

CAPTER VI

CONCLUSION

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As the conclusion of this thesis, the writer would like to present the summary of what has been discussed and some suggestions concerning the study under report.

6.1 Summary

Considering the errors in using Passive Voice made by the students during the writer's teaching practice at SMU Dapena II Surabaya and the fact that the Passive Voice constructions were important to master, he decided to conduct this study to find what types of errors which were mostly made by the students under study.

To obtain the data, the writer administered a test in the Passive Voice to the second year students of SMUK St. Stanislaus Surabaya. Based on the results of the test, he classified the types and causes of errors and then put them in a rank order.

From the findings of the present study, it is seen that errors of **auxiliary** are the type of errors which is most frequently misconstructed (36 %) with the *misuse of auxiliary* (78 %) as the biggest cause, errors of **word order** are the second most (30 %) with the *misplacement of Passive elements* (59 %) as the biggest cause, errors of **past participle verb form** are the third most (26 %) with the *use of infinitive verb instead of past participle verb* (38 %) as the biggest cause, followed by errors of **pronoun** (5 %) with the *use of objective personal pronoun as subjective personal pronoun* (87 %) as

the biggest cause, and errors of **preposition** are the least frequently misconstrued (3 %) with the *omission of the important preposition* (40 %) as the biggest cause. These findings show that the most difficult element of Passive Voice pattern lies in the auxiliary since it has the highest percentage of occurrence (36 %).

From these types of errors and their causes, the writer found that **errors of auxiliary** were the result of the learners' strategy of L2 learning and interlingual transfer of training; **errors of word order** were the result of the learners' intralingual transfer, transfer of training, strategy of L2 learning, and strategy of L2 communication; **errors of past participle verb form** were the result of the learners' overgeneralization, language transfer, and strategy of L2 learning; **errors of pronoun** were the result of the learners' overgeneralization, language transfer, and strategy of L2 learning; **errors of preposition** were the result of the learners' strategy of L2 learning and strategy of L2 communication.

6.2 Suggestions

There are many factors that influence the students in mastering English. These factors may affect the result of their learning that the writer feels necessary to conduct a study on this particular topic. Eventhough he knows that his concerns may only be a small part of the teaching improvement, he still wants to give his suggestions :

1. The teacher has to give the students more exercises on the Passive Voice construction or more homeworks if the time is so limited. This is done to help them to be familiar to use *to be* as the main

element of Passive Voice construction.

2. The teacher should remind the students about the active voice in the various tenses and then give them more exercises. He should give a clear discussion about the different pattern of each tense in order to avoid the miscellaneous errors in Passive construction.
3. The teacher should give a test on past participle verb forms to the students before their Passive Voice test. It may help them to memorize and to be aware of the correct past participle verbs.
4. In order to avoid their mistakes, the teacher should remind the students to be careful with the usage of adverb and prepositional phrase in the active - passive transformation. Exercises or homeworks may be held to help them.
5. While explaining the active - passive transformation, the teacher must also remind the students on the change of pronouns. The different form of pronouns according to their functions are necessary to explain.
6. The teacher has to emphasize his teaching on the subject - verb agreement in Passive construction. It is important to make the students aware of the auxiliary forms used in the passive sentence.
7. It may be helpful for students if the teacher gives them various forms of phrasal verbs for it may enrich their vocabularies.

Realizing that this study is no guarantee of perfection, the writer suggests that further study on English Passive Voice needs to be conducted. The study may use more time, more samples from differ-

ent schools and sophisticated research techniques to determine the element of Passive Voice pattern which are most frequently miscon-structed and to determine the causes of errors which are mostly made by the SMU students.

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