STUDENTS' ERROR ANALYIS IN FORMING PASSIVE SENTENCES BY USING INDIRECT AND DIRECT OBJECTS OF STKIP YPM ACADEMIC YEAR 2020/2021

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Abstract: *This research studies about the students' error in forming passive sentences by using direct and indirect objects at the English Department students STKIP YPM Bangko. The purpose o f this research was to find out the students' error in forming passive sentences at the fourth semester STKIP YPM Bangko. This research was descriptive qualitative method. The population was 26 students at fourth semester on English Department STKIP YPM Bangko. They were selected as the sample by using total sampling technique. The data was collected by using writing test on passive sentences. The finding showed that students' errors in forming passive sentences were high in determining objects.*

Keywords: *Indirect and Direct Objects, Passive Sentences*

INTRODUCTION

To convey the idea or thought, there are four skills in English to be mastered by the students who want to have good English ability: listening, speaking, reading and writing. In arranging good sentences, the students must have good writing ability. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher or lecturer should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area.

Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combing these objectives, the teacher or lecturer can expect both enthusiasm and effective learning.

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. For many adult ESL learners, writing skills will not be used much outside your class. This doesn't mean that they shouldn't be challenged to write, but you should consider their needs and balance your class time appropriately. Many adults who do not need to write will enjoy it for the purpose of sharing their thoughts and personal stories, and they appreciate a format where they can revise their work into better English than if they shared the same information orally. Two writing strategies you may want to use in your lessons are free writing and revised writing. Free writing directs students to simply get their ideas onto paper without worrying much about grammar, spelling, or other English mechanics.

Tactful correction of student writing is essential. Written correction is potentially damaging to confidence because it's very visible and permanent on the page. Always make positive comments and respond to the content, not just the language. Focus on helping the student clarify the meaning of the writing.

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form o f technology that developed as tools developed with human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols.

Writing is one of four skills. In English communication not only use speaking skill but also in writing. Writing and speaking have the important different because the

function of them are unique and so different "In writing, any idea that you advance must be supported with specifics reasons or detail, but it is different with talking that there is no challenge to give strong reason on your statement. Writing ability is students' need in every day, that's why writing is very important in learning.

Based on pre survey by the researcher on September 2018 at the fourth semester students of STKIP YPM Bangko, there were some important issues captured by the researcher. Almost all of students still confused in forming passive sentences by using direct and indirect object. Some of them didn't know what is direct and indirect objects. The researcher analyzed that students at fourth semester have problem of passive sentences especially in using direct and indirect objects.

REVIEW OF RELATED LITERATURE

Related Theory

The Nature of Sentence

A sentence is the largest grammatical unit in language. It communicates a complete thought an assertion, question, command, or exclamation. In general, assertions and questions the overwhelming majority of sentences require a subject and a verb, put together in a way that can stand alone, resulting in what is called an independent clause.

The Nature of Passive Sentence

In general we tend to use the active voice. That is when a subject does an action to an object. Wicaksono (1997: 203) states that passive sentence is a sentence that the subject receives the action of the verb. The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is. Active voice describes a sentence where the subject performs the action stated by the verb. In passive voice sentences, the subject is acted upon by the verb.

In addition, Azar (1999: 120) states that in the passive, the object of an action verb becomes the subject of the passive verb. Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not

possible to use verbs such as happen, help, come and seem (intransitive verbs) in the passive.

Formula of Passive Sentences by using Direct and Indirect Objects

> **S + to be + Verb III + D.O + I.O + by + O**

Example:

1. Someone gave <u>Mrs. Lee</u> <u>an award</u> (active)   i.o   d.o
    (indirect object)   (direct object)
2. Mrs. Lee was given an award by someone (passive)
3. Someone gave <u>an award</u> <u>to Mrs. Lee</u> (active)   d.o
    i.o
4. An award was given to Mrs. Lee by someone. (passive)

All of examples above have the same meaning.

Direct and Indirect Objects
Indirect Object

An indirect object is a noun or pronoun **to whom / what** or **for whom / what** an action is completed. The indirect object receives the direct object of the sentence. An indirect object is always a <u>noun</u>. An indirect

object answers the question *"to whom?", "for whom?"*

An indirect object is the recipient of the direct object, or an otherwise affected participant in the event. There must be a direct object for an indirect object to be placed in a sentence. In other words an indirect object cannot exist without a direct object.

