefore, the word 'by' should be attached before the word 'Sheina'.

Table 9 Ommision of other categories in the sentences

No.	Incorrect Sentences	Correct Sentences
1.	A … assignments were collected by her every week.	A <u>lot of</u> assignments are collected by her every week.
2.	… road was passed by my father everyday.	<u>That</u> road was passed by my father everyday.
3.	A lot of … are collected by her every week	A lot of <u>assignments</u> are collected by her every week.

Here's a more detailed explanation:

1. In the first sentence, students omit the phrase '<u>lot of</u>' after the article '<u>a</u>'.

2. In the second sentences, students omit the demonstrative pronouns '<u>that</u>' which should be placed before the word '<u>road</u>'.

3. In the second sentences, students omit the object '<u>assignments</u>' before to be '<u>are</u>'.

2. Addition

In error analysis, addition is the unnecessary addition of morphemes or items to an already well-formed sentence. In this study there were 10 error additions and the percentage amounted to 11,5%. Addition in this study is the least type of error and consists of simple addition and regularization. This condition is because students are not understanding the changes in verbs 1, 2, and 3 (regular and irregular), still confused in the use of to be, and still confused in the identification of plural or singular sentences.

Here are the example sentences:

Table 10 Addition (Simple addition)

No.	Incorrect Sentences	Correct Sentences
1.	that road by my <u>father's</u> was	that road by my <u>father</u> was

	passed everyday	passed everyday
2.	A delicious cake <u>that</u> was baked by Sheina.	A delicious cake was baked by Sheina.
3.	That road <u>always</u> was passed by my father every day.	that road was passed by my father every day.
4.	A lot of assignment are <u>have</u> collected by her every week.	A lot of assignment are collected by her every week.

Here's a more detailed explanation:

1. In the first sentence, student adds 's' after the word '<u>father</u>'. It doesn't need to be added because it has a different meaning.
2. In the second sentence the student adds the word '<u>that</u>' before to be '<u>was</u>'. It doesn't need to be added because that's not necessary.
3. In the third sentence the student adds the word '<u>always</u>' before to be '<u>was</u>'. It doesn't need to be added because that's not necessary.
4. In the fourth sentence the student adds the word '<u>have</u>' after to be '<u>are</u>'. It doesn't need to be added because that's not necessary.

3. Misordering

Misordering is the improper arrangement of a morpheme or collection of morphemes in an utterance. This type of error occurs when the student does not employ the proper sequence or order of words, phrases, or clauses in a sentence. In this study, misordering ranked third in errors made by students' after misformation and omission. The total number of errors was 17 with a percentage of 19.54%. This error is because they are not understanding the sentence structure, so in identifying and composing passive sentences, it is still not correct and often reverses the placement of the sentence.

Here are some example sentences:

Table 11 Misordering

No.	Incorrect sentences	Correct sentences
1.	A <u>cake</u> <u>delicious</u> was baked by Sheina.	A <u>delicious</u> <u>cake</u> was baked by Sheina.
2.	<u>Aunt Lily</u> was visited by my friend <u>last night.</u>	<u>Last night</u>, <u>aunt Lily</u> was visited by my friend.
3.	That road <u>everyday</u> <u>was passed by my father.</u>	That road was passed by my father everyday.
4.	A lot of <u>assignments</u> <u>every week</u> <u>are collected</u> <u>by her</u>	A lot of assignments <u>are collected</u> <u>by her</u> <u>every week.</u>
5.	A shop was opened <u>yesterday</u> <u>by my neighbor</u>	A shop was opened <u>by my neighbor</u> <u>yesterday</u>.

Here's a more detailed explanation:

1. In the first sentence, the words 'cake' and 'delicious' are misplaced. The word 'cake' should be placed after the word 'delicious'.

2. In the second sentence, the words 'aunt Lily' and 'last night' are still misplaced. 'Last night' should be at the beginning of the sentence and 'aunt Lily' should be after it.

3. In the third sentence, students incorrectly place the phrase 'everyday' and the phrase 'was passed by my father'. The phrase 'everyday' should be arranged at the end of the sentence, and the phrase 'was passed by my father' before it.

4. In the fourth sentence, the phrase 'every week', are collected and 'by her' are still misplaced. The phrase 'every week' should be at the end of the sentence, while the phrase 'are collected' should be placed after the word assignments, and the phrase 'by her' should be placed after it.

5. In the fifth sentence, the word 'yesterday' and the phrase 'by my neighbor' are still misplaced. The word 'yesterday' it should be after the phrase 'by my neighbor', not before it.

4. Misformation

When a learner of a language uses a morpheme or sentence structure incorrectly, it is referred to as misformation in error analysis. In this study, students made 36 misformation errors, accounting for 41,37% of all errors. The types of misformation errors made are regularization, arching forms, and alternating forms. Students make errors because they are still confused about distinguishing verbs 1,2,3 (regular and irregular), still confused in distinguishing to be (is, am, are, were, were), pronouns (she, he, her, him) so that students are still many mistakes in their placement and use.

Here are some example sentences:

Table 12 Misformation (Regularization)

No.	Incorrect Sentences	Correct Sentences
1.	A delicious cake was baking by Sheina.	A delicious cake was baked by Sheina.
2.	Last night, Aunt Lily was visiting by my friend.	Last night, Aunt Lily was visited by my friend.
3.	A lot of assignments are collects by her every week.	A lot of assignment are collected by her every week.

Here's a more detailed explanation:

1. In the first sentence, the student chose the wrong word. The word 'baking' should be replaced with the word 'baked'.

2. In the second sentence, the student chose the wrong word. The word 'visiting' should be replaced with the word 'visited'.

3. In the third sentence, the student chose the wrong word. The phrase 'collects' should be replaced with the word 'collected'.

Table 13 Misformation (Arching forms)

No.	Incorrect Sentences	Correct Sentences
1.	That road <u>is</u> passed by my father everyday.	That road <u>was</u> passed by my father everyday.
2.	<u>The</u> delicious cake is baked by Sheina.	<u>A</u> delicious cake was baked by Sheina.
3.	<u>The</u> shop was opened by my neighbor yesterday.	<u>A</u> shop was opened by my neighbor yesterday.

Here's a more detailed explanation:

1 In the first sentence, the student chose the wrong word. The word '<u>is</u>' should be replaced with the word '<u>was</u>'.

2 In the second sentence, the student chose the wrong word. The word '<u>the</u>' should be replaced with the word '<u>a</u>'.

3 In the third sentence, the student chose the wrong word. The word '<u>the</u>' should be replaced with the phrase '<u>a</u>'.

Table 14 Misformation (Alternating forms)

No.	Incorrect Sentences	Correct Sentences
1.	A delicious cake <u>were</u> made by Sheina.	A delicious cake <u>was</u> made by Sheina.
2.	A lot of assignments are collected by <u>she</u> every week.	A lot of assignments are collected by <u>her</u> every week.

Here's a more detailed explanation:

1 In the first sentence, the student chose the wrong word. The word S'<u>were</u>' should be replaced with the word '<u>was</u>'.

2 In the second sentence, the student chose the wrong word. The word '<u>she</u>' should be replaced with the word '<u>her</u>'.

CHAPTER V
CONCLUSION AND SUGGESTION

Chapter V contains conclusions and suggestions. The first part contains conclusions drawn based on the data that has been collected and the results of data analysis. Then in the second part contains suggestions given by researchers for students, teachers and further researchers.

A. Conclusion

The purpose of this study is to analyze students' errors in changing active voice into passive voice using Dulay's taxonomy theory of strategies, to find out the most type errors made by students' in changing active voice into passive voice.

