ERROR ANALYSIS IN FORMING ACTIVE TO PASSIVE SENTENCES AT THE SIXTH SEMESTER OF TBI-I UIN SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN

Thesis

Submitted to the State University For Islamic Studies (UIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

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TARBIYAH AND TEACHER TRAINING FACULTY
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SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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To: Dean

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AssalamualaikumWr.Wb

      After reading, reviewing and providing suggestions for improvements to the thesis on behalf of TITI ARISDAWATI HASUGIAN entitled ***Error Analysis Informing Active to Passive Sentences at the Sixth Semester of TBI-1 UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan,*** so we declare that we have a Bachelor of Education degree (S.Pd.) in English Teaching and Training Faculty in University of Syekh Ali Hasan Admad Addary Padangsidimpuan.

      Along with the above, the sister has been able to undergo a munaqosyah trial to account for this thesis.

      Thus we convey, for your attention we thank you.

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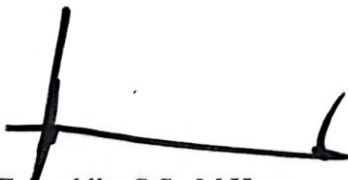Sri Rahmadhani Siregar, M.Pd.
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ABSTRACT

This study is intended to analyse the students' forming Active to Passive sentences at the sixth semester of TBI I UIN Syahada Padangsidimpuan. The problem faced by students in forming active to passive are 1) students often do not replace the verb in the active voice becomes the past participle of verb in passive voice and 2) the students also get confused to use helping verb or auxiliary verb in active and passive voice. The purposes of this study are 1) to know what are the students' error in forming active to passive sentences at the sixth semester of TBI I UIN Syahada Padangsidimpuan and 2) to know what is dominant error in forming active to passive sentences made by the students at the sixth semester of TBI I UIN Syahada Padangsidimpuan. This used descriptive qualitative method for investigating a variety of educational problems and issues. The participants were primary participant the sixth semester of TBI 1 and secondary participant was the grammar's lecturer of UIN Syahada Padangsidimpuan. The research took only one class of was TBI-1. There are 31 students in the classroom. The data were collected by essay test about forming active to passive sentences. The result of this study shows the most common error of students in forming active to passive found forty one items errors or 31.78%, in addition, the researcher found nine items errors or 6.97%, in misformation, the researcher found seventy two items errors or 55.82%, and the last in using misordering, the researcher found seven items errors or 5.43%. So, it can conclude that the most students' common error in writing recount text was in misformation. The Efforts of the lecturer to overcome the Students' Errors in forming active to passive were the lecturer asks the students doing exercises in the class.

Key Words: *Error Analysis, Forming Active to Passive*

Nama	**: Titi Arisdawati**
NIM	**: 17 203 00091**
Judul Skripsi	**: Analisis Kesalahan Siswa Dalam Mengubah Kalimat aktif ke pasif siswa semester enam UIN Syahada Padangsidimpuan.**

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pembentukan kalimat Aktif ke Pasif siswa pada semester enam TBI I UIN Syahada Padangsidimpuan. Permasalahan yang dihadapi siswa dalam membentuk kalimat aktif menjadi pasif adalah 1) siswa sering tidak mengganti kata kerja pada kalimat aktif menjadi past participle dari kata kerja pada kalimat pasif dan 2) siswa juga kebingungan dalam menggunakan kata kerja bantu dalam kalimat aktif. dan kalimat pasif. Tujuan dari penelitian ini adalah 1) untuk mengetahui kesalahan mahasiswa dalam membentuk kalimat aktif ke pasif pada semester enam TBI I UIN Syahada Padangsidimpuan dan 2) untuk mengetahui kesalahan apa yang dominan dalam membentuk kalimat aktif ke pasif pada semester enam TBI I UIN Syahada Padangsidimpuan. Ini menggunakan metode deskriptif kualitatif untuk menganalisis berbagai masalah dan persoalan pendidikan. Pesertanya adalah peserta mahasiswa semester 6 TBI 1 dan Dosen Grammar UIN Syahada Padangsidimpuan. Penelitian ini hanya mengambil satu kelas diantaranya adalah TBI-1. Ada 31 siswa di kelas. Pengumpulan data dilakukan dengan esai tes tentang pembentukan kalimat aktif dan pasif. Hasil penelitian ini menunjukkan kesalahan siswa yang paling banyak dalam pembentukan aktif ke pasif ditemukan empat puluh satu item kesalahan atau 31,78%, selain itu, peneliti menemukan sembilan kesalahan item atau 6,97%, dalam kesalahan formasi, peneliti menemukan tujuh puluh dua item kesalahan atau 55,82%, dan yang terakhir dalam penggunaan misordering, peneliti menemukan kesalahan tujuh item atau 5,43%. Jadi, dapat disimpulkan bahwa kesalahan umum siswa dalam mengubah kalimat aktif ke kalimat pasif adalah kesalahan informasi. Upaya dosen mengatasi Kesalahan Mahasiswa dalam membentuk aktif menjadi pasif adalah dosen meminta mahasiswa mengerjakan latihan di kelas.

Kata Kunci: *Analisis Kesalahan, Mengubah Kalimat Aktif ke Pasif*

اسم	:	تيتي أريسداواتي
ريج. رقم	:	١٩٠٠٣٠٢٧١
عنوان الرسالة	:	تحليل أخطاء الطلاب في تغيير الجمل النشطة لطلاب الفصل السادس من ةعماج
		ةيموكحلا ةيملاسلإا ناوبميديسجناداب يرادأ دمحأ نسح يلع خيشلا

خلاصة

يهدف هذا البحث إلى تحليل تكوين الجمل المبنية على المبني للمجهول من قبل الطلاب في الفصل السادس من ةيموكحلا ةيملاسلإا يرادأ دمحأ نسح يلع خيشلا دحاو يزيلجنإ سريرداد ناوبميديسجناداب. المشاكل التي يواجهها الطلاب في تشكيل الجمل النشطة إلى جمل سلبية هي ١) الطلاب في كثير من الأحيان لا يغيرون الفعل في الجملة النشطة إلى النعت الماضي للفعل في الجملة المنفعلة و ٢) الطلاب أيضًا مرتبكون بشأن استخدام الأفعال المساعدة أو المساعدة الأفعال في الجملة النشطة. والصوت السلبي. الغرض من هذا البحث هو ١) اكتشاف أخطاء الطلاب في تكوين الجمل المبنية على المبني للمجهول في الفصل السادس من ةيموكحلا ةيملاسلإا يرادأ دمحأ نسح يلع خيشلا دحاو يزيلجنإ سريرداد ناوبميديسجناداب. و ٢) لمعرفة الأخطاء السائدة في تكوين الجمل المبنية على المبني للمجهول في الفصل السادس من ةيموكحلا ةيملاسلإا يرادأ دمحأ نسح يلع خيشلا دحاو يزيلجنإ سريرداد ناوبميديسجناداب. يستخدم الأساليب الوصفية النوعية لدراسة المشكلات والقضايا التعليمية المختلفة. وكان المشاركون هم ةيموكحلا ةيملاسلإا يرادأ دمحأ نسح يلع خيشلا دحاو يزيلجنإ سريرداد ناوبميديسجناداب الفصل الدراسي المدرسة الابتدائية والمشاركين نسح يلع خيشلا دحاو يزيلجنإ سريرداد ناوبميديسجناداب ةيموكحلا ةيملاسلإا يرادأ دمحأ ةعماج محاضر النحوي محاضر المدرسة المتوسطة. استغرق هذا البحث فصلًا واحدًا فقط، بما في ذلك ةيملاسلإا يرادأ دمحأ ةعماج نسح يلع خيشلا دحاو يزيلجنإ سريرداد ناوبميديسجناداب ةيموكحلا. هناك١٣٠ طالبا في الفصل. تم جمع البيانات من خلال اختبار مقالي حول تكوين الجمل الإيجابية والسلبية. أظهرت نتائج هذه الدراسة أن أكثر أخطاء الطلاب شيوعاً في التكوين الإيجابي إلى السلبي كانت إحدى وأربعين فقرة خطأ أي ٧٨.١٣%، كما وجد الباحث تسعة أخطاء فقرية أي ٧٩,٦%، في أخطاء التشكيل وجدت الباحثة اثنان وسبعون خطأ في البنود بنسبة ٢٨,٥٥%، وأخيرا في استخدام سوء الترتيب وجد الباحثون أخطاء في سبعة بنود بنسبة ٣٤,٥%. ومن ثم يمكن الاستنتاج أن الأخطاء الشائعة لدى الطلاب في كتابة نصوص السرد هي معلومات خاطئة. إن جهد المحاضر للتغلب على أخطاء الطلاب في التحول من الفعل إلى السلبي هو أن يطلب من الطلاب القيام بتمارين في الفصل.

الكلمات المفتاحية: تحليل الخطأ، تغيير الجمل النشطة إلى المبني للمجهول

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Padangsidimpuan,   Januari 2024

Titi Arisdawati Hasugian

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a communication tool for delivering information to other people. Language has a close relationship with people because people need language to interact with others. They usually use the language to express their thoughts, feelings, ideas and everything they mean. It means language is very important for communication. There are many languages are used in this world. Such as; Arabic, Italian, Russian, Chinese, Spanish, English, Hindi, Portuguese, French, etc. One of the languages are used in this world is English, and now English is as second language acquisition.

English consists of four skills which are divided into two kinds, namely receptive and productive skills. Receptive skills are listening and reading. The productive skills are speaking and writing. Furthermore, the language components (sub skills) are vocabulary, grammar, pronunciation, and spelling; which are taught in an integrated way with the four basic language skills.

As one of the language components, grammar has many aspects that should be learned by the students. One of the topics in English grammar that must be learnt by the students is about voice. Voice in English grammar refers to the active and passive use of a verb. Active voice is a sentence that the subject doing a job. Passive voice is the verb form, where the subject receives the action.

In the process of learning, errors may occur as errors are inseparable from the process of learning. It shows that when errors occur, learning is taking place. However, the most important thing is that the errors should be analyzed carefully

because some essential understandings about second language learning are embedded in learners' error. Applied error analysis, on the other hand, concerns organizing remedial courses, and devising appropriate materials and teaching strategies based on the findings or theoretical error analysis.

Learning a passive voice, students usually get confused with the tenses. The students do not fully understand the change of each form.Like infinitive change into past participles of regular verbs and irregular verbs of passive voice form, besides about the subject, the students also still get confuse because subject in active voice it will be changed into passive as the object and the object in active voice will be changed as the subject in passive voice. It is important because passive exists in both spoken and written English.

English has many differences from Indonesian, for example in functional skills, especially in passive voice. In Indonesian learning, knowing about affix "*me-* and *di-*" that just change of active sentence to passive sentence without " to be " and form the tenses so that the students are so easy for understanding about passive voice. But, Students usually make mistakes or errors in using passive voice in English, because in English learning of passive voice must know to be they are: is, am, are, was, were, been, being and followed by a main verb or auxiliary verb in past participle in all tenses.

Therefore, when they change an active sentence into a passive one, they should be more careful with the transformation of "to be" because there is no such „to be" or auxiliary verb in their native language (Indonesian language) in "to be" transformation from the active voice to the passive one. Based on the statement

above, passive voice is an important part of English grammar that has to be mastered by the learners actively or passively. The learners have to own so high capability of English grammar so that they can speak and write correctly and grammatically. Indonesian people do not use English as their daily communication and interaction. They only use English at very limited time and occasion.

This research is focus on the error of the students in forming active to passive sentences. In dead, the passive voice has been being studied since the fourth semester, so that the students at sixth semester have been studying about the passive for a year, so hopefully the students will be easy to understand about passive voice. So the researcher wants to know the students error in forming active to passive sentences. So it is the researcher's intention to bring students grammatical errors into focus and subject them into evaluation for better recognition to solve the student's grammatical errors.

