ABSTRACT

An Analysis Of Students’ Error In Writing Active And Passive Voice Sentences Through Translation At The Second Grade of SMA Yp Unila Bandar Lampung (A Result)

By

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Passive voice is one of the important English grammars that have to be mastered by the learners actively or passively. The learners need to have high capability of English grammar in order that they are able to speak and write correctly. Although the active construction is used more frequently in English than the passive voice, but there are certain situations when the passive seems to be more effective or appropriate, for example; When it is not so important who or what did the action, but the focus is the object of the sentence.

Descriptive method was used in this research, where the data were taken from the students and analyzed by the writer to draw conclusions. This research was conducted at SMA YP Unila Bandar Lampung. This class sample grade XI and the sample was class XI IPA 5 consisted of 30 students. The instrument used to collect the data was a writing test. Through the test, the students were asked to translate twenty questions of separate sentences in 45 minutes.

Based on surface strategy taxonomy, students committed the following types of errors, misformation 231 (51%), omission 131 (29.1%), addition 80 (17.8%) and misordering 7 (1.5%). While based on communicative effect taxonomy, the students committed omission global errors 52 (39.6%) and omission local errors 79 (60.3%), addition global errors 36 (45%) and addition local errors 44 (55%), misformation global errors 119 (51.5%) and misformation local errors 112 (48.5%) and the last misordering global errors 1 (14.2%) and misordering local errors 6 (85.8%).

In reference to the results, misformation is the highest frequency which showed that the students face difficulties in translating separate sentences from active and passive. This case happened because of their lack of English competency including tenses. Giving remedial or tutorial teaching for passive voice can be applied to improve their mastery of the materials to help them develop their ideas in writing separate sentences.