Based on the result of research and discussion will get a conclusion as follows: the total number of errors made by students in changing active voice into passive voice was 87. The most type errors made by students is misformation, the total 36 errors with a percentage of 41,37% (alternating forms; to be, regularization; appropriate verb, arching forms; articles, by). Then the second is ommision with 24 errors, the percentage is 27,59% The students omitted grammatical morphemes, such as-s plural noun, prepositions (on, in, at, by, etc), article (a, an, the) and to be (am, is, are) in the sentences.. The third is misordering with 17 errors, the percentage is 19,54% (misplacement in the passive voice in constructing passive sentences). The last one is addition, the total errors 10 with a percentage 11,5% (simple addition). The results were analyzed based on the theory of surface strategy taxonomy by Dulay.

B. Limitation

There are limitation of this study. The researcher in this study, limited themselves to the research objectives, namely focusing on analyzing what types of errors are most commonly made by students in changing active voice into passive voice. This limitation is because the research instrument used is only a test to convert active sentences into passive sentences.

48

C. Suggestion

Based on the research and discussion findings, it was discovered that students are still making a lot of errors, when it comes to identifying passive sentences. As a result, the author is interested to suggesting the following ideas:

1. For English teachers

   Teachers should continue to explain to students about passive sentences, the difference between active and passive sentences, their sentence structure in tenses, and how to change sentence patterns from active to passive. In addition, teachers should also often make practice exercises for students from making simple passive sentences, distinguishing active sentences from passive sentences, and how to change active sentence patterns to passive sentence.

2. For students

   The students should practice more on passive voice constructing. So the student can master the construction of passive voice.

3. For the future researchers

   The authors acknowledge that there are still numerous flaws in this study, that there is still little explanation for errors, and that this research is not flawless. The author therefore hopes that further researchers will be able analyze student errors and offer a more thorough explanation. The meanwhile, the author hope that our research can serve as a guide for better error analysis studies in the future.

REFERENCES

Adriyani, R. (2019). an Error Analysis on Active and Passive Voice on Students' Writing. *Lexeme : Journal of Linguistics and Applied Linguistics*, *1*(1), 41. https://doi.org/10.32493/ljlal.v1i1.2482

Alamsyah Lubis, B. N., Afrilyani, T. P., Girsang, S. W., Tua Sihite, B. M., Chandra, S., & Permadi, A. (2019). An Error Analysis On Changing Active Voice Into Passive Voice At Ninth Grade Of Smp Amir Hamzah Medan. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, *5*(2), 172–177. https://doi.org/10.30596/edutech.v5i2.3400

Bochari, S., Anggreni, , Afrillia, & Maf'ulah, M. (2020). Students' Grammatical Errors in Composing English Passive Sentences. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *8*(2), 588–601. https://doi.org/10.24256/ideas.v8i2.1688

Bramlett, F. (2001). *DigitalCommons @ UNO Review of English grammar : prescriptive , descriptive , generative , performance by Kathryn Riley and Frank Parker*.

Comrie, B. (1988). Passive and voice. *Passive and Voice*, *1*(3), 9–23.

Darohim, M. (2020). an Analysis of the Students' Error on Changing Active Voice To Passive Voice. *E-Link Journal*, *7*(2), 35. https://doi.org/10.30736/ej.v7i2.335

Fitria, T. N. (2022). *Analysis of Students' Ability and Their Difficulties in Identifying Passive Voice Word formation process of terms in COVID-19 pandemic View project Code Mixing View project*. July. https://doi.org/10.31327/jee.v7i1.1748

Hadju, V. A., & Aulia, U. (2022). *Desain Penelitian Mixed Method Editor: Nanda Saputra* (Issue November).

Kusumastuti, Adhi ; Khoiron, M. A. (2019). Metode Penlitian Kualitatif. *Metode Penelitian Kualitatif*, *1*, 161.

Laloan, M. G. (2019). Analisis Kesalahan Bahasa Inggris Dalam Media Sosial Whatsapp Jurnal. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699. https://ejournal.unsrat.ac.id/index.php/jefs/article/view/27683

Mamik. (2014). Metodologi Kualitatif. In *Penerbit Zifatama Publisher*.

McCloskey, G. (2017). Error Analysis: Past, Present, and Future. *Journal of Psychoeducational Assessment*, *35*(1–2), 242–250. https://doi.org/10.1177/0734282916669911

Mustaqim. (2016). Metode Penelitian Gabungan Kuantitatif Kualitatif / Mixed Methods Suatu Pendekatan Alternatif. *Jurnal Intelegensia*, *04*(1), 1–9. https://ejournal.unisnu.ac.id/JI/article/view/1351

Nassor Faiza Ali. (2013). *Grammar Present Tense used in SMP PGRI 1 Buduran Class IX-J students*. *26*(4), 1–37.

Sahrul Hafiz, H., & Wijaya, Lk. (2023). Analysis of students' error In constructing passive voice. *Jurnal Pendidikan Tambusai*, *7*(1), 1388–1396.

Salamah, N. D. M. (2022). *An error analysis on the use of passive voice in writing recount text*. http://www.openjournal.unpam.ac.id/index.php/Paradigma/article/view/411

Sharma, C., & Puri, S. R. (2020). The Importance of Four Basic Skills in Learning English Learning environment View project English learning View project. *The Genesis*, *7*(4), 33–36. https://doi.org/10.47211/tg.2020.v07i04.007

sidney greenbaum. (1996). The Oxford nglish. In *Structure*.

Siroj, O., & Sugesti, I. (2020). Students' error analysis in transforming active voice into passive voice through linguistics category. *Concept : Community Concern for English Pedagogy and Teaching*, *6*(2), 1–8. https://doi.org/10.32534/jconcept.v6i2.3263

Sri Andayani, E. (2022). The Importance of Learning and Knowing English in Higher Education in Indonesia. *Research and Development Journal Of Education*, *8*(1), 372–379. http://dx.doi.org/10.30998/rdje.v8i1.13315

Suhartini, L. (2011). *An Analysis on The Difficulties Faced by The Students in Learning Passive Voice in The Simple Past Tense*. 1–49. https://repository.uinjkt.ac.id/dspace/handle/123456789/1251

Touchie, H. Y. (1986). Second language learning errors: Their types, causes, and treatment. *JALT Journal*, *8*(1), 75–80.

Ulfa, R. F. (2018). *Jurnal Students' Difficulties in Understanding Passive Voice : A Descriptive Study of SMPN 1 Tarokan Academic Year 2016 / 2017 Oleh : Rizqy Faizatul Ulfa Dibimbing oleh : SuratT Pernyataan Artikel Skripsi Tahun 2017*. *02*(08).

Unaradjan, D. D. (2019). *Metode penelitian kuantitatif*. Penerbit Unika Atma Jaya Jakarta.

Viera Valencia, L. F., & Garcia Giraldo, D. (2019). Dulay's Surface Strategy Taxonomy on The EFL Students' Composition: A Study of Error Analysis. *Angewandte Chemie International Edition, 6(11), 951–952.*, *2*(2), 1–30.

Voun, S. (2016). *A Contrastive Analysis of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students*.

เดือนตุลาคม 2560, 451–463.

Widianto, A. (2021). *Students' Error Analysis of Using Passive Voice at the Ninth Grade of Secondary School 6 Jamby City*. 6.

Williianti. (2020). Perbedaan Mistake and Errors. *Bab Ii Kajian Pustaka 2.1*, *12*(2004), 6–25. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwip78bt6v39AhXjTWwGHSFZAWIQFnoECA0QAQ&url=http%253A%252F%252Frepository.umy.ac.id%252Fbitstream%252Fhandle%252F123456789%252F5998%252FBAB%252520II%252520KAJIAN%252520P

Yousif, H. (2007). *U s e s a n d U s a g e s o f P a s s i v e V o i c e*. 5.