Examples:

1. They sent him a postcard - *him* is the **indirect object** of the verb *sent. (To whom* did they send a postcard?)
2. He bought his son a bike - *his son* is the **indirect object** of the verb *bought*. (*For whom* did he buy a bike?)

Direct Object

A direct object answers the question *"what?" or "who?"* and a <u>direct object</u> must exist before an indirect object can exist. A direct object is the recipient of the action of the verb.

Examples:

1. David *repaired **his car** → his car* is the **direct object** of the verb *repaired.* (What did David repair?*)
2. He *invited **Mary** to the party → **Mary** is* the **direct**

object of the verb *invited*. (Who did he invite**?**

Based on explanation above, it is supported by Anne (2007: 144) that some verbs have two obejcts. The direct object receives the action of the verb. The indirect object tells to whom or for whom the action is done.

METHODOLOGY OF STUDY

This research was a descriptive quantitative research because its purpose to describe things as the way and analyzed the interrelationship of the data. In line with this, Marczyk et al (2005:16) state that descriptive research was useful because it can provide important information regarding the average member of a group. In doing the research, the researchers collected the data in order to answer the research questions concerning the current status or phenomena regarding the average member of a group.

Related to this, Kothari (2004:37) mentions that a descriptive research studies are those studied which are concern with describing the characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which

something occurs or its association with something else. Descriptive quantitative research is research that collect data about information about one problem of the average member of a group.

The major purpose of descriptive research was description of the state of affairs as it exists at present. Therefore, the researcher used this kind of research design for investigated and reported the fourth semester of English Education Program of STKIP YPM Bangko on passive sentences in the Academic Year 2018/2019.

In the research, the population was all of the fourth semester students of English Department STKIP YPM Bangko academic years 2018/2019. The researchers used total sample technique in taking the sample because the total of population was 26 students.

In this research, the researcher used test to gather data. In gathering the data, the researcher used written test. The writing test the researcher was appropriate with indicators of the materials. The procedure in technique of collecting data in the writing test, the test was in the form of arrange or

change items are offer to the students to fulfill. The researchers give some instructions before do the test. After that, the researchers give 10 questions which have to change become passive sentence and determined the direct and indirect objects in that sentence. Finally, the test is considered to be valid and reliable. The test as the instrument of this research is based on the syllabus or content validity.

In analyzing the data, the researchers used descriptive quatitative method. In this method the researchers described about the students's error in forming passive sentences. The researchers gave the evaluation based on the criteria score that provided in STKIP YPM. The researchers gave 10 items to the students, the focus of scoring 1 every true answer above to students. So, if the samples could answer all tests the samples got score 100. The researchers gave score to students based on this form: (Sudijono, 2012:318)

$$S = \frac{\text{Students' Score}}{\text{Max score}} \times 100$$

RESULT AND DISCUSSION

This chapter describes and discusses the data finding from the research. The result of the reasearch was half of students or 50% of them still low understanding or still error in forming passive sentence by using direct and indirect objects.

The researchers found the data from students' answer sheet in writing test. Based on purpose of the research, there was a main finding of this research: students' error in using direct and indirect objects on sentences at the Fourth Semester of English Education Program. It can be seen in the table below:

Table 1. Analysis of Students Answer Sheet

No	Name	Score	Category	Grade
1	ASA	60	Low	C
2	AS	60	Low	C
3	BAE	60	Low	C
4	CKS	75	Good	B
5	DR	60	Low	C
6	DO	60	Low	C
7	EM	70	Enough	B-
8	FY	75	Good	B
9	FDYP	70	Enough	B-

10	IA	60	Low	C
11	IPP	75	Good	B
12	MDK	70	Enough	B-
13	MF	70	Enough	B-
14	NI	60	Low	C
15	PP	75	Good	B-
16	PEA	60	Low	C
17	RN	60	Low	C
18	SNY	60	Low	C
19	SW	75	Good	B
20	SU	65	Enough	C+
21	SJ	65	Enough	C+
22	TA	60	Low	C
23	UKR	85	Good	A-
24	WS	60	Low	C
25	RHP	60	Low	C
26	HW	90	Very Good	A
Total		1740		
Mean		66.92		

From the data above the score of students in Fourth Semester of English Education Program of STKIP YPM Bangko Academic Year 2018/2019, were 1 student belong to very good understanding (88-100), 6 students were good understanding (73-87), 6 students were enough understanding (63-72), and 13 students were low understanding (53-62). Means of the college students score was 66.92. It means that about 50% students still error in forming passive sentence by using direct and indirect objects.