Unfortunately, some of students are successful in learning grammar well, especially in changing active to passive voice. Some students that the writer taught have difficulties to make active and passive voice. The difficulties can be seen from their test in grammar subject. Some of students have low score when they did test in changing active to passive voice and partly have high score. Then, students in UIN Syahada Padangsidimpuan also have difficulties in changing regular verb and irregular verb in the study of active and passive voice. Many students still have some mistakes in the changes. This is the common mistake. Students often do not replace the verb in the active voice becomes the past

participle of verb in passive voice which according to the formula change the active voice into passive voice. The students also get confused to use helping verb or auxiliary verb in active and passive voice.[1]

This analysis might be able to find and help the students to develop their ability in verbal, to help students more responsibility in studying, to be able to deliver what they tough and felt, and to help students to arrange a good sentences so that there is no a misunderstanding. They are hoped to understand and able to write good active and passive sentences easily. Based on the phenomena above, the writer is interested to conduct a research entitled "Error Analysis in forming Active to Passive sentences at the sixth semester of TBI I UIN Syahada Padangsidimpuan".

B. Limitation of the Problem

This research limited on students' errors in forming active to passive sentences that made by students of English department UIN Syahada Padangsidimpuan. The types of errors are based on the surface structure taxonomy, they are omission, addition, misformation, misordering. The researcher limited at the subject at class TBI-1 at sixth semester.

C. Formulation of the Problem

Based on explanations above, the formulation of the problem for this research can be formulated as follow:

1. What are students error in forming active to passive sentence at the sixth semester of TBI I UIN Syahada Padangsidimpuan?

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[1] The Result of Privat interview with a student of UIN Syahada Padangsidimpuan, 14 November 2022

2. What is dominant error in forming active to passive sentences at the sixth semester of TBI I UIN Syahada Padangsidimpuan?

3. What is the effort of the Lecturer to overcome the students' error in changing active to passive sentence?

D. Aims of the Research

Based on the formulation of the problem above, the aims of the research are:

1. To know what are students' error in forming active to passive sentences at the sixth semester of TBI I UIN Syahada Padangsidimpuan.

2. To know what is dominant error in forming active to passive sentences at the sixth semester of TBI I UIN Syahada Padangsidimpuan

E. Significances of the Research

This study is expected to give some benefits especially for the Chief of major English Education Department, Writing's lecturer, and Readers.

1. For the Chief of major English Education Department as information to know student's errors in English.

2. For writing's lecturers as information or a tool to know student's errors in forming active to passive sentences.

3. For readers to add references for the next research in same problems.

F. Definition of Key Terms

1. Error analysis

Error analysis is the study of error made by the second and the foreign learner. It is caused by several factors, they are (1) the influence of native

language (2) not knowing the grammatical structure and (3) grammatical structure was misinterpreted.7So, by several factors, error resulting from lack of knowledge of the rules of language.

2. Forming Active to Passive voice

    a. Active voice is a sentence that the subject do a job or action.

    b. Passive voice is a sentence that the subject is affected by the action.

    c. Changing is replaced one thing or person with another, act or result of something becoming different.

G. Outline of the Thesis

The systematic of this research will divide into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, it consists of background of the problem, focus of the problem, definition of key terms, formulation of the problem, aims of research, and significances of the research.

Chapter two, it consists of theoretical of description and review of related findings. In theoretical of description consists of error analysis and forming active to passive sentences.

Chapter three, it consists of place and time of the research, kind and method of the research, source of the data, instrument of collecting data, technique of collecting data, and technique of data analysis.

Chapter four, it consists of finding that consists of general and specific findings, discussion, and the threats of research.

Chapter five, it consists of conclusions and suggestions.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Error Analysis

a. Definition of Error Analysis

Errors are the result of some failure of performance. Moreover, the noticeable thing about erroneous sentence is that they can readily be corrected by the speaker himself since they are cases of failure to follow a noun rule.[2] Error is to be avoided and its influence overcomes. However, as errors were the result of the negative transfer of first language habits, it is difficult to see show they could become habits simply by tolerating them.[3] Errors are failure performance in grammatical of language.

An error is noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner.[4] Mistakes are imperfectness of utterance which refers to the language performance. Meanwhile, error is a mistake, especially one that causes problems or affects the result.[5] The difference between error and mistake is that error is grammatical utterance which refers to the language performance. Shortly, when the students produce sentence incorrectly but they know and correct

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[2] Carl James, *Error in Language Learning and Use* (New York: Longman, 1998), p.79.

[3] Rod Ellis, *Understanding Second Language Acquisition* (Hongkong: Oxford University Press, 1985), p.22.

[4] H. Dougle As Brown, *Principles of Language Learning and Teaching* (San Francisco State University: Pearson Longman, 2007), p.258.

[5] Hornby, *Oxford Advance Learners Dictionary Of Current English* (london: Oxford University Press, 2000), p.502.

them, it means that they make mistake if they cannot correct them, it means that they make error in this research, the writer will consider mistake and error as one and will not restrict it.

> According to Richards errors are those which reflect the general characteristic of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Error analysis is also studying the mistakes of second learners and foreign language learners. It can be performed to determine a person's level of understanding, how a student learns a language, and to gain insight into common faulty in language learning, as an aid to teaching or preparing educational materials.[6]

According to Crystal Error Analysis has been defined as "a strategy for recognizing, classifying, and systematically analyzing the unsatisfactory forms produced by someone learning a foreign language, utilizing any of the ideas and techniques supplied by linguistics.[7] Error analysis allows students to learn from mistakes and correct sentences because not all students make the same error when studying, and what kind of error a student makes to find out the cause of the error. It is also essential to explain the method. The teacher must be able to analyze the error so that the teacher can modify the method used for teaching.

According to Brown error analysis is a "mistake" refers to a performance error in that it is a failure to utilize a known system correctly. While an error is a noticeable deviation from the adult grammar of a native

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[6] Jack C. Richards, *Error Analysis Perspectives on Second Language Acquisition* (New York: Routledge, 2015).

[7] Crystal, (Journal from Soumita Sarkar and Bharti Girish Dave, "Scope of Error Analysis in English Written Texts of ESL Students- A Case Study" 6495, no. 11 (2022): 86–95.

speaker, reflecting the inter language competence of the learner.[8] This recognition process is followed by the error description process. We compare learners' sentences with the correct sentences in target language, and find the errors.

Error analysis allows students to learn from mistakes and correct sentences because not all students make the same error when studying, and what kind of error a student makes to find out the cause of the error. It is also essential to explain the method. Then we come to the next step explanation stage, finding the sources of errors. A key finding of error analysis is found by the learners who were produced the language with misunderstanding the rules of the new target language.

From the above explanations, we can conclude that learn error analysis is one of important sources of information for lecturer or teachers, because from this activity teachers can evaluate their students and try to come up with solutions. Solutions to problems and problems related to language. Error analysis helps teachers or trainers understand new teaching strategies by providing feedback on learners' mistakes. In summary, error analysis is certainly very important as the role in the process of constructing a good sentence with the correct grammar, especially in changing active to passive sentences.

b. Types of error

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[8] Brown, (Journal from Sukmawati Yasim, Universitas Sulawesi Barat, and Stikes Muhammadiyah Sidrap, "Address. Jl. Trans Sulawesi Majene Regency, West Sulawesi, Indonesia" 2, no. 1 (2018): 48–56.

To categorize error into classification based on the types or the sources of errors is not easy work. Many times error cannot be traced back into one source. More ever, the boundaries between different sources of errors many sometimes be unclear that the arbitrary classification decision unavoidable. There are many categories of error that are explained by the experts with different names. The writer tries to mention the categories of error on based some expert. The distinguishes between different types of anomalous language behaviour, the error, the mistake and the lapse.

a. An error is a systematic deviation, when learner has not learnt something and consequintly gets it wrong.

b. A mistake is inconsistent deviation, when the learner sometimes get it right but sometimes he makes a mistake and uses the wrong form.

c. A lapse which may due to lack of concentration, shortness of memory, fatigue, etc. To categorize erorr into classification based on the types or the sources of erorrs is not easy work. Many times erorr can not be traced back into one source. More ever, the boundaries between different sources of errors many sometimes be unclear that the arbitrary classification decision unavoidable.

There are two categories in error analysis they are:

1) Local error. Local errors do not hinder communication and understanding the meaning of an utterances. If I heard from him I will let you know.

2) Global error. Global error is one of the involves "the overall structure of a sentence". Global errors are more than local errors because local errors interfere with communication and disrupt the meaning of utterances. For example: global. For example: Local errors "If I heard from him I will let you know" and global errors "I like taxi but my friend said not that we should be late for school. The first sentence that would be marked by a language teacher as erroneous, and in the second sentence only heard would marked as erroneous. Finally, language learning errors involve all language components: the phonological, the morphological, the lexical, and the syntactic.

There are four kinds of error taxonomy, but two of these, the Comparative taxonomy and the Communicative Effect taxonomy, veal the error causes and errors gravitas respectively. For the moment we are concerned only with descriptive taxonomies. They suggest there are two kinds of descriptive taxonomy of the sort we are concerned with:[9]

a) Linguistic Category Classification

This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error. This category specifies in terms of linguistics. It indicates

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[9] Carder in Carl James, *Op Cit*. p.104.

the level of language erros that occur in phonology, grammar, lexis, text or discourse. The linguistic category includes the language levels of error, class rank, and grammatical system.[10]

b) The Surface Structure Taxonomy

There are four principal ways in which learners „modify" target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. In addition there are:

1) Omission

In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function words rather than content words at least in the early stages. More advanced learners tend to be aware of their ignorance of content words, and rather than omit one, they resort compensatory strategies to express their idea. For Example: My house is Padangsidimpuan. The preposition in is omitted. The correct sentence must be "my house is in Padangsidimpuan."

2) Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes. For example: The university is near behind the mosque. This sentence is wrong, because the preposition near or behind is

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added. The correct sentence must be "The University is behind the mosque" or "the" university is near the mosque.

3) Misformation

Misformation is the use ofthe wrong form of the morpheme or structure. For example, L2 learners makes a sentence "I cleaned my room and showered". This sentence should be "I clean my room and take a shower".

What the learner who produced this error has done is not misform but misselection errors. In this case the student used of the wrong form of a structure of sentence. For example: "I am sitting between my parent and my sisters." The preposition among is substituted by between.

4) Misordering

In this case the student makes sentence in incorrect order. Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterances in the TL. For example: Friends Ririn are playing outside hide and seek. The correct sentence must be Ririn friends are playing hide and seek outside.

c) Comparative Taxonomy

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types

of construction. The errors are classified into developmental, errors, interlingual error, ambiguous errors, and unique errors.

d) Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies error into global errors and local errors.[11]

c. **Causes of error**

Errors are related to some causes. Several experts describe the cause of errors. According to Richards from Novita Kusumaning Tyas" journal article categorize the causes into two categorize: interlingual errors and intralingual errors.[12] Below will be explained what interlingual and intralingual errors are.

1) Interlingual errors are caused by interference of the mother tongue. It means when learners wrongly use the rule of the firs language when they produce sentence to the target language.

2) Intralingual errors are caused during the learners" language learning process of the second languange. It means that learners" lack of knowledge about their target language.[13] So, the interlingual error occur because it is caused by interference or mistake from mother tongue (L1) itself. While intralingual error itself occurs during process

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[11] Carl James, *Error in Language Learning and Use: Exploring Error Analysis* (New York: Routledge, 2013), p.108-112.

[12] Tyas, "Grammatical Errors in Students" Translating Text By The Informatics Department Students in STEKOM Semarang.", p.49.

[13] Kanyakorn Sermsook, et al., "An Analysis of Errors in Written English Sentences : A Case Study of Thai EFL Students," *English Language Teaching* 10, no. 3 (2017): 103, https://doi.org/10.5539/elt.v10n3p101.

of learning related of the second language (L2). Such as for students of Indonesia in studying English as in writing active voice into sentence in passive voice.

It is sensible to apply the three principles in error correction. To begin with, the strategies used in error correction would be able to improve pupils' expression accuracy. Second, the emotive components of the pupils should be considered, and the correction should not be humiliating to the student. Furthermore, some academics believe that indirect corrective feedback from teachers is highly valued. They either encourage pupils to use the heuristic method to self-correct or they show the right form so that students are not embarrassed.

