CHAPTER I

INTRODUCTION

A. Background of the Study

Daar Et-Taqwa Modern Boarding School do not stand up straight with various facilities in it. Built with the passion and commitment to serve Allah. Started from an old kitchen as a classroom, students first number as many as 20 people.

Daar Et-Taqwa Modern Boarding School was founded in 1997 by K. Ahmad Mugits, S.Ag, on the advice of his father KH. Mansyur. Ahmad mugits began his education at SDN Sindangsari at 7 years old. In 1989 he continued his education to Islamic Modern Boarding school of Daar El-Qolam Gintung, Tangerang, which at that time was led by KH. Ahmad Rifai Arief. The determination and intention are rounded to deepen and continue to learn the science of religion, to instill a burning passion for the sake of the religion of Allah, the foundation of fortitude and patience invested boarding school of Gintung supported by intelligence, honesty, nature wise and prestige that has made him pass in graduating in schools and given confidence to become one of the teacher in Daar El-Qolam modern boarding school for one year.

KH. Ahmad Mugits has properties thirst for knowledge, the nature of hard work, tireless eventually continue his education to IAIN Sunan Kalijaga Yogyakarta at the faculty of da'wah in 1991. And recite the yellow books and religion in boarding schools of Krapyak Yogyakarta and at the same time

he also took courses on STID (High School science of Da'wah) Shuhada Yogyakarta for 3 years, and exactly on the 15th of July 1997 he become headmaster of Madrasah Aliyah Darul Ikhsan Cimanuk Pandeglang for 2 years. With the hope that the pleasure of Allah and guidance of Almighty Allah he returned to his hometown to transform and realize the ideals at the same time continue the relay of struggle and the trust of his father is to establish a boarding schools Daar Et-Taqwa previously named Nurul Falah.

In 2005 the writer continue her study in Daar Et-Taqwa Modern Boarding School at the level of Junior High School (MTS Daar Et-Taqwa) and 3 years letter she continue to level of Senior High School (MA Daar Et-Taqwa), but in that time Daar Et-Taqwa Modern boarding school was led by second leader is K. Asja Rifa'i, S.Ag because the first leader has died in 2003. In everyday life, Daar Et-Taqwa Modern Boarding School applying the language systems, are English and Arabic, in doing daily conversation. The writer and other students express their language by using English and Arabic, because people need communication and interaction with the other people to convey their message orally and written by using language. Elly Van Gelderren has explained in his book that:

> *Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purposes. Most humans are born with the*

ability to acquire language automatically and effortlessly if provided the right input by their environment.[1]

Education system in Daar Et-Taqwa Modern Boarding School, not only learn the yellow book, but also studied other general sciences, learning is applied is the unification of concepts learned modern boarding school with does not eliminate the habit of cottage salafi. So, in addition to learning the science of religion, the writer and other students also studied general science, especially English.

In learning English as the second language, the writer meet many problem. For example, in terms of spelling, pronunciation, structure, vocabulary, meaning, grammar, and so on. The uses of those terms are very important in writing. Especially when the writer study about Passive voice material. The structure of the English sentence might have some similarities and differences from the first language of the students in this study, which is Indonesian language. In sentence pattern of the target language, there are two types of verbs, they are called intransitive and transitive verbs. In intransitive, the predicate or the verb is not necessarily followed by any object or noun. On the other hand, in transitive verb, the predicate or the verb is necessarily followed by object or noun.

The transitive verb has two voices, they are active and passive voices. In active voice, the object receives the action of

---

[1] Elly van Gelderen, *A History of the English Language* (Philadelphia: John Benjamins Publishing Company, 2006), 1.

the verb. In passive voice, the subject receives the action of the verb. Besides that, there are three types of verbs in English and each is used in different condition and situation or it is usually called tenses. For the writer as a learners, to change the active into passive voice of the target language is very confusing. They have to pay attention to the verb used in active, which is different from the verb used in passive voice

Writing becomes the most difficult skill in learning language particularly English. The teachers teach both of them to the students. But, students face many problems with written language. The students should consider some aspects in writing English. In writing English, we focus to select idea, arrange information, choose word, consider punctuation, correct grammar, consider coherence and cohesion. David Nunan says that, ". . . written language is used to communicate with others removed in time and space, or for those occasions on which a permanent or semipermanent record is required."[2]

From the problems that occurred when the writer studied at the Daar Et-Taqwa Modern Boarding School, then the writer makes a paper entitled "ERROR ANALYSIS ON STUDENTS' CONSTRUCTION OF PASSIVE VOICE".