Zahratul Idami, & Pratiwi, D. A. P. (2021). A Case Study of Students' Barriers in Passive Voice Sentences. *JL3T (Journal of Linguistics, Literature and Language Teaching)*, *7*(2), 101–109. https://doi.org/10.32505/jl3t.v7i2.3268

Adriyani, R. (2019). an Error Analysis on Active and Passive Voice on Students' Writing. *Lexeme : Journal of Linguistics and Applied Linguistics*, *1*(1), 41. https://doi.org/10.32493/ljlal.v1i1.2482

Alamsyah Lubis, B. N., Afrilyani, T. P., Girsang, S. W., Tua Sihite, B. M., Chandra, S., & Permadi, A. (2019). An Error Analysis On Changing Active Voice Into Passive Voice At Ninth Grade Of Smp Amir Hamzah Medan. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, *5*(2), 172–177. https://doi.org/10.30596/edutech.v5i2.3400

Bochari, S., Anggreni, , Afrillia, & Maf'ulah, M. (2020). Students' Grammatical Errors in Composing English Passive Sentences. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *8*(2), 588–601. https://doi.org/10.24256/ideas.v8i2.1688

Bramlett, F. (2001). *DigitalCommons @ UNO Review of English grammar : prescriptive , descriptive , generative , performance by Kathryn Riley and Frank Parker*.

Comrie, B. (1988). Passive and voice. *Passive and Voice*, *1*(3), 9–23.

Darohim, M. (2020). an Analysis of the Students' Error on Changing Active Voice To Passive Voice. *E-Link Journal*, *7*(2), 35. https://doi.org/10.30736/ej.v7i2.335

Fitria, T. N. (2022). *Analysis of Students' Ability and Their Difficulties in Identifying Passive Voice Word formation process of terms in COVID-19 pandemic View project Code Mixing View project*. July. https://doi.org/10.31327/jee.v7i1.1748

Hadju, V. A., & Aulia, U. (2022). *Desain Penelitian Mixed Method Editor: Nanda Saputra* (Issue November).

Kusumastuti, Adhi ; Khoiron, M. A. (2019). Metode Penlitian Kualitatif. *Metode Penelitian Kualitatif*, *1*, 161.

Laloan, M. G. (2019). Analisis Kesalahan Bahasa Inggris Dalam Media Sosial Whatsapp Jurnal. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699. https://ejournal.unsrat.ac.id/index.php/jefs/article/view/27683

Mamik. (2014). Metodologi Kualitatif. In *Penerbit Zifatama Publisher*.

McCloskey, G. (2017). Error Analysis: Past, Present, and Future. *Journal of Psychoeducational Assessment*, *35*(1–2), 242–250. https://doi.org/10.1177/0734282916669911

Mustaqim. (2016). Metode Penelitian Gabungan Kuantitatif Kualitatif / Mixed Methods Suatu Pendekatan Alternatif. *Jurnal Intelegensia*, *04*(1), 1–9. https://ejournal.unisnu.ac.id/JI/article/view/1351

Nassor Faiza Ali. (2013). *Grammar Present Tense used in SMP PGRI 1 Buduran Class IX-J students*. *26*(4), 1–37.

Sahrul Hafiz, H., & Wijaya, Lk. (2023). Analysis of students' error In constructing passive voice. *Jurnal Pendidikan Tambusai*, *7*(1), 1388–1396.

Salamah, N. D. M. (2022). *An error analysis on the use of passive voice in writing*

recount text.

http://www.openjournal.unpam.ac.id/index.php/Paradigma/article/view/411

Sharma, C., & Puri, S. R. (2020). The Importance of Four Basic Skills in Learning English Learning environment View project English learning View project. *The Genesis*, *7*(4), 33–36. https://doi.org/10.47211/tg.2020.v07i04.007

sidney greenbaum. (1996). The Oxford nglish. In *Structure*.

Siroj, O., & Sugesti, I. (2020). Students' error analysis in transforming active voice into passive voice through linguistics category. *Concept : Community Concern for English Pedagogy and Teaching*, *6*(2), 1–8. https://doi.org/10.32534/jconcept.v6i2.3263

Sri Andayani, E. (2022). The Importance of Learning and Knowing English in Higher Education in Indonesia. *Research and Development Journal Of Education*, *8*(1), 372–379. http://dx.doi.org/10.30998/rdje.v8i1.13315

Suhartini, L. (2011). *An Analysis on The Difficulties Faced by The Students in Learning Passive Voice in The Simple Past Tense*. 1–49. https://repository.uinjkt.ac.id/dspace/handle/123456789/1251

Touchie, H. Y. (1986). Second language learning errors: Their types, causes, and treatment. *JALT Journal*, *8*(1), 75–80.

Ulfa, R. F. (2018). *Jurnal Students' Difficulties in Understanding Passive Voice : A Descriptive Study of SMPN 1 Tarokan Academic Year 2016 / 2017 Oleh : Rifqi Faizatul Ulfa Dibimbing oleh : Surat Pernyataan Artikel Skripsi Tahun 2017*. *02*(08).

Unaradjan, D. D. (2019). *Metode penelitian kuantitatif*. Penerbit Unika Atma Jaya Jakarta.

Viera Valencia, L. F., & Garcia Giraldo, D. (2019). Dulay's Surface Strategy Taxonomy on the EFL Students' Composition: A Study of Error Analysis. *Angewandte Chemie International Edition, 6(11), 951–952.*, *2*(2), 1–30.

Voun, S. (2016). *A Contrastive Analysis of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students*. *เดือนตุลาคม 2560*, 451–463.

Williianti. (2020). Perbedaan Mistake and Errors. *Bab Ii Kajian Pustaka 2.1*, *12*(2004), 6–25. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwip78bt6v39AhXjTWwGHSFZAWIQFnoECA0QAQ&url=http%253A%252F%252Frepository.umy.ac.id%252Fbitstream%252Fhandle%252F123456789%252F5998%252FBAB%252520II%252520KAJIAN%252520P

Yousif, H. (2007). *U s e s a n d U s a g e s o f P a s s i v e V o i c e*. 5.

Zahratul Idami, & Pratiwi, D. A. P. (2021). A Case Study of Students' Barriers in Passive Voice Sentences. *JL3T (Journal of Linguistics, Literature and Language Teaching)*, *7*(2), 101–109. https://doi.org/10.32505/jl3t.v7i2.3268

Corder, S. Pit. *Error Analysis and Interlanguage*. Oxford: Oxford University Press, 1981." *Canadian Modern Language Review*, 40(4), pp. 649–650

Sugiyono, (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta

Taylor, John R. *An Introduction to Error Analysis: The Study of Uncertainties if Physical Measurements*. University Science Books, 1982.

Tarone, E. & Swierzbin, B. (2009). *Exploring Learner Language.* Oxford: Oxford University Press.

Greenbaum, Sidney. 1991. *An Introduction to English Grammar*. England, Longman.

Dulay, H., Burt, M., & Krashen, S. 1982. *Language Two*. New York: Oxford University Press.

James, Carl. 1998. *Errors in Language Learning and Use: Exploring Error Analysis*. London: Longman.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.).Boston, MA: Pearson

Bryman, A. and Cassell, C. (2006), *"The researcher interview: a reflexive perspective", Qualitative Research in Organizations and Management*, Vol. 1 No. 1, pp. 41-55.