2. Description of Active and Passive voice

a. Active voice

Active voice is one of two kinds of voice. Active voice is a sentence that the subject does something. Subject of active voice is people, animal or thing. In most English sentences with an action verb, the subject performs the action denoted by the verb.[14]When the subject of a verb performs an action the verb is said to be in the active voice. The effect of the action may or may not fall on an object, that is, the verb may or may not have an object.

Examples:

1) My brother reads Al-Qur'an

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[14] Jayanthi Dakhsina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 2003), p.278.

2) The girl cries.

In the first sentence, 'reads' is the verb or the action; 'my brother' is the subject or the 'doer' who performs that action; and the 'Al-Quran' is the object on whom the effect of that action is directed. In the second sentence, 'cries' is the verb or the action; and the 'girl' is the subject or the doer of that action. There is no object because the effect of the girl's crying cannot be directed at another object.

Active voice is stem from which the passive voice is produced.[15] Basically in English there are only two voices namely active voice and passive voice. The active voice of the verb simply means the form of the verb used when the subject is the doer of the action. Many active voice sentences are transitive sentences. A transitive sentence is a sentence with a subject that performs the verbal action and an object that receives the verbal action.

Based on above definition, the researcher concludes that active voice is one from two kinds of voice. Active voice is a voice where the subject to do or action something.

b. Passive Voice

When the object of a verb appears to perform an action so that the effect of that action appears to fall on the subject the verb is said to be in

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[15] Bambang Nur Et Al., "An Error Analysis On Changing Active Voice Into Passive Voice At Ninth Grade Of Smp Amir Hamzah Medan S + Auxiliary Verb + Past Participle," *Jurnal Edutech* 5, No. 2 (2019): 172–77.

the passive voice.[16] Passive voice is the sentence that subject is receiver of the effect on an action from passive voice. When rewriting active voice into passive voice, the form of the verb is the appropriate form of to be (the tense of the active voice main verb and adding the past participle.

The passive of an active tense is formed by putting the verb to be into

the same tense as the active verb and adding the past participle of the active verb.

be + past participle

The subject of the active verb becomes the 'agent' of the passive verb.

The agent is very often not mentioned.

Examples:

Active : We keep the butter here.

Passive : The butter is kept here.

Active : They broke the window.

Passive : The window was broken.

Active : People have seen wolves in the streets.

Passive : Wolves have been seen in the streets.

When it is mentioned it is preceded with "by" and placed at the end of the clause. eg. This free was planted by my grandfather.

Look the examples:

1) The work was completed on time.

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[16] Wren and Marthin, *High School English Grammar &Composition* (New Delhi: S Chand and Company LTD, 1994), p. 59.

2) The song was sung beautifully by the singer.

A sentence in the active voice can be converted to form a sentence in thepassive voice.

Examples:

1) A film was watched by us.

2) A kite was flown by me.

The terms passive form, passive structure and passive voice are used to mean the same wherever they occur. The structure of the sentence takes one of two forms either active or passive. The active structure consists of a common order including the subject, transitive verb, object and a complement if necessary.

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence. The passive forms are made up of the appropriate form of the verb "be" + past participle verbs (V3). Passive voice is quite difficult to be learned by the students because they get confused to exchange between Subject (S) and Object (O) from active voice to passive voice or vice versa. Moreover, students are still lack of knowledge about some English verbs such as, verb1, verb2, and verb3 (past participle). They also have some difficulties in memorizing verb "be" like, present (am, is, are) or past (was, were), etc.

Based on above definition, the researcher concludes that passive

voice is the inverse of active voice. Passive voice is the sentence that subject is receiver of the effect on an action from passive voice.

c. Changing Active to Passive Voice

Active voice is a sentence where the subject do a work or activity. Active voice is used in making a straightforward statement about an action. The "doer" of the action is the grammatical subject, and the receiver of the action is the grammatical object. If the object of activity is more emphasized than the doer of the activity.

Example : The World Cup 2014 is held in Brazil. b. If you want to explain a thing, event or situation that the doer is considered not too necessary in the conversation.

Example : The impossible trick of that magic is finally revealed. c. If you want to quote or explain something in an objective tone.

Example : It is said that you will get more success if you work harder.

There are some the conditions that must be fulfilled in changing active voice into passive voice. They are:

a. These sentences which do not have object.

The sentences can not be changed passive voice. Example : I go to school every morning. The sentences above can not be changed passive voice because it does not have object.

b. The Non verbal sentences (without verb) can not be changed into passive voice. Example : We are member of this library.

c. If the subject in the active voice is only mentioned generally or not

specifically explained, then the subject does not need to be listed as an object in passive voice. Some of subject which included in general category, namely : people, someone, and it.

Example :

Active Voice   : People use English all over the world.

Passive Voice   : English is used all over the world. d. If there are two objects in the active voice, then there is one object whose position is retained as an object when another object is changed to a subject.

Example :

Active Voice   : I tell my nephew a story about Cinderella.

Passive Voice   : A story about Cinderella is told to my nephew by me. Or my nephew is told a story about Cinderella by me.

1) Changing

The based word is change. In Oxford Pocket Learner's Dictionary, change is replace one or thing with another.[17] From the above definition, researcher took the conclusion that forming is employing something for a purpose like as a usage of passive voice from active voice.

2) Forms of sentences

The forms of sentences can be looked from the aim of the sentences, asfollows:

a) Positive sentence (+)

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[17] A.S. Hornby, *Oxford's Learner's Pocket Dictionary* (New York: Oxford University, 2003), p.174.

Positive sentence is a sentence that used to inform something.It is punctuated by a period. The arrangement of positive sentence is:

(+) subject + helping verb (auxiliary verb) + . . .

b) Negative sentence (-)

Negative sentence is a sentence that used to debate. It is punctuated by a period. Negative sentence also use 'not' word. The arrangement of negative sentence is:

(-) subject + helping verb + not + . . .

c) Interrogative sentence (?)

Interrogative sentence is a sentence that used to ask a question. It is punctuated by a question mark. The arrangement of interrogative sentence is:

(?) short answer: helping verb + subject + ….

(?) long answer: question word + helping verb + …..?

d) Imperative sentence (!)

Imperative sentence is a sentence that used to request orcommand. It is punctuated by an exclamation mark.

3) Form Passive Forms of Verb

Passive voice is the sentence that subject is receiver of the effect on an action from passive voice. When rewriting active voice into passive voice, the form of the verb is the appropriate form of to be (the tense of the active voice main verb and adding the past participle.

Passive voice is a sentence where the subject is done a work by the

object of the sentence. With passive voice, the subjects do not do an action but getting an action or subject to be passive. Active voice to passive voice is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active voice and the subject of the active voice becomes the "agent" of the passive voice.

To form passive forms of verb, it can be seen from the following table:

Table II. 1
Verbs' form in active and passive voice

Tense	Active	Passive
Simple Present Tense	go, goes	is gone (Singular) are gone (Plural)
Simple Past Tense	Went	was went (Singular) were went (Plural)
Present Continuous Tense	am going is going	is being going are being going
Simple Future Tense	will / can / may / must => go	will/ can etc. => be gone
Tense	Active	Passive
Present Perfect Tense	have gone had gone	Have been gone (Plural) Has been gone (Singular)

Based on the table above, it can explain how to form verb in active and passive voice. So, the researcher concludes that to form verb in active voice and passive voice must appropriate with tense. The table above, make the students are cheaper see the difference form from the five tense.

4) **Changes of Pronouns in Active and Passive Voice**

Active voice describes a sentence where the subject performs the action stated by the verb. In passive voice sentence, the subject is acted upon by the verb. The subject of the active sentence becomes the object of the passive sentences. If the subjects in active sentence are pronouns, we can change the subject. The changing of pronoun can be seen in the following table:[18]

Table II. 2
Changes of pronouns

Active	Passive
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

The table above explains about the changing pronouns from active voice into passive voice. In active voice used personal pronoun nominative case where pronoun as a subject. Then, in passive voice must use personal pronoun objective case where pronoun as an object.

d. **Rules changing Active Voice to Passive voice**

The Rules on Changing Active Voice Into Passive Voice, There are three rules we must be give pay attention on changing active voice to passive voice. Those are:

a.   Move the direct object to the subject of the sentence

b.   Move the subject in the last sentence and add preposition "by" before

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[18] Murthy, *Contemporary English Grammar, p.280.*

main verbs

c. Change the verb

    1) The rules of changing from active to passive voice are:[19]

        a) Identify the subject, the verb and the object: SVO

        b) Change the object into subject

        c) Put the suitable helping verb or auxiliary verb. In case helping verb is given, use the same. But note that the helping verb given agrees with the object.

        d) Change the verb into past participle of the verb.

        e) Add the preposition "by"

        f) Change the subject into object.

    2) The rules changing active to passive voice in five tenses are:[20]

        a) For the simple present tense use am, is or are with a past participle to form the passive voice.

        b) For the simple past tense, use was or were with a past participle to form the passive voice

        c) For the present continuous tense, used am, is or are with being followed by a past participle, to form the passive voice.

        d) For the future tense, use shall or will with be, followed by a past participle, to form the passive voice.

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[19] Betty Schrampfer Azar, *Fundamental of English Grammar* (New Jersey: Regent/Prentice Hal, 1992), p.282.
[20] Betty Schrampfer Azar, p.283.

e) For the present perfect tense, used have or has with been, followed by a past participle, to form the passive voice.

3) The rules changing active to passive voice in Imperative sentence are:

If the given sentence in the active voice is in the imperative, to get the passive voice use 'Let'.

Passive Voice = Let + Object + be + Past Participle[21]

Table II. 3
Imperative sentence in active and passive voice

Active	Passive
Help me!	Let me be helped!
Sing a song!	Let a song be sing!
Open the door!	Let the door be opened!
Don't eat this fruit!	Let not this fruit be eaten!
Don't forget me!	Let not me be forgotten!

e. Formula Active and Passive Voice in Five Tense

a. Simple Present Tense

Simple Present Tense is a tense that used to show the Present Tense. When we make active and passive sentences, we use different formula. It can be seen from the following table:

Table II. 4
Formula active and passive voice in Simple Present Tense[22]

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[21] Betty Schrampfer Azar, p.285.

Simple Present Tense	
Active voice	**Passive voice**
Formula Active [+] Subject + Verb (1) + Object [-] Subject + do/does + not + Verb (1) +Object [?] Do/does + Subject + Verb (1) + Object	Formula Passive [+] Subject + am/is/are + Verb (3) + Object [-] Subject + am/is/are + not + Verb (3) +Object [?] Am/is/are + Subject + Verb (3) + Object
Example [+] Ahmad always helps his father in the Garden [-] Ahmad doesn't always helps his father in the garden [?] Does Ahmad always helps his father in the garden?	Example [+] His father is always helped (by Ahmad) in the garden [-] His father not always helped (by Ahmad) in the garden [?] Is his father always helped (by Ahmad) in the garden

b. Simple Past Tense

Simple Past Tense is a tense that used to show an action was completed. When we make active and passive sentences, we use different formulate. It can be seen from the following table:

Table II. 5
Formula active and passive voice in Simple Past Tense[23]

Simple Past Tense	
Active Voice	Passive Voice
Formula Active [+] Subject + Verb (2) + Object [-] Subject + did + not + Verb (1) + Object [?] Did + Subject + Verb (1) + Object	Formula Passive [+] Subject + was/were + Verb (3) + Object [-] Subject + was/were + not + Verb (3) + Object [?] Was/were + Subject + Verb (3) + Object
Example [+] Dhiana bought this English Book three weeks ago	Example [+]This English book was bought (by Dhiana) last

[22] Danny R. Cysso, *Comprehensive English Grammar Preparation for TOEFL* (Jakarta: Kesaint Blanc, 2009), p.165.
[23] Cysso, p.167.

