

ERROR ANALYSIS ON THE USE OF PASSIVE VOICE IN STUDENTS' THESIS PROPOSAL

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ABSTRACT

This study is aimed at analyzing types and causes of the students' errors in the use of passive voice in their thesis proposals. The study used document analysis, by analyzing sentences taken from 30 selected thesis proposals of three different interest: literature, linguistics, and teaching. The collected data were classified based on the types of errors using Dulay's Theory, and were analyzed to discover the causes of the errors using theory from Norrish (1983). From the 30 selected proposals, there were forty-three sentences found to have errors in using passive with different types. Eight sentences are identified as having addition errors, 16 sentences are marked to contain omission error, 17 sentences have misformation error, and two sentences contain (2) misordering errors. The most errors occurred were misformation types, followed by omission, and addition. Regarding to the causes of errors, the addition errors were mostly caused by translation and first language interference. These occurred when the students tried to translate their L1 into L2. The omission errors, on the other hand, were caused mostly by students' carelessness. Fourteen out of sixteen errors of this type occurred because the students forgot to include 'to be' in their passive sentences. Most of the misformation errors were caused by the use of the wrong form of structure. Meanwhile, misordering errors were mainly caused by translation when students tried to transfer their L1 into L2. Some students misused the order of a statement to a question.

Key words: Error analysis, passive voice, types and causes, descriptive qualitative

I. INTRODUCTION

1.1. Background of the Research

Among the four English skills namely ; listening, reading, speaking and writing, the latest mentioned is sometimes considered as the hardest task for some college students as it demands them more thinking and carefulness for language processing. Some difficulties may be caused either by lack of experience and writing practice or insufficient language knowledge such as grammar and vocabulary. In their previous schools, the art of writing was not the first thing to be seriously taught. Some English teachers might think that writing is only possible to

be given to upper level students or after they have sufficient exposure to other language skills and knowledge. Writing in school classrooms, if given, focuses on giving reinforcement to students' knowledge in structure and vocabulary. This phase of writing is called writing for learning. Harmer ,(2007: 112) states that writing for learning is used as a practice tool to help students practice and work with language they have been studying. It is, therefore, not sufficient to be the basis for writing process in universities that demands more techniques and various genres.

In higher education or universities, especially for English department students, writing is an important skill that every student should be able to deal with in order to be successful in preparing their final project. Writing well means conveying thoughts, ideas, and facts in simple and clear language. (David, 2014). Good writing skills are expected to have been achieved by sixth or seventh semester students who are required to write research papers in English. For this purpose, it is necessary that they be able to put forth

the right facts and information. Also, the research papers should be free from spelling and grammar errors.

The main purpose for giving students writing tasks in higher education is writing for writing which means allowing students to develop their skills to be good writers. As Harmer (2007:112) emphasizes that the main purpose for activities of writing for writing is that students should become better at writing, whatever kind of writing that might be. This means that in this phase of writing, students should be directed at developing their writing skills to produce well-organized writings such as reports and research papers.

Thesis proposal is a partial requirement for English department students that has to be prepared and presented before they conduct their complete research. It gives them opportunity not only to explore their knowledge in their field of study but also to produce sentences using all grammar knowledge and writing skills they have learnt. So, it is their responsibility to write well organized sentences with minimum grammatical errors.

Writing thesis proposal requires specific knowledge and techniques as it is a kind of scientific writing. In scientific writing, passive sentences are preferable than

the active sentences for some cases. This is because the object, that is the main issue being discussed, should be given more emphasis than the agent or person doing it. For example, instead of writing ‘ The writer took the data from a novel’ it is preferable to write ‘ The data were taken from a novel.’ The idea of using passive among others is to avoid saying ‘the writer’ too many times throughout the paragraph.

Whether to use passive or active voice in research papers have become a controversial debate in the web among writers. For example, the American Medical Association's AMA Manual of Style (2007) recommends " ...in general, authors should use the active voice, except in instances in which the author is unknown or the interest focuses on what is acted upon." The Publication Manual of the American Psychological Association (APA) has similar advice: " ...prefer the active voice....The passive voice is acceptable in expository writing and when you want to focus on the object or recipient of the action rather than on the actor." Meanwhile, other writers claim that passive voice is inherently more scientific than active voice: “The use of the passive voice encourages precision and probity” (Leather, 2013). This controversy may bring about confusion for students. So, it is important to decide when or in which part of research papers should passive or active voice be used.