Norrish, J. (1983) *Language Learners and Their Errors*. London: The macmillan Press

APPENDICES

APPENDIX I

OMMISION ERROR

Form for Error Ommisions

Error Ommision	Correct Sentences
A delicious cake baked by Sheina.	A delicious cake <u>was</u> baked by Sheina.
Aunt lily visited by my friend last night.	Aunt lily <u>was</u> visited by my friend last night.
That road is passed by father everyday.	That road is passed by <u>my</u> father everyday.
A shop was <u>open</u> by my neighbor yesterday.	A shop w<u>as</u> <u>open</u> by my neighbor yesterday.
A lot of assignments collected by her every week.	A lot of assignments <u>are</u> collected <u>by</u> her every week.
A lot of assignments are collected her every week.	A lot of assignments are collected <u>by</u> her every week.
A delicious cake was baked Sheina.	A delicious cake was baked <u>by</u> Sheina.
A lot of assignments are collected by every week.	A lot of assignments are collected by <u>her</u> every week.
A Delicious cake baked by Sheina.	A Delicious cake <u>was made</u> by Sheina.
A lot of assignments collected by her every week.	A lot of assignments <u>are</u> collected by her every week.
A delicious cake baked by Sheina.	A delicious cake <u>was</u> baked by Sheina.
Delicious cake was baked by Sheina.	<u>A</u> delicious cake was baked by Sheina.
A lot of <u>assignment</u> are collected by her every week.	A lot of <u>assignments</u> are collected by her every week.
Aunt lily was visited my friend last night.	Aunt lily was visited <u>by</u> my friend last night.
A delicious cake was baked Sheina.	A delicious cake was baked <u>by</u> Sheina.
A shop opened by my neighbor yesterday.	A shop <u>was</u> opened by my neighbor yesterday.
Shop was opened by my neighbor yesterday	<u>A</u> shop was opened by my neighbor yesterday.
A lot of are collected by her every week.	A lot of <u>assignments</u> are collected by her every week
Last night, my friend was visited aunt lily.	Last night, my friend was visited <u>by</u> aunt lily.
Delicious cake was baked by Sheina.	<u>A</u> delicious cake was baked by Sheina.

A lot of assignments are <u>collect</u> by her every week.	A lot of assignments are <u>collected</u> by her every week.
That road was passed my father every day.	That road was passed <u>by</u> my father every day.
A assignments were collected by her every week.	A <u>lot of</u> assignments were collected by her every week.
A delicious cake was by Sheina.	A delicious cake was <u>baked</u> by Sheina.

ADDITION

Form of Error Additions

Error addition	Correct Sentences
A lot of assignment are <u>have</u> collected by her every week.	A lot of assignment are collected by her every week.
A delicious <u>chocolate</u> cake was baked by Sheina.	A delicious cake was baked by Sheina.
A delicious cake <u>that</u> was baked by Sheina.	A delicious cake was baked by Sheina.
That road by my <u>father's</u> was passed everyday.	That road by my father was passed everyday.
A lot of assignments every week was collected <u>with</u> <u>diligent</u> by her.	A lot of assignments every week was collected by her.
That road <u>always</u> passed by my father every day.	That road passed by my father every day.
A lot of assignment are <u>have</u> <u>been</u> collected by her every week.	A lot of assignment are collected by her every week.

APPENDIX III

MISORDERING

Form of Error Misorderings

Misordering error	Correct Sentences
Aunt lily was visited by my friend last night.	Last night, aunt Lily was visited by my friend.
Assignments are collected a lot of by her every week.	A lot of assignments are collected by her every week.
My friend was visited by aunt Lily last night.	Last night, Aunt Lily was visited by my friend.
By Sheina was baked a delicious cake.	A delicious cake was baked by Sheina.
Last night, my friend was visited by aunt lily.	Last night, Aunt Lily was visited by my friend.
That road by my father was passed every day.	That road was passed by my father everyday.
Aunt Lily was visited by my friend last night.	Last night, aunty Lily was visited by my friend.
A delicious was cake by sheina baked.	A delicious cake was baked by Sheina.
Aunt lily was visited my friend last night.	Last night, aunty Lily was visited by my friend.
Aunt Lily was visited by my friend last night.	Last night, aunty Lily was visited by my friend.
The shop was opened yesterday by my neighbor	A shop was opened by my neighbor yesterday.
That road everyday was passed by my father.	That road was passed by my father everyday.
Last night, my friend was visited by aunt Lily.	Last night, aunty Lily was visited by my friend.

61

That road by my father was passed everyday.	That road was passed by my father everyday.
A lot of assignments every week are collected by her.	A lot of assignments are collected by her every week.
Aunt Lily was visited my friend last night.	Last night aunt Lily was visited by my friend.
A cake delicious was baked by Sheina	A delicious cake was baked by Sheina.

MISFORMATION

Form of Error Misformations

Misformation Error	Correct Sentences
A lot of assignments <u>were</u> collected by her every week.	A lot of assignments <u>are</u> collected by her every week.
A delicious cake <u>were</u> baked by Sheina.	A delicious cake was baked by Sheina.
<u>The</u> delicious cake was baked by Sheina.	A delicious cake was baked by Sheina.
That road <u>were</u> passed by my father everyday.	<u>That</u> road <u>was</u> passed by my father everyday.
A shop <u>were</u> opened by my neighbor yesterday.	A shop <u>was</u> opened by my neighbor yesterday.
A delicious cake was <u>made</u> by Sheina	A delicious cake was baked by Sheina.
<u>The</u> store was opened by my neighbor yesterday.	A shop was opened by my neighbor yesterday.
That road <u>is</u> passed by my father everyday.	That road <u>was</u> passed by my father everyday.
The <u>store</u> was opened by my neighbor yesterday.	The <u>store</u> was opened by my neighbor yesterday.
A delicious cake was <u>made</u> by sheina.	A delicious cake was <u>made</u> by sheina.
<u>The</u> delicious cake was <u>Made</u> by sheina.	<u>A</u> delicious cake was <u>baked</u> by sheina.
A lot of assignments <u>is</u> collected by her every week.	A lot of assignments <u>are</u> collected by her every week.
<u>The</u> road was passed by my father everyday.	<u>That</u> road was passed by my father everyday.
Assignments are <u>collects</u> a lot of by <u>she</u> every week.	Assignments are <u>collected</u> a lot of by <u>her</u> every week.
A delicious cake <u>is</u> baked by sheina.	A delicious cake <u>was</u> baked by sheina.
That road <u>is</u> passed by father everyday.	That road <u>was</u> passed by father everyday.
<u>Many</u> assignments are collected by her every week.	<u>A lot of</u> assignments are collected by her every week.
A delicious cake was <u>made</u> by Sheina.	A delicious cake was <u>baked</u> by Sheina.
<u>The</u> shop was opened by my neighbor yesterday.	<u>A</u> shop was opened by my neighbor yesterday.
A lot of assignments are collected by <u>she</u> every week.	A lot of assignments are collected by <u>her</u> every week.

A delicious cake <u>is</u> <u>made</u> by sheina.	A delicious cake <u>was</u> <u>baked</u> by sheina
A delicious cake was <u>baking</u> by sheina.	A delicious cake was <u>baked</u> by sheina.
A delicious cake <u>made</u> by sheina.	A delicious cake was <u>baked</u> by sheina.
A lot of assignments are <u>collects</u> by her every week.	A lot of assignments are <u>collected</u> by her every week.
That road <u>is</u> passed by my father everyday.	That road <u>was</u> passed by my father everyday.
<u>The</u> delicious cake was <u>made</u> by Sheina.	<u>A</u> delicious cake was <u>baked</u> by Sheina
<u>The</u> shop was opened yesterday by my neighbor.	<u>A</u> shop was opened yesterday by my neighbor.
Last night, Aunt Lily <u>is</u> visited by my friend.	Last night, Aunt Lily <u>was</u> visited by my friend.
A lot of assignments <u>is</u> collected by she every week.	A lot of assignments <u>was</u> collected by she every week.
A lot of assignments is collected by <u>she</u> every week.	A lot of assignments is collected by <u>her</u> every week
A lot of assignments are <u>collects</u> by him every week.	A lot of assignments are <u>collected</u> by him every week.
A lot of assignments are collects by <u>him</u> every week.	A lot of assignments are collects by <u>her</u> every week
A delicious cake was <u>baking</u> by sheina.	A delicious cake was <u>baking</u> by sheina.