Table 2. Students' Error in Using Direct and Indirect Objects

No	The Degree of Ability	Range	Total Students
1	Very Good	88-100	1
2	Good	73-87	6
3	Enough	63-72	6
4	Low	53-62	13
5	Very Low	0-52	-

From table above, there was 1 student got score 88-100 or 3.84 %, 6 students got score 73-87 or 23.08 %, 6 students got score 63-72 0r 23.08 %, and 13 students got score 53-62 or 50%. It shown that 7 students have high understanding on direct and indirect objects, 19 students have low understanding in using direct and indirect objects.

In doing the test, many students or 50% of them can't to change the active become passive by using indirect and direct objects. For example in question no. 1:

Someone handed Ann a menu at the restaurant (active sentence)

Note:

Someone = Subject

Ann = Indirect object

A menu = Direct object

Answer:

1. *Ann was handed a menu at the restaurant by someone (passive sentence)*

2. *A menu was handed to Ann by someone*

For the answer the students may choose one of them, they can use indirect object or direct object as subject of passive sentence. Actually about 50% students still confused to used indirect object and direct object in forming passive sentence.

When the students change that sentence become passive, they got difficulties which one indirect object and direct object. Beside that they got confused to determined subject in passive sentence. While Azar (1999: 125) states that indirect object and direct object may become as subject.

Then, the researcher concluded that students understanding in forming passive sentences by using direct and indirect objects at Fourth Semester of English Education Program of STKIP

YPM Bangko Academic Year 2018/2019 were low.

There was main purpose of this research as stayed in chapter 1: to find out the students' error of fourth semester of English Education Program in using direct and indirect objects on passive sentences. Based on the finding above, the researcher concludes that students' error in forming passive sentences by using direct and indirect objects was high. From the students work sheet can conclude that the students have low understanding in using direct and indirect objects on sentences.

In discussion, it was indicated that about 50% students had error in using direct and indirect objects in forming passive sentences. The students still confused in determined indirect object and direct object as subject in passive sentences. It was supported from their score of written test. Then, the result of test shown that the mean score of the students was 66.92 or C+. It is supported by Azar (1999: 125), either an indirect object or a direct object may be come the subject of a passsive sentence. When the direct object becomes the subject, *to* is usually used in front of the

indirect obejct. In the passive, the object of an active become the subject of the passive.

In this research, the researcher found case about students' error of passive sentences which focus on direct and indirect objects were in determining subject and object in forming passive sentence.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research finding and data analysis, it can be concluded that: students' error in using direct and indirect objects on passive sentences at Fourth Semester of English Education Program of STKIP YPM Bangko in Academic Year of 2018/2019 were high. It can be seen from the mean score of students test. And the percentage students from 100% are 1 student or 3.85 % was very good, 6 students or 23.08 % were good, 6 students or 23.08 % was enough, and 13 students or 50 % was low.

Suggestion

The researchers would like to put forward some suggestions that may be useful for the lecturers especially the English lecturers in teaching structure. This research

emphasizes on increasing learning outcomes that include improved students' understanding in using direct and indirect objects on passive sentences. Based on the conclusion above, the researcher gives suggestion for the lecturer who teaches structure, give attention to some crucial aspects on direct and indirect objects. Then, for other researchers who continue and take this thesis be comparative learning to other research, make sure and clear explanation and active in writing and give idea. And the last for the students are expected to Fourth Semester of English Education Program in STKIP YPM Bangko Academic Year 2018/2019 further enhance understanding in using direct and indirect objects on passive sentences.

From the explanation above, it can be concluded that implication of teaching direct and indirect objects can give various benefit especially in this case in teaching the passive sentence. It gives a space for students to obtain and analyze that materials in more details. In addition, the passive is an aspect of English grammar that demands the teaching and learning of verbs. The implication is that there is

need for the content of grammar instruction on the English passive to address in details its forms, functions and meanings using materials drawn from the students' experiental background. Beside that, it will raise the learner's awareness of the structure of the English passive sentence. It is hoped that the findings of this paper would be beneficial to the teachers and lecturers in teaching the English language.

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