[-] Dhiana didn't buy this English Book three weeks ago [?] Did Dhiana buy this English Book three weeks ago?	week [-]This English book was not bought (by Dhiana) last week [?]Was This English book bought (by Dhiana) last week

c. Present Continuous Tense

Present Continuous Tense is a tense that used to show what is really happening now. When we make active and passive sentences, we use different formulate. It can be seen from the following table:

Table II. 6
Formula active and passive voice in Present Continuous Tense[24]

Present Continuous Tense	
Active voice	**Passive voice**
Formula Active [+] Subject + am/is/are + Verb -ing + Object [-] Subject + am/is/are + not + Verb -ing +Object [?] Am/is/are + Subject + Verb -ing + Object	Formula Passive [+] Subject + am/is/are + being + Verb (3) + Object [-] Subject + am/is/are + not + being +Verb (3) + Object [?] Am/is/are + Subject + being + Verb(3) + Object
Example [+] His brother is repairing the car in the garage [-] His brother is not repairing the car in the garage [?] Is his brother repairing the car in the garage?	Example [+] The car is being repaired by (my brother) in the garage [-] The car is not being repaired by (my brother) in the garage [?] Is the car being repaired by (my brother) in the garage?

d. Simple Future Tense

Simple Future Tense is a tense that used to show that some action will

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[24] Cysso, p.168.

take place in future. When we make active and passive sentences, we
use different formulate. It can be seen from the following table:

Table II. 7
Formula active and passive voice in Simple Future Tense[25]

Simple Future Tense	
Active voice	**Passive voice**
Formula Active	Formula Passive
[+] Subject + shall/will + Verb (1) + Object	[+] Subject +Shall/Will +be + verb (3) + Object
[-] Subject + shall/will + not + Verb (1) + Object	[-] Subject + Shall/Will + not + be + Verb(3) + Object
[?] Shall/will + Subject + Verb (1) + Object	[?] Shall/Will + Subject + be + Verb (3) + Object
Example	Example
[+] My father will sell that old house next Month	[+] That old house will be sold by (my father) next month
[-] My father will not sell that old house next month	[-] That old house will not be sold by (my father) next month
[?] Will my father sell that old house next month?	[?] Will that old house be sold by (my father) next month?

e. Present Perfect Tense

Present Perfect Tense is a tense that used to show an action has just
been completed or an action has finished at the moment of speaking.
When we make active and passive sentences, we use different
formulate. It can be seen from the following table:

Table II. 8
Formula active and passive voice in Present Perfect Tense[26]

Present Perfect Tense	
Active voice	**Passive Voice**
Formula Active	Formula Passive
[+] Subject + have/has + Verb (3) + Object	[+] Subject + have/has + been + Verb (3) +Object
[-] Subject + have/has + not +	[-] Subject + have/has + not +

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[25] Cysso, p.169.
[26] Cysso, p.170.

Verb (3) + Object [?] Have/has + Subject + Verb (3) + Object	been + Verb(3) + Object [?] Have/has + Subject + been + Verb (3) + Object
Example [+] My sister have returned all the books to the library [-] My sister has not returned all the books to the library [?] Has my sister returned all the books to the library	Example [+] All the books have been returned by (my sister) to the library [-] All the books have not been returned by (my sister) to the library [?] Have all the books been returned by (my sister) to the library?

Based the explanation above, the researcher concludes that active voice and passive voice have different formula in each tense. The object forms in the active voice to be subject forms in the passive voice. There are four forms of sentence. They are positive sentence, negative sentence, interrogative sentence and imperative sentence.

Based the conclusion above, the researcher makes the indicator to know student's ability in forming active and passive voice. The students must know and comprehending about formula active and passive voice in five basic tense and to applied in grammar test. So, the researcher makes indicator test about changing active into passive voice in five basic tense at positive, negative, interrogative, and imperative sentence.

B. Review of Related Finding

Research is the study about certain object to find out new facts about it. There have been many researchers done regard to this research problem,

grammar skill improvement. They are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are firstly, a script of sinamo[27], The data of this research were students' error in changing active voice into passive voice of simple past tense. They were given 20 sentences of changing active voice into passive voice of simple past tense. the dominant error was misformation with 44.12 %, the second position was misordering with 40.68 %, then omission with 12.32 %, and addition with 2.86 %. After classifying and calculating the error, the researcher conclude that misformation error was the dominant type of error made SMP Global Prima Medan with 154 errors or 44.12 %.

The second is from Hadi, The researcher gave a 10-item test to students which focused on Passive Voice.[28] The data is taken from one class which has 38 students. Since the students have various ability in understanding the passive voice, so the researcher only takes 20 students' work randomly and gave a 10-item test to students which focused on Passive Voice. it can be concluded that the highest until the lowest frequency and the percentage of errors made by students derivers from misformation with 152 errors or 16.5%, addition with 37 errors or 16.1% and misordering with 2 errors or 0.8%.

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[27] Holler Sinamo, "Jounal Idebahasa An Error Analysis In Changing Active Voice into Passive Voice Of Simple Past Tense" 1, no. 1 (2019): 31–40, Retrived on Sunday 15th January 2023 at 16.00 pm.

[28] Irfan Hadi, "An Error Analysis of Active and Passive Voice Towards English Text of University Students in South Jakarta," *Jurnal Ilmiah Wahana Pendidikan* 7, no. 2 (2021), https://doi.org/10.5281/zenodo.4657081, Retrived on Sunday 15th January 2023 at 19.43 pm.

The third is by Gusti et al[29], From the findings and the discussion of the research, the researcher found 352 errors created by the tenth-grade students of SMK Nusa Dua, especially the first-class students of hotel accommodation program in academic year 2019/2020 in forming passive voice in simple present tense. Their errors derived from omission with 21 errors, addition with 67 errors, misformation with 253 errors and misordering with 11 errors. And the researcher also found two main sources why the errors happened, they were caused by interlingual and intralingual errors.

From the explanation above, could be concluded that misformation was the highest frequency of errors and misordering was the lowest frequency of errors made by the students. From the sources of errors, the students created errors because they still haven't mastered about the structure in forming English passive voice. And they still influenced by their first language.

The fourth is by Nur et al. Based on data analysis, researchers found that the total errors made by students were 277. The types of errors students made were omission (56 or 20.22%), misformation (168 or 60.65%), addition (28 or 10.11%) and misordering (25 or 9.03 %).[30] The data also shows that the mistake of the second grade students of SMP YPI Amir Hamzah Medan in changing passive sentences into active sentences which is mostly done by students is misformation. The type of student error that students do the least in

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[29] I Gusti et al., "Error In Using Passive Voice (I Gusti Ngurah Bagus Yoga Widiadnya Dan I Gusti Ayu Agung Yuni Lestari 53," no. 108 (2010): 53–64, https://journal.binadarma.ac.id/index.php/binabahasa/article/download/1318/749.

[30] Bambang Nur Et Al., "An Error Analysis On Changing Active Voice Into Passive Voice At Ninth Grade Of Smp Amir Hamzah Medan S + Auxiliary Verb + Past Participle," *Jurnal Edutech* 5, No. 2 (2019): 172–77, Retrieved on Sunday 25th January 2023 at 19.59 pm..

changing active voice into passive voice is misordering. So, the dominant types errors on changing active voice into passive voice is misformation.

The fifth is by Damanik, Based on the result of this research, there were some difficulties of students ability in forming active and passive voice, they were: the students had poor vocabularies so they felt difficult when they were asked to change the verb into regular and irregular verb in passive voice, the students get confused to use the formula of tense, and the students get confused to use helping verb or to be in active and passive voice. [31]From the test, the researcher found that the students' ability in changing active to passive voice at grade VIII SMP Negeri 11 Padangsidimpuan as general is low. Then, there was no student got the score in range 81 – 100% or very good category.

For the question about changing Active to Passive Voice in Simple Present Tense, the students who answered with true were 20 students (83.33%) and 4 students (16.67%) who answered with false. For question number 2, the students have mistake in using preposition "by". The students who answered with true were 19 students (79.16%) and 5 students (20.84%) who answered with false. For question number 3, the students who answered with true were 15 students (62.5%) and 9 students (37.5%) were answered with false.

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[31] Ciiairani Damanik, "Analysis on The Students' Ability in Changing Active to Passive Voice At Grade VIII SMP Negeri 11 Padangsidimpuan" (Institut Agama Islam Negeri Padangsidimpuan, 2014).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of Research

The researcher conducted this research at State Islamic University Syekh Ali Hasan Ahmad Addary. The location of the collage in Jl. T. Rizal Nurdin, Km.4,5 Sihitang, Padangsidimpuan. The process of this research was done from November 2022 until December 2023.

B. Kinds of the Research

Based on the analysis of data, the research used qualitative approach descriptive qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.[32] Qualitative approach is based on the collection and analysis of nonnumeric data such as observations, interviews and other more discursive sources of information.[33] A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives.[34]The method used in this research was descriptive method.

According to Surakhman Descriptive method is a survey that determine and allocate it with interview technical, observation, or test technical studying time of problem and indication comparative analysis or

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[32] Lexy J. Moleong, Penelitian Kualitatif, (Bandung: Remaja Rosdakarya, 2009), p. 126.
[33] L. R Gay and Peter Airasian, Education Research (Competence for Analysis & Aplication) (USA: Prentice Hall, 2000), p. 8.
[34] John W. Creswell, Research Design Qualitative, Quantitative, and Mixed Methods Approaches (USA: Sage Publications, 2002), p. 18

operational.[35] This method was used to describe the students' errors in forming Active to Passive Voice Sentences at the sixth semester of TBI 1 UIN Syahada Padangsidimpuan. Finally, the researcher had been used Qualitative Descriptive Method to know the students' errors in forming active to passive sentences at the sixth semester of TBI 1 UIN Syahada Padangsidimpuan.

C. **Participants of the Research**

The participant in this research were the sixth semester of TBI 1 UIN Syahada Padangsidimpuan. The research took only one class of TBI-1. There were 31 students in the classroom. The researcher took this class because based on pre-observation in this school more of the students of class TBI-1 cannot understand in changing active to passive voice and the grammar's lecturer of UIN Syahada Padangsidimpuan. The research only got information from grammar's lecturer of TBI UIN Syahada Padangsidimpuan to know about the student weakness and the lecturer effort that was done by the lecturer.

D. **Instruments of Collecting Data**

The instruments of collecting data that had been used in this research were:

1) Test

Test was done directly to the process of changing active and passive voice at the sixth semester of TBI 1 UIN Syahada

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[35] Winarto Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Tekhnik* (Bandung: Kasito, 1982), p. 2.

Padangsidimpuan. The indicators in test were: Addition, Omission, Misformation, Misordering. The researcher stated the total of test was 20 items, and the score for each items is 5. It meant that the totality of score for this test was 100.

Table III. 1
Indicators of the test

No	Indicators	Total	Percentage
1	Students errors changing active to passive sentence in Omission		
2	Students errors changing active to passive sentence in Addition		
3	Students errors changing active to passive sentence in Misformation		
4	Students errors changing active to passive sentence in Misordering		

2) Interview

The researcher did the interview to the Grammar lecturer about the effort of lecturer that will be done in overcoming the students' difficulties in changing active to passive voice and the students about the students' difficulties in changing active to passive voice.

The research had been used the test make some Question about changing active to passive voice in order to get the score about the ability of students in changing active to passive voice in five tenses. They are Simple Present Tense, Simple Past Tense, Present Continuous Tense, Simple Future Tense,and Present Perfect Tense. Each of Tense consists of 3 items. They are positive sentence, negative sentence, and

imperative sentence. Another it, there are 5 items about forming active and passive voice in Imperative sentence.

E. **Technique of Collecting Data**

Technique of collecting data in this research as a procedure how the researcher gave the test to the students as participant in this research. There are some steps in collecting the data:

1. The researcher prepared the test. In here the research asked the students to change active to passive sentence consist of twenty questions.

2. The researcher explained how to do the test.

3. The researcher gave the time of doing the test about 45 minutes.

4. The researcher gave the test to students.

5. The researcher gave chance to students to answer the test.

6. The researcher collected the students' answer sheet to analyze.

After the researcher collects the data by test and get the result what are the errors made by students. After that, the researcher conducted an interview with grammar's Lecturer.[36] The researcher prepared interview sheet with a question about the result of this research. These are some steps in collecting data interview:

1. The researcher prepared the tools for interview.

2. The researcher makes an appointment with the respondent when and where the interview be held.

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[36]J. W Cresswell, *Research Design Qualitative & Quantitative Approaches* (California: SAGE Publications, Inc., 2013), p.188.

3. The researcher opened the interview with greeting and give an overview of the topic interview first, then asked some questions.