The rules for using passive voice in writing research papers should have been learnt by seventh semester students of English Department when they had scientific or academic writing. However, as they are writing their thesis proposal, the rules tend to be disobeyed. This research is concerned about this phenomenon and is intended to find out types of errors that the students made and what caused them. For this reason, some students’ thesis proposals are taken as the object of this research.

1.2. Statements of the Problems

Regarding to the issues being discussed, the problems to be analyzed in this research are formulated as follows:

1. What types of errors are made by the students in using passive sentences of their thesis proposal?
2. What are the causes of errors in using passive sentences in the students' thesis proposal?

1.3. Scope and Limitation of the Research

Writing thesis proposal requires specific knowledge and skills. Grammar is knowledge about rules and usage of tenses and other aspects that plays important role in helping students to write good sentences. This research, however, focuses only on analyzing students' errors in using passive sentence in writing thesis proposal by seventh semester students of English Department, Faculty of Letters, Pamulang University. The data were collected from three research methodology classes that were preparing thesis proposals as their final projects.

1.4. Goals of the Research

The goals of this research are:

1. To identify types of errors that are found in the use of passive sentences of students' thesis proposal.
2. To analyze the causes of errors in using passive sentences of students' thesis Proposal.

1.5. Functions of the Research

This research is expected to have the following functions:

1. To diagnose the problems in writing thesis proposal and to fix the students' errors especially in using passive in scientific writing.
2. To be a guide for students in writing their thesis proposal as well as a reference for advisors in guiding their students' thesis writing
3. To give better insight for students in the use of passive in writing thesis proposal.

II. LITERATURE REVIEW

2.1 Error Analysis

According to Richard (1985:96) error analysis is the study and analysis of the errors made by second and foreign language learners. Based on the statement, error analysis may be carried out in order to find out how a student learns a language and to find out how well he or she knows a language. Furthermore, Richard et. al.(1985:95) mention that an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error is the use of a linguistic item (e.g. a word, a grammatical item, a speech, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.

2.2. The Difference between Errors and Mistakes

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, which are technically two very different phenomena.

According to Ellis (1994), mistake –refers to a performance error that is either a random guess or a “slip”, in that is a failure to utilize a known system correctly. Native speakers make mistakes. When attention is called to them, they can be self-corrected. While error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner (Does John can sing?). In addition, Corder (1974) mentions that the distinction between errors and mistakes are: error takes place when the deviation arises as a result of lack of knowledge (lack of competence) while mistake occurs when learners fail to perform their competence Feature of native speaker speech: Competing plans, Memory limitations, Lack of automaticity.

Language learning is like any other human learning. L2 learning is a process that is clearly not unlike L1 learning in its trial-and-error nature. Inevitably, learners will make mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors. Corder (1974) noted: “a learner’s errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.” It means that learners may take advantages from making errors as they get experience in learning.

2.3 Types of Errors

Types of errors, according to Corder (1974) are classified into three: 1) Pre-systematic errors which occur when the learner is unaware of the existence of a particular rule in the target language. These are random, the learner cannot give any account of why a particular form is chosen; 2) Systematic errors that occur when the learner has discovered a rule but it is the wrong one. The learner is unable to correct the errors but can explain the mistaken rule used and type; 3) Post-systematic errors which occurs when the learner knows the correct target language rule but uses it inconsistently (makes a mistake) the learner can explain the target-language rule that is normally used.

Dulay in Kaswan (2010:50-52) divide errors into the following categories: (1) omission, (2) additions, (3) misformation, and (4) misordering.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any particle or word in a sentence is a potential candidate for omission, some types of items are omitted more than others. Language learners omit grammatical items or function words (e.g. is, the, of, an, etc.) much more frequently than content words (e.g. nouns, verbs, adjectives, adverbs).

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of SLA, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.

3. Misformation

Misformation refers to “the use of the wrong form of structure”.

4. Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance: ‘He is *all the time* late’.

2.4 Causes of Errors

Errors may be caused by several factors. According to Norrish (1983:21-26) the causes of errors can be classified into three types namely carelessness, first language interference, and translation.

