

ABSTRACT

Paskalia, Agata Dina. 2020. *Fifth Semester Students' Difficulties in Using Passive Voice in the Academic Writing Course at Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Writing skill is one of the components that must be considered while learning a language. Writing skill aims to inform the reader through a text form. In delivering the topic, the writer cannot avoid the grammar role in the text especially for the English Language Learner (ELL). The students in Academic Writing might find some difficulties while writing a paper. In the writing process, the students will face one of the grammar aspects i.e. passive voice. The researcher believed that learning a passive voice is not easy because the students should understand the context to avoid misunderstanding. Therefore, the researcher would discuss the students' difficulties in using passive voice in the Academic Writing course.

This research has one research question that is: What are the fifth-semester students' difficulties in using passive voice in the Academic Writing course? Therefore, the researcher reviewed the students' difficulties by analyzing their passive errors in their paper.

This research used qualitative data in processing the data. The researcher used document analysis as the method to collect the data from the students. There were 26 fifth-semester students in A class as the participants of this research. In this research, the researcher used the theory from Dulay, et al. (1982), Eastwood (1994), Eastwood (2008), Hinkel (2003) to help the researcher to answer the research question.

It could be concluded from the analysis that omission and misformation were mostly found in the students' papers. Therefore, they could be considered the most difficult errors to avoid. The analysis showed that 126 errors of passive voice that could be classified into four categories according to surface strategy taxonomy, which was: (1) omission, (2) addition, (3) misformation, and (4) misordering. This analysis found 25 errors (19.84%) of omission, 9 errors (7.14%) of addition, 90 errors (71.42%) of misformation, and 2 errors (1.60%) of misordering.

Keywords: writing skills, passive voice, academic writing, student's difficulties, and errors

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Keterampilan menulis merupakan salah satu komponen yang harus diperhatikan pada saat mempelajari bahasa. Keterampilan menulis bertujuan untuk menginformasikan kepada pembaca melalui sebuah bentuk teks. Dalam menyampaikan sebuah topik, penulis tidak dapat menghindari peran *grammar* pada suatu teks khususnya bagi siswa bahasa Inggris. Para siswa *Academic Writing* mungkin mengalami kesulitan saat menulis makalah. Dalam proses penulisan, siswa akan menghadapi salah satu aspek tata bahasa yaitu *passive voice*. Peneliti yakin bahwa belajar *passive voice* tidak mudah karena para siswa harus memahami konteksnya untuk menghindari kesalahpahaman. Oleh karena itu, dalam penelitian ini, peneliti akan membahas kesulitan siswa dalam menggunakan *passive voice* dalam kelas *Academic Writing*.

Penelitian ini memiliki satu rumusan masalah, yaitu: Apa kesulitan siswa semester lima dalam menggunakan *passive voice* dalam kelas *Academic Writing*? Oleh karena itu, peneliti akan meninjau kesulitan siswa dengan menganalisis kesalahan bentuk pasif pada makalah mereka.

Penelitian ini menggunakan data kualitatif dalam mengolah data. Peneliti menggunakan metode analisis dokumen untuk mengambil data dari para siswa. Pada penelitian ini, peneliti menggunakan teori dari Dulay, et al. (1982), Eastwood (1994), Eastwood (2008), Hinkel (2003) untuk membantu peneliti menjawab rumusan masalah.

Dari analisis tersebut dapat disimpulkan bahwa *omission* dan *misformation* merupakan kesalahan yang paling banyak ditemukan pada makalah siswa. Maka dari itu, hal tersebut merupakan kesalahan yang paling sulit untuk dihindari. Analisis ini menunjukkan terdapat 126 kesalahan pada *passive voice* yang diklasifikasikan menjadi empat kategori menurut *surface strategy taxonomy*, yaitu: (1) *omission*, (2) *addition*, (3) *misformation*, dan (4) *misordering*. Analisis ini menemukan 25 kesalahan (19.84%) mengenai *omission*, 9 kesalahan (7.14%) mengenai *addition*, 90 kesalahan (71.42%) mengenai *misformation*, dan 2 kesalahan (1.60%) mengenai *misordering*.

Kata Kunci: *writing skills, passive voice, academic writing, student's difficulties, and errors*