4. The researcher recorded information from respondent using handwriting notes, audiotaping, or videotaping.

F. Techniques of Data Analysis

After the collecting data, the researcher had analyzed the data. The technique of data analysis will be in presented descriptive form and table form. So, the researcher makes the technique analysis data for this research. The data will be analyzed by the following procedure:

a) The researcher identifying the errors changing active to passive

b) The researcher classifying the errors into four categories

c) The researcher counting the result of the errors in changing active to passive

d) The researcher finding the dominant error make formula below:

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

Where:

P = Percentage

F = Frequency of items error

N = Sum of all items error.[37]

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[37]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2008).

G. Technique of the Data Trustworthiness

In doing the research, the researcher needed to make validating of the findings; in this case the research used the term of 'trustworthiness' for validating the accuracy findings. Trustworthiness of qualitative research is very important because checking to the trustworthiness of the data is use to contradict the assumption of qualitative research is not scientific. There are many techniques to determine the data trustworthiness but the researcher only used checking with friend through discussion. So, here the researcher used the fourth techniques to determine the data trustworthiness. It was checking with friends through discussion was done with expose the interim result or the final result that gotten in the discussion with friends.

CHAPTER IV

THE RESULT OF RESEARCH

A. The Findings

In this research, the learning material was focused on errors in changing active to passive. The researcher gave the twenty number of test change active to passive and asked the students to answer on it. After finished, the researcher collected student's test. Then, the researcher analyzed the data. The complete description describe from:

1. The Students' Error in changing Active to Passive

The researcher classified the students' errors into four aspects, namely omission, addition, misformation, and misordering. The researcher divided each table into four categories based on indicators of errors:

a. Omission

In omission, the researcher found forty one (41) items of error or 31.8%. This error was the second dominant errors. Most of the students omitted in the use of article a and the, in the use of 's' in plural sentence, in the use of auxiliary verb and the form of past tense. Example of errors can be seen in the table below:

Table IV. 1
Results of Omission in Changing Active to Passive

No.	Students' Incorrect Writing	Students' Correct Writing
1	Beautiful Hijab	A Beautiful Hijab
2	The mosque had invented near from the city	The mosque had been

No.	Students' Incorrect Writing	Students' Correct Writing
		invented near from the city
3	Rahmatan lil' alamin song being listened	Rahmatan lil 'alamin song is being istened
4	Visit some tourist place	Visit some tourist places
5	Had been brought	Has been brought
6	Had been pulled	Was being pulled
7	This song is listened	This song is being listened
8	Will visited	Will be visited
9	Will visited Yusuf	Will be visited by Yusuf
10	Had invented	Had been invented
11	Was pulled	Was being pulled
12	Will taken	Will be taken
13	Soldier	Soldiers
14	Had repaired	Had been repaired
15	Has read	Has been read
16	Broke	Broken
17	Was painted by Andi	Was painted by Andi yesterday
18	Was seen last night	Was seen by us last night
19	Has brought	Has been brought
20	Has read	Has been read
21	Will met	Will be met
22	Will visited	Will be visited

No.	Students' Incorrect Writing	Students' Correct Writing
23	The door pulled	The door was pulled
24	Will played	Will be played
25	This song listened	This song is listened
26	A flower resemble	A flower is resembled
27	A regular things	A regular thing
28	We pray	We prayed
29	Many office	Many offices
30	Listened by Adam	Listening to by Adam
31	A years	A year
32	Some souvenirs there	Some souvenirs over there
33	I just stay	I just stayed
34	I practice	I practiced
35	They help me	They helped me
36	I want to continue	I wanted to continue
37	In the afternoon we visit	In the afternoon we visited
38	For eighteen year	For eighteen years
39	I enter the school	I entered the school
40	Visit some tourist places	Visited some tourist places.
No.	**Students' Incorrect Writing**	**Students' Correct Writing**
41	I really enjoy	I really enjoyed

Most of students made error changing active to passive in omission in omitted of to be, the use of singular and plural, and the omitted 'ed' in the past form.

b. Addition

In addition, the researcher found nine (9) items of error.

Example of the errors:

Table IV. 2
Results of Addition in Changing Active to Passive

No.	Students' Incorrect Writing	Students' Correct Writing
1	Listened to by me	Listened by me
2	A good murottal Listened to by Adam	A good murottal Listened by Adam
3	Riding a motorcycles	Riding a motorcycle
4	Making funnies videos	Making funny videos
5	A long prayer rugs	A long prayer rug
6	A flower is was resembled	A flower is resembled
7	Your chaplet is has been	Your chaplet has been
8	Is was worn by Aisyah	Is worn by Aisyah
9	It has will be taken by Yusuf	It will be taken by Yusuf

From the table above, the researcher can conclude most of students in changing active to passive in addition error in the use conjunction, in the use of singular and plural, and in the use of to be.

c. Misformation

Error of misformation was the dominant error that students made in changing active to passive. The researcher found seventy two(72) items of errors. The examples of errors were:

Table IV. 3
Results of Misformation in Changing Active to Passive

No.	Students' Incorrect Writing	Students' Correct Writing
1	I don't know this is my fisrt time	I did not know this is my first time
2	Next week Yunus would be visited his Grandmother	Next week his Grandmother will be visited by Yusuf
3	A beautiful hijab weard by Aisyah	A beautiful hijab is worn by Aisyah
4	My Qur'an Has read by Muslim last time	My Qur'an Has been read by Muslim last time
5	A long prayer rug Has brought by Aminah	A long prayer rug Has been brought by Aminah
6	Would not say	Will not be say
7	Not say	Not be said
8	Is resembles	Is resembled
9	Had painted	Had been painted
10	Weard by Aisyah	Worn by Aisyah
11	Had been tried	Have been tried
12	Would met	Will be met
13	Had seen	Was seen
14	Had given	Was given
15	Had been brought	Has been brought

No.	Students' Incorrect Writing	Students' Correct Writing
16	Would play	Will be played
17	Would take	Will be taken
18	Had been read	Has been read
19	You and I	You and me
20	My Qur'an Has read by Muslim last time	My Qur'anHas been read by Muslim last time
No.	Students' Incorrect Writing	Students' Correct Writing
21	A long prayer rug Has brought by Aminah	A long prayer rug Has been brought by Aminah
22	Were pulling by	Was pulled
23	Is taken	Will be taken
24	Is played	Will be played
25	Is seen	Was seen
26	Is pulled	Was being pulled by
27	Will be take	Will be taken
28	Is listening	Being listened
29	Has repaired	Had been repaired
30	Has been tried	Have been tried
31	Would met	Will be met
32	A paper with hadist Is given by Zahir	A paper with hadist was given by Zahir
33	Will not	Will not be said
34	Will meet by you and me	met by you and me
35	to by Adam	Listened by Adam
36	Is resembles	Is resembled

No.	Students' Incorrect Writing	Students' Correct Writing
37	Was repair your chaplet	Was repaired your chaplet
38	Is wore	Is worn
39	Has read	Has been read
40	Was resembled	Is resembled
41	Was gave to me	Was given to me
42	Has been listened	Is listened
43	You and I	You and me
44	Broke	Broken
45	Will be not	Will not be
46	Had tried	Have been tried
47	Be not say	Not be said
48	Has been	Had been
49	Had been	Have been
50	Hers class	This class
51	We saw	Was seen
52	Your house painted	Your house was painted
53	Music is listening	Music is being listened
54	Wears by Aisyah	Is worn by Aisyah
55	Paper gave to me	Paper was given to me
56	Has repaired	Had been repaired
57	Song listened by	Song was being listened
No.	**Students' Incorrect Writing**	**Students' Correct Writing**
58	Were pulled	Was being pulled
59	Will be not	Will not be

60	Has been repaired	Had been repaired
61	This movie were saw	This movie was seen
62	Would taken	Will be taken
63	Take a rest	Took a rest
64	Waking up	Woke up
65	They also give me	They also gave me
66	We don't know	We did not know
67	I make schedule	I made schedule
68	That is why	That was why
69	My brother and I are	My brother and I were
70	I seen her yesterday	I saw her yesterday
71	Go back from Padang	Went back from Padang
72	We tell each other	We told each other

From the table above, misformation is the most errors in changing active to passive, most of students made errors in the tenses form and still confused in the changing of form in passive form.

d. **Misordering**

In misordering, the researcher found seven(7) items errors or 5.43%. The example of error were:

Table IV. 4
Results of Misordering in Changing Active to Passive

No.	Students' Incorrect Writing	Students' Correct Writing
1	A new mosque had been	A new mosque had been

No.	Students' Incorrect Writing	Students' Correct Writing
	invented by them	invented by them in our land
2	Something behind us will not be said by soldier behind us	Something will not be said by soldier behind us
3	A flower whit this actress is resembles by Bilqis	A flower is resembled by Bilqis with this actress
4	Something behind us will not be said by soldier	Something will not be said by soldier behind us
5	Discussion about palestina are being held by us	Discussion about palestina was being held by us
6	In this home tomorrow yusuf will be take the Qur'an	The Qur'an will be taken by Yusuf in this home tomorrow
7	Pilgrimage in last year had been tried with family by us	Last year pilgrimage had bee tried by us with family

From the table above the researcher found most of students misorder in the use of adverb to make a good sentence. The students made error and confusing to take an adverb in to the right places in the sentences.

2. The students' dominant error in changing active to passive

Base on the students' writing based on surface strategy taxonomy, the researcher found that the total errors committed by the students were one hundred and twenty nine (129) items of errors. They were forty one items by omission. The next errors were nine errors by addition. The next errors were seventy two items by misformation. The

last errors were seven items by misordering of noun phrase. So, misformation error was dominant error in writing recount text by students Sixth semester of TBI-1 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary. So, the percentage we can see in the table below:

Table IV. 5

Total of Percentage Students' Errors in Changing Active to Passive

No	Types of Errors	Total Errors	Percentage (%)
1	Omission	41	31.78%
2	Addition	9	6.97%
3	Misformation	72	55.82%
4	Misordering	7	5.43%

From the analysed above, students' error in omission, the researcher found forty one items errors or 31.78%, in addition, the researcher found nine items errors or 6.97%, in misformation, the researcher found seventy two items errors or 55.82%, and the last in using misordering, the researcher found seven items errors or 5.43%. So, it can conclude that the most students' common error in writing recount text was in misformation.

3. **The Effort Of The Lecturer To Overcome The Students' Errors in Changing Active to Passive**

In this discussion, explain the students' errors changing active to passive and the lecturer overcome the students' errors in changing active to passive sentence. In description of students' error above, the researcher have known the students' dominant error was in misformation. This research conducted interview to grammar's lecturer of TBI 1 UIN Syahada Padangsidimpuan. To get the data needed in this research, the researcher did deep interview with the lecturer. This research interviewed with the grammar's lecturer of TBI 1 IAIN Padangsidimpuan. Based on the data, from the indicator errors, the researcher have known the dominant error was in misformation, students still confuse in the use of past participle in perfect tense. So, from the students' error above, there were some ways or solution of the lecturer to overcome the students' errors in writing recount text.

From the result of the interview, the researcher concluded that there were four lecturer's efforts to overcome the students' error in changing active to passive at the sixth semester students of TBI 1 UIN Syahada Padangsidimpuan. The errors that students made in changing active to passive is trivial things, the lesson is easy to remember, but in fact it was hard to apply and made our writing incorrect grammatically. The Effort of the lecturer to overcome the Students' errors in changing active to passive:

a. The lecturer asks the students to study more about changing active to passive by giving home task

For changing active to passive , the lecturer will explain more about how to make a good generic structure in perfect tense. Then, the lecturer will ask students make a note and make some examples about changing active to passive. So it is make them easy to understand about the lesson. The lecturer also will give the point of to make a good writing is must suitable with the generic structure. So the students can make a neat and structured writing. This will help avoid a mistake that has bee made by the students.

b. The lecturer asks the students doing exercises in the class

Most of students made error in the use of verb form. The students still confuse the structure of positive sentence in the perfect tense. The students still confuse in the change of verb from affirmative to past tense and some of students still confuse and misformation by the use of the wrong form of simple perfect tense. So, the lecturer will asks the students to study more about simple perfect tense and find another method in learning simple perfect tense.