1. Carelessness

Carelessness is related to lack of motivation. If students are lack of motivation in learning or writing assignments, it will be easier for them to make errors. Norrish (1983: 21) mentions, “ It is not always the students’ fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him” It means that students could be bored by the materials themselves because of the contents or the way they are written or presented.

5. First Language Interference

First language interference may lead to errors in students’ language learning. Norish (1983: 22) states, “ It was commonly believed until fairly recently that learning a language (a mother tongue or a foreign language) was a matter of habit formation.” It means that first language interference occurs when old habits (in mother tongue) interfere new habits in the target language. The learner’s utterances were thought to be gradually ‘shaped’ towards those of the language he was learning. With the mother tongue, for example, sounds were uttered by the young child which was resembled by approval of his parents. It was this rewarding , either by increased attention from his parents or the child’s wants being satisfied, which led in turn to repetition of the utterance and the subsequent formation of linguistic habit.

6. Translation

The most common errors occur when learners try to translate his first language (mother tongue) sentences into the target language. As Norrish (1983: 26) states that translating word by word especially of idiomatic expression can produce classic howlers.

2.5 Reasons for Using Passive and Active Sentences

The idea of choosing a passive rather than an active sentence is to emphasize that an object is more important than the agent or the person doing an action or an activity. In some situations a passive rather than an active sentence is typically chosen. Azar (2006:211) suggests, “The passive is most frequently used when it is not known or not important to know exactly who performs an action.” It means if the doer is not very important or unknown, a passive is preferred. For instances, when the agent is not known as in : “My office was broken into when I was on holiday”, or when the agent is people in general as in : An ATM

machine can be found in some supermarket. Another example can be observed in “ He is thought to be somewhere in Australia. In this sentence the agent is not important. Hewings (2005:48) proposes the clearest example that gives reason for using passive, that is, when the agent is obvious, such as: She is being treated in hospital (The agent is clearly ‘ medical staff’).

In some sentences, passive voice can be perfectly acceptable. Corson and Smollett (2014) suggest that passive might be used in the following cases:

1. The actor is unknown:

The cave paintings of Lascaux were made in the Upper Old Stone Age. [We don't know who made them.]

2. The actor is irrelevant:

An experimental solar power plant will be built in the Australian desert. [We are not interested in who is building it.]

3. You want to be vague about who is responsible:

Mistakes were made. [Common in bureaucratic writing!]

4. You are talking about a general truth:

Rules are made to be broken. [By whomever, whenever.]

5. You want to emphasize the person or thing acted on. For example, it may be your main topic:

Insulin was first discovered in 1921 by researchers at the University of Toronto. It is still the only treatment available for diabetes.

6. You are writing in a scientific genre that traditionally relies on passive voice. Passive voice is often preferred in lab reports and scientific research papers, most notably in the Materials and Methods section:

The sodium hydroxide was dissolved in water. This solution was then titrated with hydrochloric acid.

In these sentences you can count on your readers to know that you are the one who did the dissolving and the titrating. The passive voice places the emphasis on your experiment rather than on you.

2.6. Using Passive in Scientific Writing

Scientific writing (or writing a research paper) requires not only correctness in paragraphing, spelling, and punctuation, but also appropriateness in using grammar. A good scientific writing must contain quotations from some experts, the theories of whom are used in analyzing data. The more the writer quote, the more scientific the writing will be. Quotations in

research paper can be either directly or indirectly. Indirect quotation means reporting what an

expert has said or defined in indirect statement. In this case, passive verbs are often used to show that the information is emphasized or more important. Hewings (2005: 50) states, "Another common way of reporting what is said by an unspecified group of people is to use 'it+passive verb+that clause'. Using this pattern can allow us to put important information at the end of the sentence." The statement means that the important information is still emphasized although it is given at the second part of the sentence. For instances:

It is reported that the damage is extensive.

It has been acknowledged that underfunding contributed to the problem.

In 1981 it was believed that there were only two experts on the disease in the country.

Other verbs that can be used in this pattern include: allege, announce, assume, calculate, claim, consider, demonstrate, discover, establish, estimate, expect, find, know, mention, recommend, reveal, say, show, suggest, suppose, think, understand.

Careful writer should know where to put the important issue. In English we usually prefer to put the topic (what is already being talked about) at the beginning of a sentence (or clause) and

a comment on that topic at the end. For this purpose, the passive is used. (Hewings, 2005:48). Compare these two texts and notice where the topic (underlined) is placed in the second sentence of each. The second sentence uses a passive where the emphasis is on the equipment.