B. **The Identification of The Problem**

As stated on the background of the the study the writer will take out the identification of the problem:

1. The students have the problem with the Grammar

---

[2] David Nunan, *Second Language Teaching and Learning* (Boston: Heinle & Heinle Publishers, 1999), 275.

2. The students have the difficulty in changing active to passive voice

3. Students often make mistakes when they make a sentence. For example the students often make mistake in using "will" and "would"

C. The Statement of The Problems

Some problems that mentioned above, the writer will formulate in the specific questions as follows:

1. How are the students' ability in changing active to passive voice?

2. What are the types of errors made by the students in changing active to passive voice ?

3. What are the causes of errors made by the students in changing active to passive voice?

D. The Object of The Research

Based on the research statement of problem above, the writer has several objectives of the research as following:

1. To know the students' ability in changing active to passive voice.

2. To know the types of errors made by the students in changing active to passive voice.

3. To know the causes of errors made by the student in changing active to passive voice.

E. Significances of The Research

1. For The Teacher

It will give contribution to English teacher how to teach active and passive voice and to know what kinds of errors

used and the dominant factor that caused errors in active and passive voice, so it can be used as a reference for the teacher about what technique or strategy that should be applied in teaching English to improve the student's ability.

2. For The Student

The result of the study can show to the students about the errors they made, so by read the analysis they can know their fault, and it can improve their writing skill.

3. For The Researcher

The result of the study provides evidence of how language is learned or acquired and the strategies or procedures that used by students. By analyzing the study, the writer can improve the knowledge about the average of students' ability in mastering English, so the writer can find the best way to teach English.

F. Previous of Study

Error Analysis was conducted by the students undergraduated who will accomplish their study frequently. In The Institute th State of Islamic Studies "SMH" Banten, most of the students did research with theme error analysis, they are:

1. Idris (102301031) finished his study at 2014 by tittle paper "Error Analysis on the use of verb in writing narative text" (a case study at second grade of SMA Daar El-Qolam Gintung, Jayanti Tangerang). From the research the concluded that the students' understanding about narrative text is still low. It can be seen the total students' error is 210 error from 20 students. From the previous study above, the

writer want to make different research by focusing the discussion on students' Junior High School, it need activity in order to incourage students to improving their knowledge, because the teacher will face the students' reluctant to comprehend and to easier remember in writing narative text.

2. Lely Tri Utami (092300652) finished her study at 2013 by title of paper ''An Analysis of Students' Error in Writing Analytical Exposition Text'', this research was conducted at Second Grade of SMAN 3 K tgota Serang. She discussed students' error in writing analytical exposition text. She analyzed the criteria of the error in analytical exposition text based on the generic structure and linguistic category. She classified some types of error such as modal, passive voice, pronoun, subject and verb agreement, simple present tense, and article. In her research, she concluded that article is highest error produced by the student with percentage 26 %. She viewed the causes of errors are affected by some factors. Based on the result of observation, the causes of error were influenced as follows: intra-lingual transfer and communication strategy.

G. Organization of the Research

In order to write a good paper, it is necessary to arrange it sistematically. The organization of this paper provides the organization of the main issues discussed. This paper is divided into five chapters as follows:

1. Chapter I (Introduction): It presents the Background of the Study, Research Problems, Research Objectives,

Significance of the Research, and Organization of the Research.

2. Chapter II (Review of Related Literature): This chapter presents Error Analysis, Writing, Active and Passive Voice.

3. Chapter III (Methodology of Research): This chapter covers The Method of Research, The Place and Time of Research, Research Instrument, Participant, Technique of Collecting Data, and Technique of Data Analyzing.

4. Chapter IV (Data Presentation and Analysis): This chapter explains The Description of Data and the Analysis of Data.

5. Chapter V (Closing): This chapter consists of Conclusion and Suggestion.