Besides that, the researcher also found student's errors in the use of vocabulary. Students difficult to find the choice of vocabulary variations that match with the sentences they made. Vocabulary selection is also needed to make the text good, and develop the content of the text so that people who read our text also understand what we have written.

So, from all the explanation, the writer can take conclusion the students must be careful when changing active to passive. Students must write with the generic structure and need to pay more attention to the language features. Sometimes when students describe thing, they forgot that the tense used is not present but perfect tense, because recount text is telling an experience in the past. The lecturer need to pay attention to trivial mistakes like this and make better methods to help students learn from error that are often made by students.

B. Discussion

The discussion was consists of the compare between this research with another research. The result of this research was seventy items of errors. They were thirty one items by omission. The next, fifteen items caused by addition. The next, twenty items caused by misformation, and four items caused by misordering of noun phrase. There were sameness and dissent of finding in this research with the result in the related findings.

The first was by Hutauruk et al. From the result and discussion and all of the data that already exist about the students' errors of grade III in the English department UHN in writing recount text, it can be concluded that the students' ability in writing recount text is considered to be low.[38] There are four types of errors made the third-grade students of English

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[38] BertariaSohata Hutauruk, Yanti Kristina Sinaga, and Galina Sitinjak, "Tlemc (Teaching & Learning English in Multicultural Contexts) Error Analysis of the Students in Writing a Recount Text (a Case Study At Grade Iii in English Department Universitas Hkbp Nommensen)" 6, no. 1 (2022), http://jurnal.unsil.ac.id/index.php/tlemc/index.

Department of UHN in writing a recount text, namely omission errors (6.5%), addition errors (6%), misformation errors (79%), and misorder errors (8.5%) misorder of errors. Therefore, misformation errors become the most dominant type of errors made by the third-grade English department students of UHN in writing recount text.

Regarding to results of this study. The researchers suggest that the teachers should give more attention to the learners. This means that they should give more help to the learners in solving their problems to reduce or eliminate the errors in writing a recount text. They should explain the materials more clearly, especially about the use of simple past tense in writing recount text. They should also encourage the students to memorize the regular and irregular form of verbs. In addition, the teachers should try to find a better method to teach the learners.

Besides, the students are also suggested to pay more attention to the teaching and learning process, in order to improve their understanding and mastery of tenses, especially simple past tense. The Students should also be more motivated in learning English especially in writing. With all the limitations of this study, the researchers expect that further research can investigate the more detailed and/or comprehensive issue reated to students' error in writing different genre of texts.

The second was by Hutagalung. Based on the result of the data analysis, the conclusions of this study are derived as follows:[39] 1. The grammatical errors made by Grade Ten students of SMK Negeri 1 Bandar Masilam in writing recount text are sentence patterns, tense, preposition, pronoun, spelling and punctuation. 2. The grammatical errors made by Grade Ten students of SMK Negeri 1 Bandar Masilam in writing recount text are in tense for the highest errors by 29 students or 41.73 %. The second is errors in Spelling and Punctuation by 26 students or 32.49 %.The third is errors in Sentence Pattern by 23 students or 19.88 %.The forth is errors in Pronoun by 9 students or 3.08 %. The last errors in Preposition with 8 errors or 2.80 %. 3.

The most dominant error in writing recount text by Grade Ten students of SMK Negeri 1 Bandar Masilam is tense with total error 148 errors or 41.73 % 4. Writing is commonly a difficult activity for some of the students. 5. Some of the students do not know in composing recount text because their writing is totally the same writing with example made by the teacher. 6. Some of the students have the difficulties in changing irregular verb, students make errors by forming the past form of the irregular verb with –ed like regular verb. 7. Some of the students are not competent in writing paragraph structurally and grammatically.

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[39] Insenalia Sampe Hutagalung, "Error Analysis on Students' Writing of Recount Text at Grade Ten in SMK Negeri 1 Bandar Masilam," *Journal of English Teaching as a Foreign ...* 1, no. December (2017): 15, http://ejournal.uhn.ac.id/index.php/jetafl/article/view/139%0Ahttps://ejournal.uhn.ac.id/index.php/jetafl/article/download/139/266.

The third was by Agustina. The writer shows the summary of the research finding which discussed before.[40] The result of the research found 284sentensesmade by 60 students of eighth grade in SMP Muhammadiyah 4 Surakarta. From the research finding, the writer got the percentage of the data. The number of that lexical errors is 22.2% including false friends, wrong spelling and use of Indonesian word. Syntactical error is 64% which included verb (omission of verb, misuses of verb in past tense, addition of to in verb of present tense addition of verb), noun (omission of {-s} plural marker, addition of {-s}), BE (omission of be, misuses of be), phrase (misordering (noun phrase)), article (addition of article), preposition (addition of preposition, omission of preposition), sentence construction (omission of subject, literal translation of Indonesian). Discourse error is 7.7% which included generic structure. Based on the result above.

The dominant type of error from three classification is first, the type of lexical errors has dominant in wrong spelling, it amount 13.7%. Second, syntactical errors has dominant in misuses of verb in past tense, it amount 20%. Third, discourse error has dominant generic structure, it amount 7.7%. So, the difficulties got from the syntactical error shows that many students still do not understand and are confused in using English.

The findings of this study seem to support the findings of the previous studies, in a way that the omission errors occur most frequently while

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[40] Tri Agustina, "Error Analysis in Writing Recount Text," *Journal of Literature, Linguistics, and English Teaching* 9, no. 18 (2015): 81–89, https://journals.ums.ac.id/index.php/JoLLIET/article/view/2122.

misordering errors come last. The errors made by the students at acceleration class appear to be similar to those of regular program investigated in some of the previous studies. The findings indicate the errors where students have difficulties. They also indicate the students' mastery and stage in the process of learning the target language.

C. Threats of the research

In this research, the writer believed that there were many threats. It Started from the beginning of the title until the end of the research. This research was so far from perfect. While doing this research, there were so many threats of time because the students have many activities to do and they have so many task to do too. Therefore, the researcher give medium time to students while do the test.

So they did not do it well and seriously. But because of the time the researcher just took out the answer sheet and did not care it. The researcher was aware that all the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been done because the helping from the entire advisors and English teacher.

CHAPTER V

CLOSING

A. Conclusion

After doing the research, the researcher found some result that present in this paper.

1. The errors of students in forming active to passive found forty one items errors or 31.78%, in addition, the researcher found nine items errors or 6.97%, in misformation, the researcher found seventy two items errors or 55.82%, and the last in using misordering, the researcher found seven items errors or 5.43%.

2. The dominant error that students made in changing active to passive sentence was in misformation with seventy two (72) items errors or 55.82%.

3. The Efforts of the lecturer to overcome the Students' Errors in forming active to passive at Sixth Semester of TBI 1 UIN Syahada Padangsidimpuan, based on the result interviewed with writing's lecturer there were four lecturer overcome each of the students' errors in writing recount text.

   a. The lecturer asked the students learning more the difference to use singular and plural noun.

   b. The lecturer asks the students to study more about generic structure of recount text by giving home task

   c. The lecturer asks the students doing exercises in the class.

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B. Suggestion

Based on the conclusion above, the researcher want to give some suggestions related to this result of research to become advice and motivation for:

1. The writer on this occasion hopes that other research will conduct a research related to the topic of this study, especially to know the students' error in writing recount text.

2. The students of the sixth semester TBI 1 UIN Syahada Padangsidimpuan class need to be more attractive in English, in writing text especially in writing recount text.

3. The lecturer especially writing's lecturer at the sixth semester TBI 2 UIN Syahada Padangsidimpuan hoped to develop the student's error in writing text, especially recount text. The lecturer also should have brainstorming as warming-up before starts the learning in classroom in order to make the students happy and relax.

4. The readers, especially English learners more improve their knowledge in learning grammar to make a good text with correct grammatically.

C. Implication

Proper analysis of student's errors in writing recount text leads lecturers to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. Studying the nature of errors analysis enables English language lecturer and researchers to have a better understanding of the areas where students

face the most difficulties while writing. Being aware of learner errors not only introduces teachers to the knowledge of learner's language, but also helps discover the subtle aspects of learning and teaching of a second language. At the same time, studying learner errors involves approaching learning in an intimate way thus enabling teachers to promote appropriate pedagogical tools through understanding the nature of that language.

In addition to the identification and description of errors, it is also important to correct them. The sources and the types of the errors determine what sort of feedback the teacher might receive since errors provide the teacher with a platform of getting feedback reflecting how effective he is in his/her teaching style and what changes he/she has to make to get better performance from the students. So, the findings of error analysis function as facilitator in language teaching in many ways only if the teacher is aware of them and able in the teaching process appropriately. Error analysis can also benefit teachers and students simultaneously since errors tell the lecturer how far the learners has progressed in achieving the goal and what remains for them to learn. Measuring the student's progress, the lecturer can reshape his teaching strategies and plans in accordance with the needs of the learner. Furthermore, errors point out the areas that need further improvement. Additionally, errors are significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus.

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CURRICULUM VITAE

A. Identity

Name	: Titi Arisdawati Hasugian
Reg. Number	: 17 203 00091
Place/ Birth	: Padangsidimpuan/ Oktober, 22th 1999
Address	: Jl. Tano Bato Gg Bersama Ujung Padangsidimpuan
Sex	: Female
Religion	: Islam
Phone Number	: 0838-6286-7151
Email Adresses	: -

B. Parents

1. Father's Name   : Jawasdi
2. Mother's Name   : Rosnita Munthe

C. Educational Background

1. Elementary School : SD Negeri 200115 Padangsidimpuan, 2005-2011.
2. Junior High School : SMP Negeri 3 Padangsidimpuan, 2011-2014.
3. Senior High School : SMA Negeri 4 Padangsidimpuan, 2014-2017.
4. University   : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, 2017-2024

APPENDIX 1

Grammar test

Change these sentences into passive voice!

i. Active voice   : They had invented new mosque near from the city

    Passive voice : ....

j. Active voice   : Yusuf will take his Qur'an at home tomorrow

    Passive voice : ....

k. Active voice   : Bilqis resembles a flower with this actress.

    Passive voice : ....

l. Active voice   : They are discussing about Palestina in front of us.

    Passive voice : ....

m. Active voice   : Ahmad is listening to Rahmatun lil 'alamin song.

    Passive voice : ....

n. Active voice   : Umar has repaired your chaplet.

    Passive voice : ....

o. Active voice   : Aisyah wears a beautiful hijab .

    Passive voice : ....

p. Active voice   : We have tried pilgrimage last year with family.

    Passive voice : ....

q. Active voice : You and I will meet the prophet Muhammad saw in the heaven.

Passive voice : ....

r. Active voice : Yunus will visit his grandmother next week.

Passive voice : ....

s. Active voice : Adam was listening to a good murottal yesterday morning.

Passive voice : ....

t. Active voice : Zahir gave a paper with hadist to me in front of this class.

Passive voice : ....

u. Active voice : Imam pulled the door until it broke last week.

Passive voice : ....

v. Active voice : We saw this movie of Umar bin Khattab last night.

Passive voice : ....

w. Active voice : Imran and Zaidan will play badminton next week.

Passive voice : ....

x. Active voice : I listen to the news of Gaza every night.

Passive voice : ....

y. Active voice : My uncle will take a cake for Eid al-fitr tomorrow.

Passive voice : ....

z. Active voice : Muslim has read my Qur'an last time.

Passive voice : ....

aa. Active voice   : Aminah has brought a long prayer rug.

 Passive voice : ....

bb. Active voice   : You were pulling this door last night at 8 o'clock.

Passive voice : ....