1) The three machines tested for the report contained different types of safety valve.

The Boron Group in Germany manufactured all the equipment.

2) The three machines tested for the report contained different types of safety valve.

All the equipment was manufactured by Boron Group in Germany.

Jagtenberg and D'Alton (1989) give some reasons for using passive in academic writing, that we very often **don't want to focus on** who is doing an action, but on who is

receiving or experiencing the action. The passive voice is thus extremely useful in academic writing because it allows writers to highlight the most important participants or events within sentences by placing them at the beginning of the sentence. In the following sentences, the passive construction is preferable because you want readers to focus on the result of an action rather than the person doing the action.

Active: Scientists **classify** glass as a solid.

Passive: Glass **is classified** as a solid.

The passive sentence focuses on **how glass is classified**, rather than on who classifies glass.

In addition, in academic writing sometimes it is obvious, irrelevant or repetitive to state who the 'doer' of the sentence is: thus the passive voice is a useful way to construct these types of sentences. It is also a way that the use of informal personal pronouns can be avoided; for example,

One type of work group, the semi-autonomous work group, **is discussed** in a section later in this chapter.

From the sentence, it is obvious that it is the author who will be doing the discussing. The passive is used to avoid repeated reference to the known doer of the action (ie. the observers):

The handwashing practices of staff **were observed** by 4 members of the nursing staff during rostered shifts. Handwashing, or failure to handwash, following patient contact **was recorded**. Leaving the area without handwashing **was considered** failure to wash.

The passive allows you to avoid using a personal pronoun (...by us), for instance :

“The number of seeds found in ant nests **were counted**.”

Sometimes in academic writing it might be expedient to use the passive voice in order to avoid naming the 'doer' of an action so that the message of your text is less inflammatory; for example, read the following excerpt:

In this ideology the argument **used** to sustain the subjugation of women has largely rested on premises about biological difference - the biological differences between men and women **have been used** to legitimate hierarchical structures of social inequality. Women, because of their biological function as child bearers, **have been**

traditionally confined to the domestic sphere and **excluded** from the world 'out there'.

The identity of the 'doer' in this text could be interpreted as society, the dominant social paradigm or males.

Most scientists use passive voice either out of habit or to make themselves seem scholarly, objective, or sophisticated. Scientists have not always written in passive voice. First-person

pronouns such as *I* and *we* began to disappear from scientific writing in the United States in the 1920s when active voice was replaced by today's inflexible, impersonal and often boring style of scientific writing. (Moore in [https://cgi.duke.edu/web/sciwriting/index.php?action=passive voice](https://cgi.duke.edu/web/sciwriting/index.php?action=passive%20voice), 2014)

III. RESEARCH METHODOLOGY

Descriptive qualitative approach is used in this research as it is based on the phenomena found in students' process of writing thesis proposals. Besides, the data were collected by documenting sentences of students' thesis proposals from research methodology class of seven semester academic year 2014/2015. The collected data were then analysed based on the theory of error analysis by Dulay (2010), Corder (1974), and Norrish (1983). Crowl (1996:10) states that qualitative research methods are used to examine questions that can best be answered by verbally describing how participants in a study perceive and interpret various aspects of their environment. In addition, qualitative research is a research that intends to understand the phenomenon or what is experienced by the subject of the research such as behaviour, perceptions, motivations, actions, and other holistically and by means of a description in the form of words and language in a special context as well as to take advantage of variety of natural methods of natural causes (Tohirin, 2012:3).

IV. FINDINGS AND DISCUSSION

The data which were collected from students' thesis proposals in research methodology class of different interest are classified based on their types. There are 43 data of students' errors found which are divided into four types based on Dulay Theory (2010), namely addition, omission, misformation, and misordering. While the causes of errors for each type are analyzed using theory from Norrish (1983:21-26) who divides the causes of errors into three: carelessness, first language interference, and translation.