INSTRUMENT OF RESEARCH
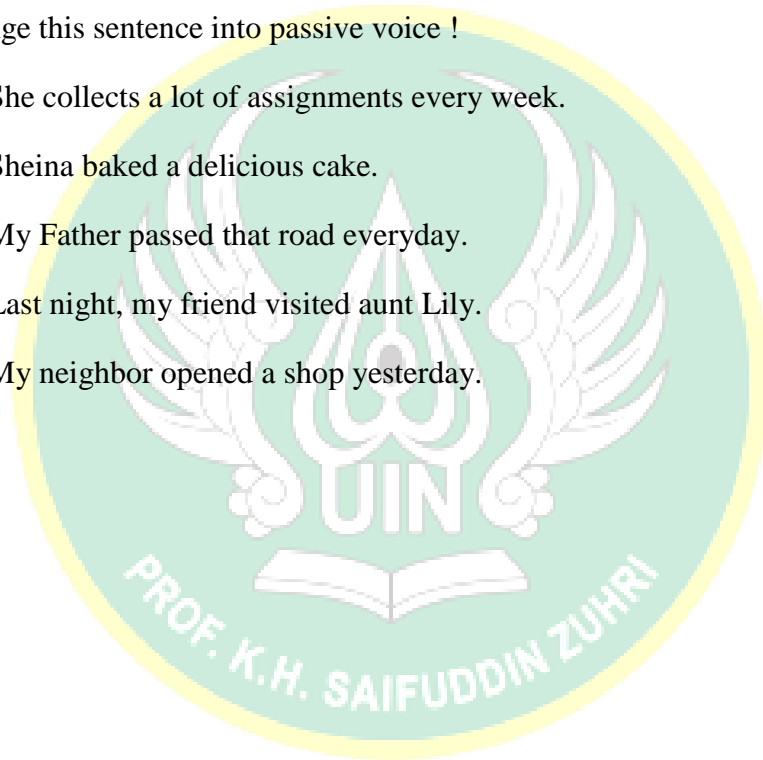
Subject : English Language

Class : IX/2

Topic : Changing Active Voice into Passive Voice

B. ESSAY

*Change this sentence into passive voice !

1. She collects a lot of assignments every week.

2. Sheina baked a delicious cake.

3. My Father passed that road everyday.

4. Last night, my friend visited aunt Lily.

5. My neighbor opened a shop yesterday.

APPENDIX VI

DATA CALCULATION OF ERROR
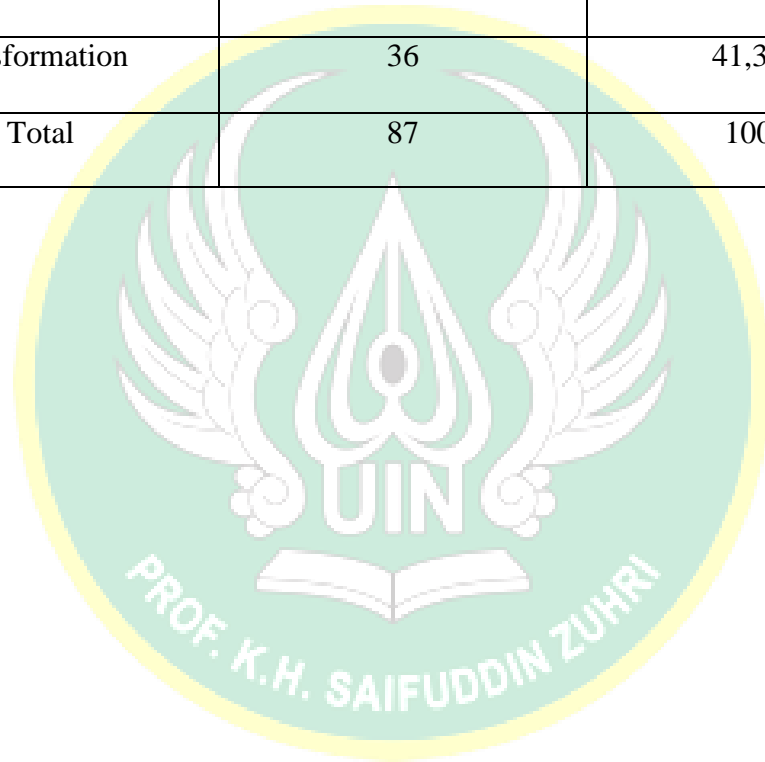
Surface Strategy Taxonomy

Classification of Error	Frequency	Percentage (%)
Ommision	24	27,59%
Addition	10	11,5%
Misordering	17	19,54%
Misformation	36	41,37%
Total	87	100%

APPENDIX VII

VALIDATION SHEET

LEMBAR VALIDASI AHLI
INSTRUMEN PENELITIAN

Nama   : YULI MAR'ATI MUAMANAH

NIM   : 2017404098

Jurusan/Prodi : FTIK/TBI

Judul Penelitian : An Analysis of Students Error to Identify Passive Voice Sentence at the Ninth Grade of SMP N 1 Kemranjen

Petunjuk :

a) Bapak / Ibu validator dimohon memberikan penilaian dengan memberikan tanda cek ☑ pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
 1 = Tidak Sesuai
 2 = Kurang Sesuai
 3 = Sesuai
 4 = Sangat Sesuai

b) Apabila menurut bapak/ibu validator instrument ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan.

No	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1	Kalimat pada soal mudah dipahami				√
2	Kalimat menggunakan bahasa yang baik dan benar				√
3	Soal sudah sesuai dengan materi pembelajaran				√

Komentar dan Saran

..... Bisa digunakan dengan revisi. ....
....
....

Kesimpulan

Berdasarkan penilaian di atas, lembar instrument soal ini dinyatakan:

√ Layak digunakan b. Layak digunakan c. Tidak layak digunakan

Dosen Pembimbing,

Prof. Dr. H. Munjin, M.Pd. I
NIP. 19610305 199203 1 003

Purwokerto, 6 Juni 2024

Validator,

Desi Wijayanti Ma'rufah, M.Pd
NIP. 19921215 20181 2 003

APPENDIX VIII

RESEARCH PERMIT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor   : B.m.2907/Un.19/D.FTIK/PP.05.3/06/2024   02 Juni 2024
Lamp.   : -
Hal   : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMP N 1 Kemranjen
Kec. Kemranjen
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: YULI MAR'ATI MUAMANAH	
2. NIM	: 2017404098	
3. Semester	: 8 (Delapan)	
4. Jurusan / Prodi	: Tadris Bahasa Inggris	
5. Alamat	: Desa Sibalung, Rt02/Rw06, Kemranjen, Banyumas	
6. Judul	: An Analysis of Student's Error to Identify Passive Voice Sentence at the Ninth Grade of SMP N 1 Kemranjen	

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Guru bahasa Inggris dan Siswa kelas 9
2. Tempat / Lokasi	: SMP N 1 Kemranjen
3. Tanggal Riset	: 03-06-2024 s/d 03-08-2024
4. Metode Penelitian	: Mixed method (Sequential Explanatory Mixed Method)

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Nomor   : 421/ 440 / 2024   12 Juni 2024
Lampiran   : -
Perihal   : Keterangan Riset Individu

Kepada Yth.
Ketua Jurusan Tadris UIN
Prof. Kiai Haji Saifuddin Zuhri Purwokerto
Fakultas Tarbiyah dan Ilmu Keguruan
Di
    tempat

Yang bertanda tangan di bawah ini Kepala Sekolah SMP 1 Kemranjen menerangkan bahwa :

Nama	: Yuli Mar'ati Muamanah
Tempat, Tanggal Lahir	: Banyumas, 27 Juli 2002
Agama	: Islam
Alamat	: Desa Sibalung, RT 02/RW 06, Kemranjen Banyumas
NIM	: 2017404098
Program Studi	: Tadris Bahasa Inggris
Universitas	: UIN SAIZU PURWOKERTO

Nama tersebut di atas telah melaksanakan Riset Individu di SMP 1 Kemranjen pada tanggal 3 Juni 2024 sampai dengan 8 Juni 2024 dengan judul **"An Analysis of Student's Error to Identify Passive Voice Sentence at the Ninth Grade of SMP N 1 Kemranjen"**.