Validator

Sokhira Linda Vinde Rambe, M.pd
NIP. 19851010 201903 2 007

APPENDIX 2

Student's Name and Initial at The Sixth Semester of TBI 1 UIN Syahada Padangsidimpuan

No	Name	Initial Name	Class
1	Aulia Ulfa Ritonga	AUR	TBI- 1
2	Ahmad Yasin	AY	TBI- 1
3	Deviana Sari	DS	TBI- 1
4	Dian Fadhilah	DF	TBI- 1
5	Indah Rizki Br Suti	IRS	TBI- 1
6	Miftahul Mawaddah	MW	TBI- 1
7	Mujahidah	M	TBI- 1
8	Muhammad Rasyid	MR	TBI- 1
9	Puti Zul Hilma	PZH	TBI- 1
10	Rami Esti Siregar	RES	TBI- 1
11	Ria Safitri	RS	TBI- 1
12	Rizka Hidayatun Nisa	RHN	TBI- 1
13	Selviani Pasaribu	SP	TBI- 1
14	Sinna Wijaya	SW	TBI- 1
15	Sopiyah Nuriani	SN	TBI- 1
16	Syafrianni Lubis	SL	TBI- 1
17	Tinur Asia Nasution	TAN	TBI- 1
18	Tio Morina Harahap	TMH	TBI- 1
19	Windi Seviani	WS	TBI- 1
20	Wildan Asiat Taufik	WAT	TBI- 1

Description of Students' Errors in Forming Active to Passive

No.	Initial Name	Kind of error	Original answer	Reconstruction
11	AAY	Misordering	A new mosque had been invented by them	A new mosque had been invented by them in our land
			Something behind us will not be said by soldier behind us	Something will not be said by soldier behind us
			A flower whit this actress is resembles by Bilqis	A flower is resembled by Bilqis with this actress
		Misformation	Next week Yunus would be visited his Grandmother	Next week his Grandmother will be visited by Yusuf
			Would not say Not say	Will not be say Not be said
			Is resembles	Is resembled
			Had painted	Had been painted
			Weard by Aisyah	Worn by Aisyah
			Had been tried	Have been tried

		Omission	Would met	Will be met
			Had given	Was given
			Had pulled	Was pulled
			Had seen	Was seen
			Would play	Will be played
			Would take	Will be taken
			Had been read	Has been read
			Had been brought	Has been brought
			Had been pulled	Was being pulled
			This song is listened	This song is being listened
22	AUR	Omission	Beautiful Hijab	A Beautiful Hijab
		Misformation	You and I	You and me
		Addition	Listened to by me	Listened by me
33	AIH	Misordering	A new mosque had been invented by them	A New mosque had been invented by them in our land
		Omission	A flower whit this actress is resembles by Bilqis	A flower is resembles by Bilqis whit this actress
			Will visited	Will be visited
			Will visited Yusuf	Will be visited by Yusuf

		Misformation	My Qur'an Has read by Muslim last time	My Qur'anHas been read by Muslim last time
			A long prayer rug Has brought by Aminah	A long prayer rug Has been brought by Aminah
			Will be take	Will be taken
			Is listening	Being listened
			Has repaired	Had been repaired
			Has been tried	Have been tried
			Would met	Will be met
			A paper with hadist Is given by Zahir	A paper with hadist was given by Zahir
			Is pulled	Was pulled
			Is seen	Was seen
			Is played	Will be played
			Is taken	Will be taken
			Were pulling by	Was being pulled by
44	DFN	Omission	Beautiful Hijab	A Beautiful Hijab
		Addition	A good murottal Listened to by Adam	A good murottal Listened by Adam

		Misspelling	By ginny	By Gina
		Misformation	Will not	Will not be said
			Will meet by you and me	Will met by you and me
		Misordering	A new mosque had been invented by them	A new mosque been invented by them in our land
			Something behind us will not be said by soldier	Something will not be said by soldier behind us
55	DSP	Omission	Had invented	Had been invented
			Was pulled	Was being pulled
			Will taken	Will be taken
		Misformation	Listened to b Adam	Listened by Adam
			Is resembles	Is resembled
			Was repair your chaplet	Was repaired your chaplet
			Is wore	Is worn
		Misspelling	soldieis	soldiers
			listenid	Listened
66	DFR	Omission	Soldier	Soldiers
			Had repaired	Had beenrepaired

		Misformation	Has read	Has been read
			Broke	Broken
			Will be not	Will not be
			Had tried	Have been tried
			You and I	You and me
			Has been listened	Is listened
			Was gave to me	Was given to me
			Was resembled	Is resembled
		Misordering	Discussion about palestina are being held by us	Discussion about palestina was being held by us
			A new mosque land had been invented by them	A new mosque had been invented by them in our land
			To this actress	With this actress
77	FAF	Omission	Was painted by Andi	Was painted by Andi yesterday
		Misformation	Was seen last night	Was seen by us last night
			Be not say	Not be said
			Has been	Had been
			Had been	Have been
			Hers class	This class

		Misordering	Broke	Broken
			Is listen	Is listened
			Had been read	Has been read
			Something behind us will not be said by soldier	Something will not be said by soldier behind us
			Will not be	Will be not
		Misspelling	Thre	This
			Lats	Last
			bota	Both
88	IAL	Omission	Has brought	Has been brought
			Has read	Has been read
			Will met	Will be me
			Will visited	Will be visited
			The door pulled	The door was pulled
			Will played	Will be played
			This song listened	This song is listened
			A flower resemble	A flower is resembled
		Misformation	We saw	Was seen
			Your house painted	Your house was painted

			Music is listening	Music is being listened
			Will took	Will be taken
			Were pulled	Was being pulled
			Song listened by	Song was being listened
			Has repaired	Had been repaired
			Paper gave to me	Paper was given to me
			Wears by Aisyah	Is worn by Aisyah
99	IRB	Misformation	Will be not	Will not be
			Has been repaired	Had been repaired
			Until it broke	Until it broken
			Had been tried	Have been tried
			Had been read	Has been read
10	MTS	Omission	Beautiful Hijab	A Beautiful Hijab
		Addition	Listening to by Adam	Listened by Adam
			Listened to by me	Listened by me
		Misformation	Is resembles	Is resembled
			Will be meet	Will be met
			Being listening	Being listened

11	R	Omission	Rahmatan lil' alamin song being listened	Rahmatan lil 'alamin is being istened
			Will not said	Will not be said
			Had been repaired	Has been repaired
			Is wore by Aisyah	Is worn by Aisyah
		Misformation	Would met	Will be met
			Would visited	Will be visited
			This movie were saw	This movie was seen
			Would played	Will be played
			Would taken	Will be taken
112	MM	Omission	We pray	We prayed
		Misformation	Many office	Many offices
113	PZL	Addition	Riding a motorcycles	Riding a motorcycle
		Omission	A regular things	A regular thing
			A years	A year
			I could go	I could went
114	RS	Omission	Some souvenirs there	Some souvenirs over there
		Misformation	Take a rest	Took a rest
		Misordering	I and my brother	My brother and I
115	SW	Omission	I just stay	I just stayed
		Misformation	My uncle take	A cake for Eid-

			cake for Eid-Al Fitr	Al-Fitr is taken by My uncle
			Waking up	Woke up
116	A	Omission Misformation	I practice They help me I am the first winner They also give me I make schedule We don't know That is why	I practiced They helped me I was the first winner They also gave me I made schedule We did not know That was why
117	TH	Omission Misformation Misordering	In the afternoon we visit Get ice cream My brother and I are I seen her yesterday We gone straight to the enclosure	In the afternoon we visited Got ice cream My brother and I were I saw her yesterday We go straight to the enclosure
118	WS	Omission Misformation Misordering	She work as a tentor I said hello and ask She is just Go back from Padang I meet We tell each other Get holiday Do some cleaning I meet there some people She everytime came late home	She worked as a tentor I said hello and asked She was just Went back from Padang I met We told each other Got holiday Did some cleaning I met some people over there She same late home everytime

119	YA	Omission	I want to continue	I wanted to continue
			For eighteen year	For eighteen years
			I enter the school	I entered the school
			I want travelling	I wanted travelling
			I really enjoy	I really enjoyed
		Misformation	New experience to me	New experience for me
			I don't know	I did not know
			This is my fisrt time	This was my first time
		Misordering	School my sister is in Jakarta	My sister's school was in Jakarta
			How is to check in	The way to check in
220	YPS	Addition	Making funnies videos	Making funny videos
		Omission	Visit some tourist places	Visited some tourist places
		Misformation	It is over	It was over
			Directed of me	Directed to me

APPENDIX 4

Percentage of Students Grammatical Errors in Forming Active to Passive

No	Types of Errors	Total Errors	Percentage (%)
1	Omission	41	31.78%
2	Addition	9	6.97%
3	Misformation	72	55.82%
4	Misordering	7	5.43%

APPENDIX 5

Result of Students' Errors in Forming Active to Passive

There are four types of grammatical errors that researcher found in descriptive text writing's students at the seventh semester of TBI 1 IAIN Padangsidimpuan. The four types of grammatical errors are:

1. Errors in Omission

In omission especially in using singular and plural noun and in using owner noun, there are 41 numbers of errors. As we know the total errors are 129. So, the percentage is:

$$P = \frac{f}{N} \text{ x } 100 \text{ \%}$$

$$P = \frac{41}{34} \text{ x } 100 \text{ \%}$$

$$P = \frac{4100}{34}$$

$$P = 31.78\%$$

2. Errors in Addition

In addition, there are 9 numbers of grammatical errors. As we know the total grammatical errors are 129. So, the percentage is:

$$P = \frac{f}{N} \text{ x } 100 \text{ \%}$$

$$P = \frac{9}{34} \text{ x } 100 \text{ \%}$$

$$P = \frac{900}{34}$$

$$P = 6.97\%$$

3. Errors in Misformation

In using Article, there are 72errors. As we know the total grammatical errors are 129.

So, the percentage is:

$$P = \frac{f}{N} \text{ x } 100 \text{ %}$$

$$P = \frac{72}{34} \text{ x } 100 \text{ %}$$

$$P = \frac{7200}{34}$$

$$P = 55.82\%$$

4. Errors in Misordering

In misordering, there are 7 numbers of errors. As we know the total grammatical errors are 129. So, the percentage is:

$$P = \frac{f}{N} \text{ x } 100 \text{ %}$$

$$P = \frac{7}{34} \text{ x } 100 \text{ %}$$

$$P = \frac{700}{34}$$

$$P = 5.43\%$$

APPENDIX 6

The Result of Students' Test in Forming Active to Passive

APPENDIX 1

Grammar Test

Name : Aulia Ulfah Br Ritonga (AUR)

Class : TB1-1

Change these sentences into passive voice!

1. Active voice : They had invented new mosque near from the city
   Passive voice : The new mosque had been inverted near from the city to the city by them

2. Active voice : Yusuf will take his Qur'an at home tomorrow
   Passive voice : His Qur'an will be taken at home by Yusuf tomorrow. ✓

3. Active voice : Bilqis resembles a flower with this actress.
   Passive voice : A flower resembles by Bilqis with this actress actress
   is resembled

4. Active voice : They are discussing about Palestina in front of us.
   Passive voice : Palestina are being discussed by them Infront of us ✓

5. Active voice : Ahmad is listening to Rahmatun lil 'alamin song.
   Passive voice : Rahmatun lil'alamin song is being listened by Ahmad ✓

6. Active voice : Umar has repaired your chaplet.
   Passive voice : Your chaplet has been repained by Umar
   had been

7. Active voice : Aisyah wears a beautiful hijab.
   Passive voice : A beautiful hijab is worn by Aisyah ✓

8. Active voice : We have tried pilgrimage last year with family.

   Passive voice : last year, pilgrimage had been tried by us with family ✓

9. Active voice : You and I will meet the prophet Muhammad SAW in the heaven.

   Passive voice : Prophet Muhammad SAW will be met by you and I in the heaven. ✓

10. Active voice : Yunus will visit his grandmother next week.

    Passive voice : His grandmother will be visited by Yunus next week ✓

11. Active voice : Adam was listening to a good murottal yesterday morning.

    Passive voice : A good murottal was being listened by Adam yesterday morning ✓

12. Active voice : Zahir gave a paper with hadist to me in front of this class.

    Passive voice : A paper with hadist was given by Zahir to me in front of class ✓

13. Active voice : imam pulled the door until it broke last week.

    Passive voice : The door was pulled by Imam until it broke last week. ✓

14. Active voice : We saw the movie of Umar bin Khattab last night.

    Passive voice : The movie of Umar bin Khattab was seen by us last night ✓

15. Active voice : Imran and Zaidan will play badminton next week.

    Passive voice : Badminton will be played by Imran and Zaidan next week ✓

16. Active voice : I listen to the news of Gaza every night.

    Passive voice : The news of Gaza is listened by me every night ✓

17. Active voice : My uncle will take a cake for Eid al-Fitr tomorrow.

    Passive voice : A cake for Eid al-fitr tomorrow will be taken by my uncle tomorrow

18. Active voice : Muslim has read my Qur'an last time.

Passive voice : My Quran had been read by muslim last time. ✓

19. Active voice : Aminah has brought a long prayer rug.

Passive voice : A long prayer rug hard been brought by Aminah

had been

20. Active voice : You were pulling this door last night at 8 o'clock.

Passive voice : This door were being pulled by you last night at 8 o'clock. ✓

APPENDIX I

Grammar Test

Name : Alam Ahmad yassin (AAY)

Class : TB1 7

Change these sentences into passive voice!