4.1 Addition Errors

No	Students' Errors	Corrections
1	What kinds of conversational maxims violations that are found in "Underground" Novel written by Ika Natassa?	What kinds of conversational maxims violations are found in "Underground" Novel written by Ika Natassa?
2	The novel being chosen as the data source is "Underground" written by Ika Natassa.	The novel chosen as the data source is "Underground" written by Ika Natassa.
3	The Direct Method of teachig is often to used in teaching foreign languages, ..	The Direct Method of teachig is often used in teaching foreign languages, ...
4	Pictures as the media it was called "Audio-Visual Aids"	Pictures as the media are called "Audio-Visual Aids"
5	The film that analyzed in this study is a contemporary film, ...	The film analyzed in this study is a contemporary film, ...
6	The film which chosen here is "Perfume".	The film chosen here is "Perfume".
7	The methodology that used in this study is CLT	The methodology used in this study is CLT
8	English is more used as a medium ...	English is used (is commonly used) as a medium ...

Out of fourty-three (43) data found, there are 8 identified as addition errors. These errors are mostly caused by translation and first language interference. These occur when

learners try to translate their first language (mother tongue) sentences into the target language.

In sentence 1 the word ‘that’ in ‘that are found’ is not necessary because it is a question. So, it is better to write: ‘What are found in...?’ In sentence 2 the word ‘being’ is not relevant as the novel has already been chosen, and is a form of a participial phrase that does not require to be. This error happens to sentence 5, 6, and 7. In Sentence 3, the verb used in correct (past participle), but the addition ‘to’ is not clear because ‘to’ is used with infinitive. In sentence 4, the addition ‘it’ is overwhelming since the sentence already has a subject. While in sentence 8, the addition ‘more’ is not relevant because ‘more’ is used to intensify adjectives not verbs.

4.2.2 Omission Errors

No	Students’ Errors	Corrections
1	Psychoanalysis is one of the literary criticisms that usually used _to describe conscious and unconscious elements of mind...	Psychoanalysis is one of the literary criticisms that is usually used _to describe conscious and unconscious elements of mind...
2	Qualitative research is use to help us ...	Qualitative research is used to help us ...
3	Children’s literature divided into several types.	Children’s literature is divided into several types.
4	... context is a background knowledge that shared by speaker and hearer context is a background knowledge that is shared by speaker and hearer ...
5	English particularly is the most dominant language that spoken around the world.	English particularly is the most dominant language that is spoken around the world.
6	Many literary works often associated with culture, art, and history.	Many literary works are often associated with culture, art, and history.
7	When it shown on a screen, it creates the illusion of moving images.	When it is shown on a screen, it creates the illusion of moving images.
8	Language variation can be focus on two aspects, ...	Language variation can be focused on two aspects, ...
9	All the data that have been collected are	All the data that have been collected are

	classify and analyze ...	classified and analyzed ...
10	Minor character also known as supporting character.	Minor character is also known as supporting character.
11	Songs composed of various stanzas that express ideas, ...	Songs are composed of various stanzas that express ideas, ...
12	Metaphore classified into three, they are ...	Metaphore is classified into three, they are ...
13	The important things to analyzed from the intrinsic elements ...	The important things to be analyzed from the intrinsic elements ...
14	In this study the writer interested in analyzing plots and moral values.	In this study the writer is interested in analyzing plots and moral values.
15	Psychoanalysis is a branch of science which has developed by Sigmund Freud.	Psychoanalysis is a branch of science which has been developed by Sigmund Freud.
16	There are two approaches that can used to analyze a film.	There are two approaches that can be used to analyze a film.

Sixteen out of forty-three data are marked as Omission Error. This type of errors occur mostly because of students' carelessness. Most of the omission errors (14 out of 16) occur because students forget to include to be in their passive sentences. Two of them (sentence 2 and 8) happens because they forget to add '-ed' in the verb. In passive, the verb used must be verb III (past participle).

4.3. Misformation Errors

No	Students' Errors	Corrections
1	Film genre divide into three parts ...	Film genre is divided into three parts ...
2	Animated films is produced by creating images ...	Animated films are produced by creating images ...
3	Jargons that use in BCA EDC is interesting	Jargons that are used in BCA EDC are interesting
4	...the data is taken from the content of <i>ilook</i> TV Program.	...the data were taken from the content of <i>ilook</i> TV Program.
5	Clouds picture book which can analyze through two aspects ...	Clouds picture book which can be analyzed through two aspects ...