Demikian surat ini kami keluarkan, untuk dapat digunakan sebagaimana mestinya.

Kepala SMP N 1 Kemranjen

MISTINA HIDAYATI, M.Pd
Pembina Tk. I / IV b
NIP. 19790222 200604 2 004

APPENDIX IX

DOCUMENTATION OF RESEARCH

English learning

The students' test

STUDENTS' WORKSHEET

Name	1. She collects a lot of assignments every week.
Muhammad Asyiq Abdai	A lot of assignments are collected by her every week
Nanda ifat Abidin	An assignments were collected by her every week
Oktifia Ramadana Safitri	A lot of assignments are collected by her every week
Oliffia Zahrofa	A lot of assignments are collected by her every week
Nadia Alimah Ramadhani	every week was collects a lot of assignments
salwa aulia nafisah	A lot of assignments are collected by her every week
Zayyan Mubarok	A lot of assignments are collected by her every week
Rifaya Meherunissa Nayla	every week was collects a lot of assignments by her.
NAISYILA KIRANI AGUSTIN	A lot of assignments are collect by her every week
anisa ayu andini	a lot of assignments are collected by her everyweek
Rayhan Putra Ananta	a lot of assignments are collected by her everyweek
Anisa Fadlia Anwar	a lot of assignments are collected by her everyweek
Maura Agatsa	A lot of assignments is collected by she every week
Helsa Ambarningsih	A lot of assignments is collected by her every week
Agung prabowo	A lot of assignments are collected by her every week
Mochamad dhafa fadilah	a lot of assignment are have collected by her every week
Nadhira Azka Stefani Nugraha	A lot of assignments are collected by her every week
Yofi Nurdiansyah	A lot of assignments every week was collected with diligent by her
Nabila Ramadhani Putri	assignments are collects a lot of by she every week
Sastadella Aura Pratiwi	Many assignments are collected every week.

| NORMALITA	Setiap minggunya dia mengumpulkan banyak tugas
Farah Aulya Nurb	A lot of assignments every week are collected by her
Anjani indriawati	A lot of assignments are collected by she every week
Fajar Ramadhani	A lot of assignments are collected by her every week
Linatul maghfiroh	a lot of assignment are have been collected by her every week
Syahidan Achmad Mulkillah	a lot of assignments are collected by her everyweek
Titri Titania Silvi	a lot of assignments are collected by her everyweek
Miftakhul Dajnnah R	A lot of assignments are collected by her every week
MEISY TRISTIATIN	A lot of assignments are collects by him every week
Mariyatul Kibtiah	Many assignments are collected every week by him
Dianissa Arliani	A lot of assignment are collected by her every week
Rezita Putri Sasikirana	A lot of assignment are collected by every week
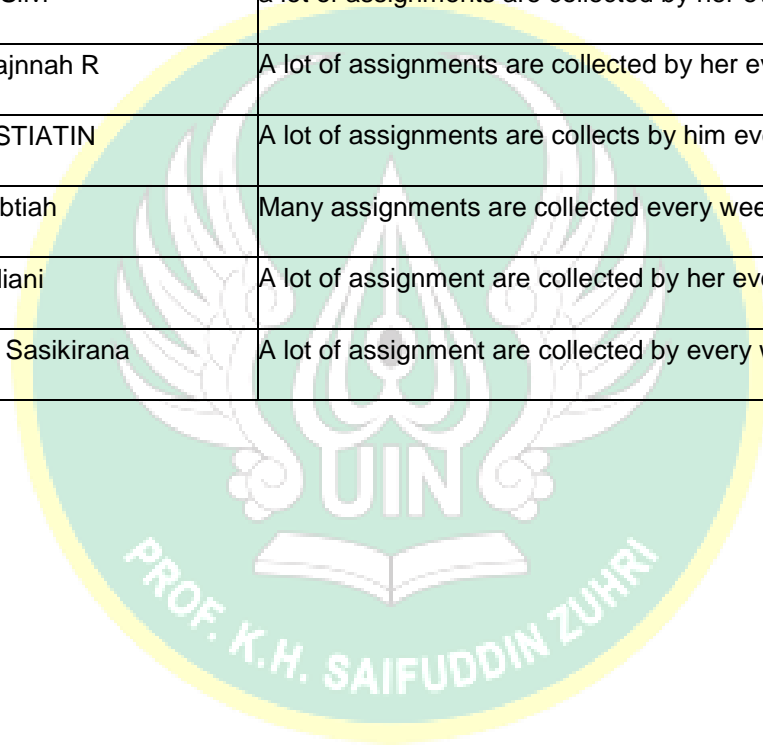
Name	2. Sheina baked a delicious cake.
Muhammad Asyiq Abdai	A delicious chocolate cake was baked by Sheina
Nanda ifat Abidin	A delicious cake were baked by Sheina
Oktifia Ramadana Safitri	a delicius cake was baked by sheina
Oliffia Zahrofa	Sheina baked a delicious cake.
Nadia Alimah Ramadhani	a delicious cake made by Sheina
salwa aulia nafisah	a delicius cake was baked by sheina
Zayyan Mubarok	A delicious cake was baked by Sheina
Rifaya Meherunissa Nayla	delicious cake made by sheina
NAISYILA KIRANI AGUSTIN	sheina is baked a delicious cake
anisa ayu andini	A delicious cake that was baked by Sheina
Rayhan Putra Ananta	A delicious cake was baked by Sheina
Anisa Fadlia Anwar	a delicious cake was baked by Sheina
Maura Agatsa	The delicious cake was Made by sheina
Helsa Ambarningsih	A delicious cake was baked by Sheina
Agung prabowo	A delicious cake was bake by sheina
Mochamad dhafa fadilah	A delicious cake was backed by sheina
Nadhira Azka Stefani Nugraha	a delicious cake baking by sheina
Yofi Nurdiansyah	a delicius chocolate cake was baked by sheina
Nabila Ramadhani Putri	A delicious cake is baked by she
Sastadella Aura Pratiwi	Delicious cake made by Sheina.
NORMALITA	Kue lezat yang membuat sheina
Farah Aulya Nurb	A cake delicious was baked by Sheina
Anjani indriawati	A delicious cake was baked by sheina