1. Active voice : They had invented new mosque near from the city

   Passive voice : New mosque had been invented by them near from the city ✓

2. Active voice : Yusuf will take his Qur'an at home tomorrow

   Passive voice : His action will be taken by yusuf at home tomorrow

3. Active voice : Biiqis resembles a flower with this actress.

   Passive voice : A flower is resembled by Biqis with this actress
   resembled

4. Active voice : They are discussing about Palestina in front of us.

   Passive voice : Palestina is being discussed by them in front of us

5. Active voice : Ahmad is listening to Rahmatun lil 'alamin song.

   Passive voice : Rahmatun lil Alamin song is being listened by Ahmad

6. Active voice : Umar has repaired your chaplet.

   Passive voice : Your chaplet has been repaired by umar
   had been

7. Active voice : Aisyah wears a beautiful hijab .

   Passive voice : a beautiful hijab is wears by hijab
   worn

8. Active voice : We have tried pilgrimage last year with family.

Passive voice : Pilgrimage has been tried by us last year with family
had been tried

9. Active voice : You and I will meet the prophet Muhammad SAW in the heaven.

Passive voice : The prophet Muhammad saw will be met with you and me
in the heaven

10. Active voice : Yunus will visit his grandmother next week.

Passive voice : His grandmother will be visited by Yunus next week

11. Active voice : Adam was listening to a good murottal yesterday morning.

Passive voice : A good murottal by Yunus next week
murottal was being listened

12. Active voice : Zahir gave a paper with hadist to me in front of this class.

Passive voice : A paper with hadist was given by zahir to me in front
of this class

13. Active voice : Imam pulled the door until it broke last week.

Passive voice : The door was pulled by imam until it broke last week

14. Active voice : We saw the movie of Umar bin Khattab last night.

Passive voice : The movie of Umar bin Khattab was seen by us
last night

15. Active voice : Imran and Zaidan will play badminton next week.

Passive voice : Badminton will be played by imran and zaidan next week

16. Active voice : I listen to the news of Gaza every night.

Passive voice : The news of gaza is listened by me every night

17. Active voice : My uncle will take a cake for Eid al-Fitr tomorrow.

Passive voice : A cake for eid zul fitr will be taken by my uncle
tomorrow

18. Active voice : Muslim has read my Qur'an last time.

    Passive voice : My qur'an has been read by muslim last time
                                        had been

19. Active voice : Aminah has brought a long prayer rug.

    Passive voice : A long prayer rug has been bought by aminah
                                        had been

20. Active voice : You were pulling this door last night at 8 o'clock.

    Passive voice : this door was being pulled by you last night
                    at 8 o'clock, were

APPENDIX 1

Grammar Test

Name : Dian   Fadhilah   DF

Class : TB1 -1 / VII

Change these sentences into passive voice!

1. Active voice : They had invented new mosque near from the city
   Passive voice : A new mosque had been invented near ~~the~~ from city by them

2. Active voice : Yusuf will take his Qur'an at home tomorrow
   Passive voice : The Qur'an will be taken at home by Yusuf tomorrow ✓

3. Active voice : Bilqis resembles a flower with this actress.
   Passive voice : A flower is resembled by Bilqis with this actress. ✓

4. Active voice : They are discussing about Palestina in front of us.
   Passive voice : Discussions about Palestine are being held by us
   ~~Palestina are being discussing by them in front of us~~

5. Active voice : Ahmad is listening to Rahmatun lil 'alamin song.
   Passive voice : Rahmatun lil 'alamin song is being listened by Ahmad (

6. Active voice : Umar has repaired your chaplet.
   Passive voice : Your chaplet has been repaired by Umar ✓

7. Active voice : Aisyah wears a beautiful hijab .
   Passive voice : A beautiful hijab is worn by Aisyah ✓

1. Students of Mahad UIN SYAHADA should ~~be~~ Opening opposition be aloud to access internet.

8. Active voice : We have tried pilgrimage last year with family.

Passive voice : last year pilgrimage had been tried by us with family

9. Active voice : You and I will meet the prophet Muhammad SAW in the heaven.

Passive voice : Prophet muhammad Saw will be met by you and i in the heaven
us

10. Active voice : Yunus will visit his grandmother next week.

Passive voice : his grandmother will be visted by Yunus next week

11. Active voice : Adam was listening to a good murottal yesterday morning.

Passive voice : A good murottal was being listened by Adam Yesterday Morning

12. Active voice : Zahir gave a paper with hadist to me in front of this class.

Passive voice : A paper with hadist was given by Zahir to me in front of class (this)

13. Active voice : Imam pulled the door until it broke last week.

Passive voice : The door was Pulled by imam until it broke last week ✓

14. Active voice : We saw the movie of Umar bin Khattab last night.

Passive voice : The movie of Umar bin khattab was seen by us last night

15. Active voice : Imran and Zaidan will play badminton next week.

Passive voice : Badminton will be Played by imran and Zaidan next week

16. Active voice : I listen to the news of Gaza every night.

Passive voice : The news of gaza is listened by me every night

17. Active voice : My uncle will take a cake for Eid al-Fitr tomorrow.

Passive voice : A cake for eid al fitr taken by uncle tomorrow

18. Active voice : Muslim has read my Qur'an last time.

Passive voice : My quran had been read by muslim last time ✓

19. Active voice : Aminah has brought a long prayer rug.

Passive voice : A long prayer rug had been brought by aminal ✓

20. Active voice : You were pulling this door last night at 8 o'clock.

Passive voice : this door were being pulled by at 8 o'clock last night ✓

APPENDIX I

Grammar Test

Name : Riska hidayatun nisa (RHN)

Class : 701 I

Change these sentences into passive voice!

1. Active voice : They had invented new mosque near from the city

   Passive voice : The new mosque near from the city had been invaided by them ✓

2. Active voice : Yusuf will take his Qur'an at home tomorrow

   Passive voice : Yusuf will be taken by yusup tomorrow His Qur'an

3. Active voice : Bilqis resembles a flower with this actress.

   Passive voice : A flower is resembled by Bilqis with this actress

4. Active voice : They are discussing about Palestina in front of us.

   Passive voice : Palestina are being discussed by them infruit of us

5. Active voice : Ahmad is listening to Rahmatun lil 'alamin song.

   Passive voice : Rahman Lil'a lamin' song is being listened by ahmad

6. Active voice : Umar has repaired your chaplet.

   Passive voice : Your chaplet has been repaired by umar

7. Active voice : Aisyah wears a beautiful hijab .

   Passive voice : A beautiful hijab is worn by Aisyah ,

8. Active voice : We have tried pilgrimage last year with family.

   Passive voice : The Pilgrimage has been tried by us last year
   with family   had been

9. Active voice : You and I will meet the prophet Muhammad SAW in the heaven.

   Passive voice : The prophet Muhammad SAW will be meet by you and I
   in the heaven   met

10. Active voice : Yunus will visit his grandmother next week.

    Passive voice : His Grandmother will be visit by Yunus next week
                                            visited

11. Active voice : Adam was listening to a good murottal yesterday morning.

    Passive voice : A good murottal(s) was being (listening) by Adam
                                                    listened   yesterday
                                                               morning

12. Active voice : Zahir gave a paper with hadist to me in front of this class.

    Passive voice : A Paper with hadist (is given) to me in fron of cl
                                          was given   as

13. Active voice : Imam pulled the door until it broke last week.

    Passive voice : The door are pulled until it broke by Him last week
                             was pulled

14. Active voice : We saw the movie of Umar bin Khattab last night.

    Passive voice : The movie of Umar bin khattab was seen by us last
                                                              night &

15. Active voice : Imran and Zaidan will play badminton next week.

    Passive voice : Badminton will played by them next week
                              will be played.

16. Active voice : I listen to the news of Gaza every night

    Passive voice : The news of Gaza is listened by me every night

17. Active voice : My uncle will take a cake for Eid al-Fitr tomorrow.

    Passive voice : a Cake(s) for Eid al-fitr will take by Him tomorro
                                              will be take   w

18. Active voice : Muslim has read my Qur'an last time.

Passive voice : My Qurlan had readed by Muslim last time
had been read

19. Active voice : Aminah has brought a long prayer rug.

Passive voice : Along prayer rug has brought by Aminah
had been brought

20. Active voice : You were pulling this door last night at 8 o'clock.

Passive voice : This door was pulleing by you last night
at 8 o'clock were pulled

9

APPENDIX 7

Interview Sheet

Place :

Day / Date of the Interview :

Informant : **Mrs. Yusni Sinaga**

Interviewer : **Titi Arisdawati**

NNo	The Result of Interview with Mrs. Rayendriani Fahmei Lubis	
	Question	**Answer**
1	What does the lecturer do to overcome the students' error in omission?	Learning about noun especially about singular and plural noun is easy. If the students still make error, the students should study more about singular and plural noun. I ask the students make a note and write in the table the difference between singular and plural with the example in the sentences and explain about some quantifiers that usually use to show the noun singular or plural. For owner noun, I explain about the definition of owner noun and ask the students make examples to make they understand the lesson.
2	Some of the students used present in writing recount text. So, what is the solution the students' error in misformation?	For this problem, it is about the language features of descriptive text, I explain more about the language features of descriptive text and explain more about how to use the simple present tense or maybe I ask the students make a group with their friends in the class to present about simple present tense.

3	Actually not only in the use of noun and verb, there is a student made error in using article, in the use of article a and an, how about you to solve this problem Mom?	Learning about article also is easy, the solution is the students must learning about article, make a note, and I explain more the difference of use article which one use for vowel and which one use for consonant.
4	What effort the lecturer do to overcome the students' error in using preposition ?	Learning about preposition of time just focus in using (on, in, at). The students must find another method in learning preposition to make students easier remember about how to use preposition of time using on, it and at. The students make a note and give some examples with preposition of time.

APPENDIX 8

DOCUMENTATION

Documentations of gave the test to the students

Nomor   : B - 5715 /Un.28/E.1/TL.00.9/10/2023   17 Oktober 2023
Lampiran : -
Hal   : **Izin Penelitian**
               Penyelesaian Skripsi.

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Titi Arisdawati Hasugian

NIM   : 1720300091

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Kampung Tobat, Padangsidimpuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Error Analysis in Forming Active to Passive Sentences at the Sixth Semester of TBI-1 UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001

Nomor   : 85 /Un.28/E.6a/PP.00.9/12/2023   01 Desember 2023
2023
Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan menerangkan bahwa:

Nama   : Titi Arisdawati Hasugian
NIM   : 17 203 00091
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan pada tanggal 19 Oktober 2023 dengan judul "Error Analysis in Forming Active to Passive Sentences at the Sixth Semester of TBI-1 UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004

Nomor   : B 4065/Un.28/E.1/PP.00.9/12/2022   6 Desember 2022
Lamp   : -
Perihal   : **Pengesahan Judul dan Penunjukan**
              Pembimbing Skripsi

Yth.
1. Zainuddin, M.Hum.   **(Pembimbing I)**
2. Yusni Sinaga, M.Hum.   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Titi Arisdawati Hasugian
NIM   : 17 203 00091
Program Studi   : Tadris Bahasa Inggris
Judul Skrips   : Error Analysis in Forming Active to Passive Sentences at the Sixth Semester of TBI-1 UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
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