6	...to find out the Existentialist Feminism that represent in this film.	...to find out the Existentialist Feminism that is represented in this film.
7	Language is the most important of human's component life and its existence is complemented the process of communication	Language is the most important of human's component life and its existence complemented the process of communication (or= The process of communication is complemented by its existence)
8	...although telling stories can be uses for teaching tenses,although telling stories can be used for teaching tenses, ...
9	...this study was hold at Kindergartenthis study was held at Kindergarten ...
10	Today, literary works not only can enjoy by reading it, but also...	Today, literary works not only can be enjoyed by reading it, but also...
11	This research uses theories of O'Grady...	Theories of O'Grady are used in this research /Instead of: The writer uses theories of O'Grady... (active voice)
12	... inflection is expresses primarily by means of affixes.	... inflection is expressed primarily by means of affixes.
13	This study used descriptive qualitative in analyzing semiotics ...	Descriptive qualitative is used in analyzing semiotics ...
14	The approach uses in this study is descriptive qualitative	The approach used in this study is descriptive qualitative
15	The primary data in this study take from the Dark Field novel by alan Glynn	The primary data in this study were taken from the Dark Field novel by alan Glynn
16	The data was collected by using some ways, such as interview, observation, and test.	The data were collected by using some ways, such as interview, observation, and test.
17	All data which is analyzed in this study is classified based on Freud's Theory	All of the data (which are) analyzed (or = to be analyzed) in this study are classified based on Freud's Theory

Discussion

There are 17 data of misformation errors. As the theory suggests, misformation refers to “the use of the wrong form of structure”. Most of this type of errors found were caused by students’ lacking in grammar knowledge. Seven out of seventeen errors (sentence 1, 3, 5, 6, 10, 11, 13) were caused by students’ misunderstanding about passive or active sentence. They still cannot see clearly the different between them. In those sentences, they have put the important part - the issue being discussed, at the beginning of a sentence to be a subject; however, the sentences were still in active forms. They failed to use the passive construction that is (be+past participles). Five sentences (sentence 8, 9, 12, 14, 15) were identified to have errors in using verb forms. Four sentences (2, 4, 16, 17) contain errors in subject-verb agreement, that is, in using singular or plural forms of verb ‘be’. In sentence 7, the phrase ‘its existence’ is the agent of active sentence. The object has not been reversed into subject. It should be: The process of communication is complemented by its existence. Misformation errors are also caused by students’ first language interference and translation. There are some items such as ‘to be’ (is, am, are, was, were, been, be) and auxiliary ‘do, does, did’ that do not exist in students’ native language.

4.4 Misordering Errors

No	Students’ Errors	Corrections
1	How the main character is described in the Importance of Being Earnest Film?	How is the main character described in the Importance of Being Earnest Film?
2	How is the writer developed plot in Devergent Film?	How is plot developed in Devergent Film?

Discussion :

The least errors made by the students were misordering type. Misordering errors are mainly caused by translation, that is, when students try to transfer their L1 into L2 they are likely to make errors. In sentence 1, students misunderstand between the order of a question and a statement. In questions, the verb ‘be’ must come just after question words. If it is placed after the subject, it become a noun clause, and it sounds statement .In sentence 2, the subject should be ‘plot’ and the word ‘the writer’ is not necessarily included as it is clear that it is the writer who developed the plot.

V. CONCLUSION

Writing thesis proposal as one of the scientific writing genre requires not only correctness in paragraphing, spelling, and punctuation, but also appropriateness in using grammar. Using passive are often preferred in scientific writing to show that the information is emphasized or more important. Based on the collected data from students' thesis proposals in research methodology class of different interest, most students have used passive sentences in writing their thesis proposal. However, they still made errors which can be classified into addition, omission, misformation, and misordering. There are 43 data of students' errors found with the four different types. Eight sentences are identified as having addition errors, 16 are marked to contain omission error, 17 misformation error, and two (2) misordering errors. The most errors occurred are misformation types, followed by omission, and addition. This means that the students need to learn more about the rules and the construction of passive sentences.

Regarding to the causes of errors, the addition errors are mostly caused by translation and first language interference. These occurred when students tried to translate their L1 into L2. The omission errors, on the other hand, are caused mostly by students' carelessness. Fourteen out of sixteen errors of this type occurred because the students forgot to include 'to be' in their passive sentences. While misformation errors, most of them were caused by the use of the wrong form of structure. The last type, misordering errors were mainly caused by translation when students tried to transfer their L1 into L2. Some students misused the order of a statement to a question.

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