CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter concludes the study of Errors of Passive Voice Construction Found in the Explanation Composition of English Department Students. Besides, it suggests what should be emphasized more when teaching passive voice to the students so that the students' understanding about passive voice construction will be more complex and they are able to correctly construct passive voice in their own composition.

5.1. Conclusion

After analyzing the data, the researcher notices that there were four types of error according to surface strategy taxonomy and there were two types of error according to linguistic category taxonomy in the students' explanation composition. According to surface strategy taxonomy, those four types were errors of miss-formation, errors of omission, errors of addition, and errors of miss-ordering. Errors of miss-formation occurred when the students did not format the correct form of passive voice. Errors of omission occurred when the students omitted one of the elements

in passive voice. Errors of addition occurred when the students added an unnecessary element which did not belong to form of passive voice construction into the sentence. Errors of ordering occurred when the students wrongly put the passive elements or adverb in the sentence. According to linguistic category taxonomy, those two types consisted of errors with formation of passive sentences and inappropriate use of passive. Errors with formation of passive sentences occurred when the students miss-formatted the verbs in passive voice or when active voice was going to be delivered but the form was passive or when preposition was omitted before agent. Meanwhile, inappropriate use of passives occurred when the students made intransitive verb in passive voice or when the students wrongly used passives in complex sentences.

According to surface strategy taxonomy, the most frequent errors occurring were errors of misformation then followed by errors of omission. Errors of misformation occurred 9 times while errors of omission occurred 7 times. Next, errors of misordering took the the last position which occurred only two times. Meanwhile, according to linguistic category taxonomy, the most frequent errors were problems with formation of passive

sentences and the least frequent errors were inappropriate use of passives. There were 18 occurrences of errors dealing with formation of passive sentences and there were 2 occurrences of inappropriate use of passive voices. These findings were supported by the questionnaires filled by the students. From the questionnaire, there were three main difficulties that the students faced when they constructed passive voice. Firstly, in what context and when to construct passive voice is not totally understood. Secondly, the pattern of passive voice is not well understood. Thirdly, ordering the passive elements is considered not easy as well. Lastly, the form of irregular and regular verbs is not remembered well. Above all, the first difficulty when constructing passive voice is use of passive, the second difficulty is word order, the third difficulty, grammar rule of passive voice, and the fourth difficulty is use of irregular and regular verb.

Moreover, there were two major causes which emerged those errors. They are the intralingual transfer and interlingual transfer. The environmental factors occasion the interlingual transfer whereas faulty of overgeneralization, incomplete

application of rules, and failure to learn conditions under which rules occasion intralingual transfer.

5.2.   **Suggestions**

Through the data obtained, the researcher notices that the students are still confused about the use of passive voice construction. They do not totally understand when they have to use active sentences and when they have to use passive sentence. Therefore, the researcher suggests when teaching passive voice to students, as a teacher, the use of passive voice construction must be emphasized and repeated so that the students get the points about the function of passive voice construction.

Besides, several passive voice sentences must be presented to the students before explaining the grammar rule of passive voice. It aims at giving general knowledge to the students before knowing the pattern of passive voice. The students must be also reminded to remember the form of irregular and regular verbs because it will affect when they construct passive voice.

More importantly, the students must be repeatedly given the exercises of passive voice construction, not only a fill-in-the-blank exercise but also a writing which requires passive voice construction.