|	
Fajar Ramadhani	a delicius cake was baked by sheina
Linatul maghfiroh	a delicius cake was baked by sheina
Syahidan Achmad Mulkillah	a delicious cake was baking by sheina
Titri Titania Silvi	delicious cake was made by sheina
Miftakhul Dajnnah R	A delicious cake was baked Sheina
MEISY TRISTIATIN	A delicious cake was baked by Sheina
Mariyatul Kibtiah	The delicious cake was made by Sheina
Dianissa Arliani	By Sheina was baked a delicious cake
Rezita Putri Sasikirana	A delicious was cake by sheina baked
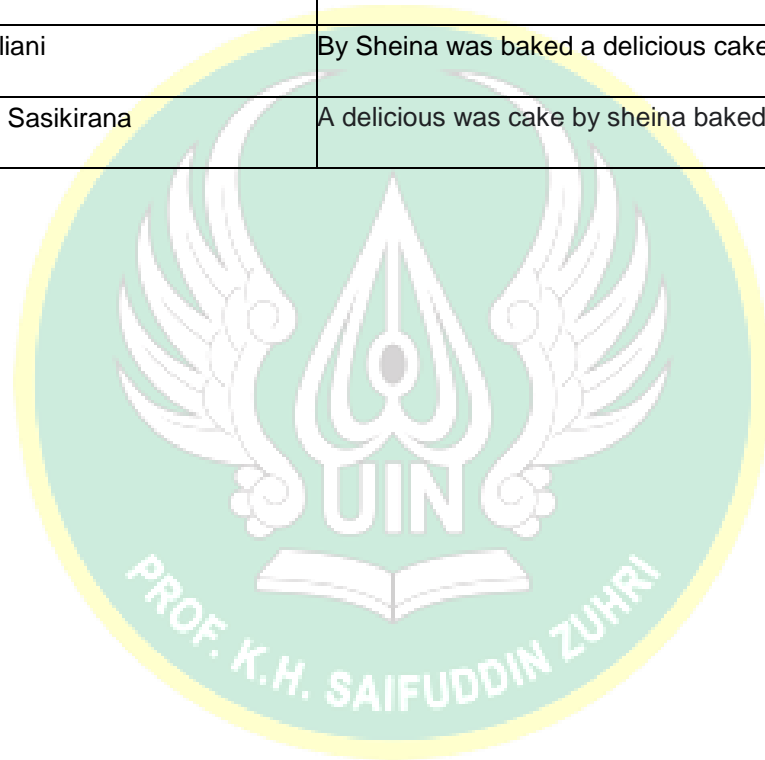
Name	3. My father passed that road everyday.
Muhammad Asyiq Abdai	That road was passed by my father every day
Nanda ifat Abidin	That road were passed by My father everyday
Oktifia Ramadana Safitri	that road is passed by my father everyday
Oliffia Zahrofa	that road was passed by my father everyday
Nadia Alimah Ramadhani	that road is passed by my father everyday
salwa aulia nafisah	That road everyday was passed by my father
Zayyan Mubarok	That road was passed by my father every day
Rifaya Meherunissa Nayla	every day by my father was passes that road
NAISYILA KIRANI AGUSTIN	That road was passed my father every day
anisa ayu andini	Every day my father passed that road
Rayhan Putra Ananta	That road was passed by my father every day
Anisa Fadlia Anwar	that road by my father's was passed everyday
Maura Agatsa	Every day my father passes that road
Helsa Ambarningsih	The road was passed by my father everyday
Agung prabowo	That road was passed by my father every day
Mochamad dhafa fadilah	That road by my father was passed every day
Nadhira Azka Stefani Nugraha	is there no other way?
Yofi Nurdiansyah	My father always passes that road every day.
Nabila Ramadhani Putri	that road is passed by father everyday
Sastadella Aura Pratiwi	That road is passed by my father everyday
NORMALITA	Setiap hari ayah saya melewati jalan itu
Farah Aulya Nurb	My father passed that road everyday
Anjani indriawati	That road was passed by my father everyday

|	
Fajar Ramadhani	That road was passed by my father everyday
Linatul maghfiroh	That road was passed by my father everyday
Syahidan Achmad Mulkillah	That road was passed by my father everyday
Titri Titania Silvi	That road is passed by my father everyday
Miftakhul Dajnnah R	Thar road was passed by my father everyday
MEISY TRISTIATIN	That road is passed by my father everyday
Mariyatul Kibtiah	that road always passed by my father every day
Dianissa Arliani	My father has passed that road everyday
Rezita Putri Sasikirana	Everyday that road was by my father passed
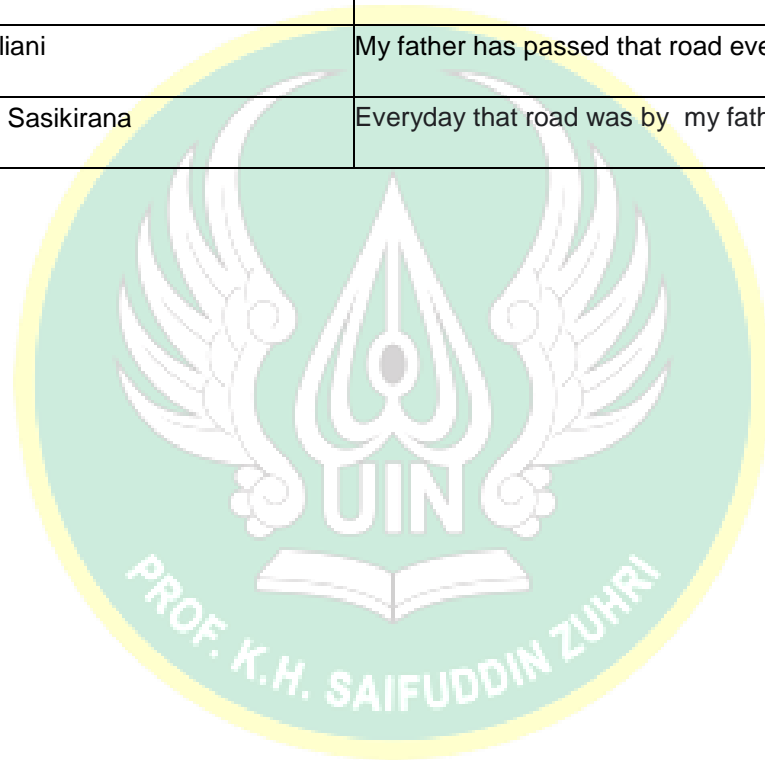
Name	4. Last night, my friend visited aunt Lily.
Muhammad Asyiq Abdai	last night, Aunt Lily is visited by my friend
Nanda ifat Abidin	Last night aunt lily was visited by my friend
Oktifia Ramadana Safitri	Last night aunt lily was visited by my friend
Oliffia Zahrofa	last night, my friend was visited aunt lily
Nadia Alimah Ramadhani	aunt lily visited by my friend last night
salwa aulia nafisah	Last night aunt lily was visited by my friend
Zayyan Mubarok	Aunt Lily was visited by my friend last night
Rifaya Meherunissa Nayla	Last night aunt lily was visited by my friend
NAISYILA KIRANI AGUSTIN	last night, Aunt Lily is visited by my friend
anisa ayu andini	Last night aunt lily was visited by my friend
Rayhan Putra Ananta	Aunt Lily was visited by my friend's last night
Anisa Fadlia Anwar	aunt Lily was visited by my friend last night
Maura Agatsa	Last night, my friend visited aunt lily
Helsa Ambarningsih	Aunt Lily was visited by my friend last night
Agung prabowo	Last night my friend visited his aunt Lily
Mochamad dhafa fadilah	Last night Aunt Liby visited my friend
Nadhira Azka Stefani Nugraha	Last night aunt lily was visited by my friend
Yofi Nurdiansyah	Last night, my friend was visiting Aunt Lily
Nabila Ramadhani Putri	my friend was visited by aunt Lily last night
Sastadella Aura Pratiwi	Last night aunt lily was visited by my friend
NORMALITA	Temanku tadi malam mengunjungi bibi Lily
Farah Aulya Nurb	Last night aunt lily was visited by my friend
Anjani indriawati	Last night aunt lily was visited by my friend

