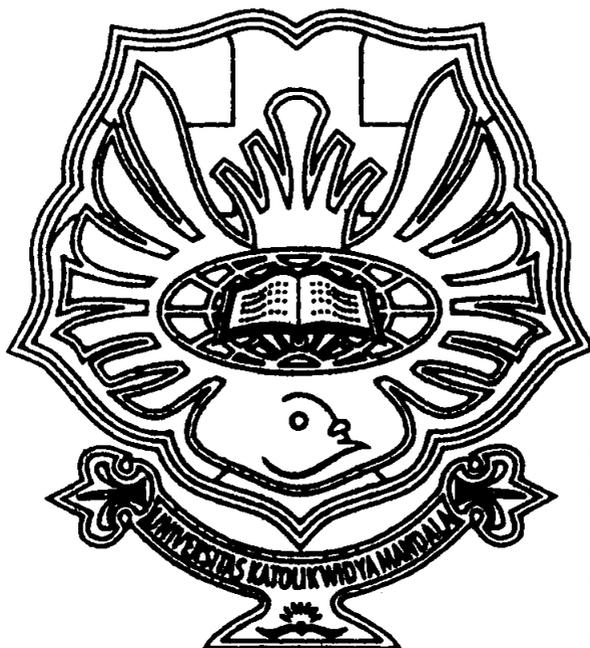


ERROR ANALYSIS ON THE PASSIVE VOICE
MADE BY THE SECOND YEAR STUDENTS
OF SMUK ST. STANISLAUS SURABAYA

THESIS



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B. P. I. K. A. D. I. H.	
No. BUKU	FK-19 Wid ep-1
KCP: KE	1 (SATU)

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**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JULY 1998**

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**In Partial Fulfilment Of The Requirements
For The Sarjana Pendidikan Degree In
English Language Teaching**

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JULY 1998**

APPROVAL SHEET

(1)

This thesis entitled Error Analysis on the
Passive Voice Made by the Second Year
Students of SMUK St. Stanislaus Surabaya.

and prepared and submitted by F.X. Tri Widjayanto
has been approved and accepted as partial fulfilment of
the requirements for the Sarjana Pendidikan degree in
English language Teaching by the following advisor.

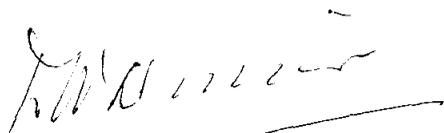


Drs. M.P. Soetrisno, M.A.

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(2)

This thesis has been examined by the Committee on Oral Examination with a grade of _____ on July 22, 1998.



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Chairman



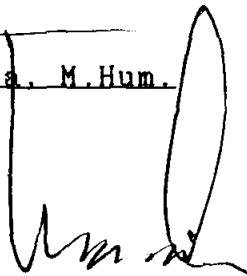
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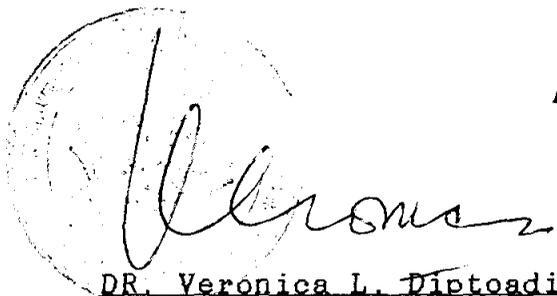
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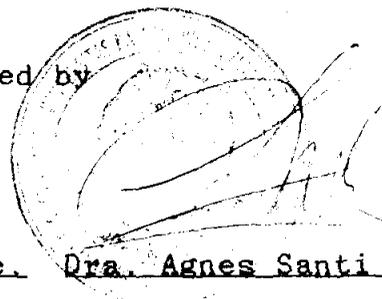
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Acknowledgements

First of all, I would like to thank God for giving me His grace and blessing in my life and the opportunity to finish my study at Widya Mandala University.

I also would like to express my deepest gratitude to :

1. Drs. M.P. Soetrisno, M.A., my thesis-writing advisor, for his patient guidance and valuable suggestions in improving this thesis.
2. The headmaster and the English teacher of SMUK St. Stanislaus Surabaya for their generosity in giving me the chance to conduct this study at their school.
3. The second-year students of SMUK St. Stanislaus belonging to the 1997/1998 school year, who have cooperated well in the process of collecting the data for the present study.
4. My beloved late father, family and sister: Mumpuni, and also my dear friends for their support and help to me during this thesis writing.
5. Many other persons who have participated in the completion of this thesis but cannot be mentioned here because of the limited space.

I think that without them, this thesis would not have been accomplished as it is.

F.X. Tri Widjayanto

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ABSTRACT

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

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

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

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