Fajar Ramadhani	Aunt Lili was visited by my friend last night
Linatul maghfiroh	Last night aunt lily was visited by my friend
Syahidan Achmad Mulkillah	Last night aunt lily was visited by my friend
Titri Titania Silvi	By my friend was visiting aunt lily last night
Miftakhul Dajnnah R	Last night, aunt Liliy was visited by my friend
MEISY TRISTIATIN	Last night, aunt Liliy was visited by my friend
Mariyatul Kibtiah	Aunt Lily was visited by my friend last night
Dianissa Arliani	Last night, by my friend was visited aunt Lily
Rezita Putri Sasikirana	Aunt lily was visited my friend last night
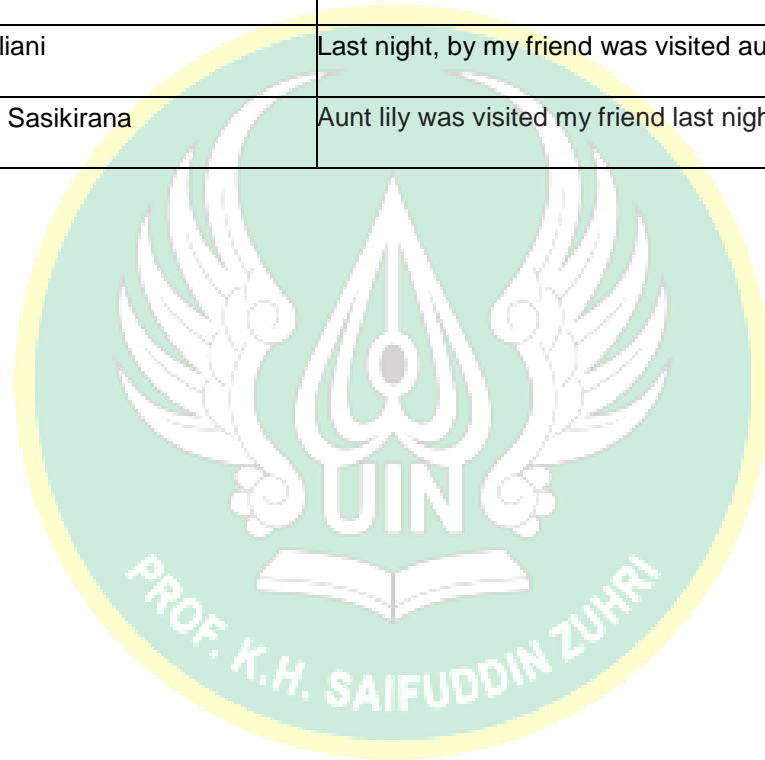
Name	5. My neighbor opened a shop yesterday.
Muhammad Asyiq Abdai	A shop was opened by my neighbor yesterday
Nanda ifat Abidin	A shop were opened by my neighbor yesterday
Oktifia Ramadana Safitri	My neighbor opened shop yesterday
Oliffia Zahrofa	shop was opened by my neighbor yesterday
Nadia Alimah Ramadhani	the store was opened by my neighbor yesterday
salwa aulia nafisah	opened a shop mu neighbor yesterday
Zayyan Mubarok	A shop was opened by my neighbor yesterday
Rifaya Meherunissa Nayla	yesterday my neighbor opened a shop
NAISYILA KIRANI AGUSTIN	My neighbor's shop opened yesterday
anisa ayu andini	Yesterday my neighbor opened a shop
Rayhan Putra Ananta	A shop was opened by my neighbor yesterday
Anisa Fadlia Anwar	a shop was opened by my neighbor yesterday
Maura Agatsa	a shop was opened by my neighbor yesterday
Helsa Ambarningsih	A shop was opened by my neighbor yesterday
Agung prabowo	My neighbor opened a shop yesterday morning
Mochamad dhafa fadilah	My neighbor's shop opened yesterday
Nadhira Azka Stefani Nugraha	A shop was opened by my neighbor yesterday
Yofi Nurdiansyah	a shop was opened by my neighbor yesterday
Nabila Ramadhani Putri	A shop was opened by my neighbor
Sastadella Aura Pratiwi	The shop was opened by my neighbor yesterday.
NORMALITA	kemarin tetangga saya membuka toko
Farah Aulya Nurb	My neighbor opened a shop yesterday.
Anjani indriawati	A shop was opened by my neighbor yesterday

Fajar Ramadhani	a shop was opened by my neighbor yesterday
Linatul maghfiroh	a shop was opened by my neighbor yesterday
Syahidan Achmad Mulkillah	a shop was opened by my neighbor yesterday
Titri Titania Silvi	a shop was opened by my neighbor yesterday
Miftakhul Dajnnah R	A shop was opened by my neighbor yesterday
MEISY TRISTIATIN	A shop was opened by my neighbor yesterday
Mariyatul Kibtiah	the shop was opened yesterday by my neighbor
Dianissa Arliani	a shop was opened by my neighbor yesterday
Rezita Putri Sasikirana	A shop opened by my neighbor yesterday
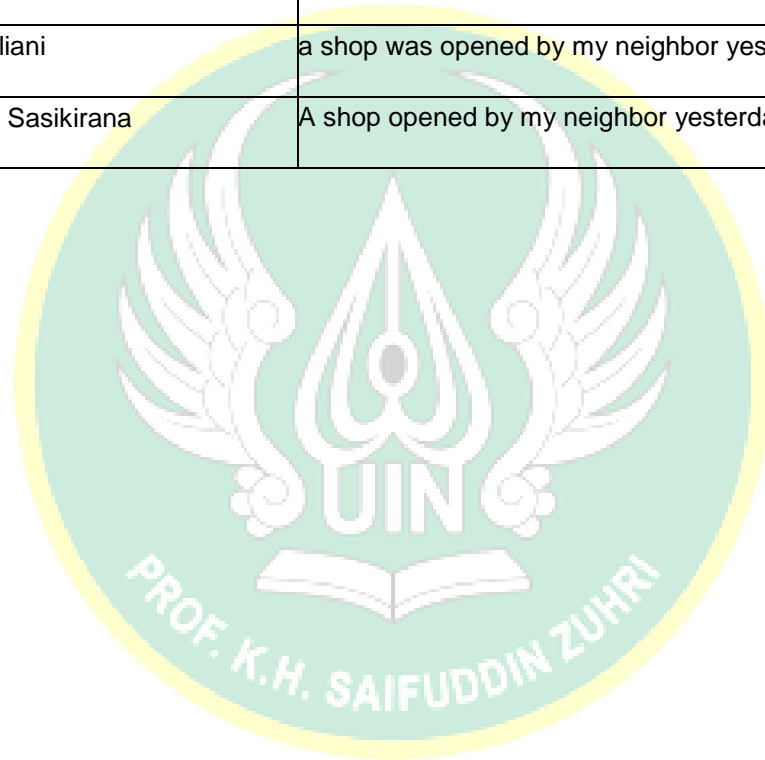
BIOGRAPHY

A. Identitas Diri

    1. Nama Lengkap   : Yuli Mar'ati Muamanah

    2. NIM   : 2017404098

    3. Tempat/Tgl Lahir   : Banyumas, 27 Juli 2002

    4. Nama Ayah   : Sultoni

    5. Nama Ibu   : Muslichah

B. Riwayat Pendidikan

    1. Pendidikan Formal

        a. SD/MI, tahun lulus   : MI Tarbiyatul Ulum Sibalung 2014

        b. SMP/MTS, tahun lulus : SMP N 1 Kemranjen 2017

        c. SMA/MA, tahun lulus : MA Al-Mukhtar Adipala 2020

        d. S1, tahun masuk   : UIN Prof. K.H. Saifuddin Zuhri 2020

C. Pengalaman Organisasi

    1. PMR SMP N 1 Kemranjen (Anggota)

    2. OSIS MA Al-Mukhtar Adipala (Sekretaris)

    3. Komunitas Javelin (Writing Division)

Purwokerto, 01 Oktober 2024

Yuli Mar'ati Muamanah