

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Research**

Writing is one of the language skills to state the writer's idea in the written form of language. In scientific writing, it is a must to contemplate language features such as grammar or sentence structure. Widiadnya (2021) stated that the main concept of English is grammar as it is basic knowledge in understanding English. Whereas the structure of sentences is the construction of the basic grammatical constituents in a sentence. Moreover, there are many requirements that the writer needs in order to write scientific writing correctly. One of the requirements is mastering the components of scientific writing such as the introduction chapter of an undergraduate thesis. In other words, mastering both the language features and the components of scientific writing is very significant.

In line with the introduction chapter of an undergraduate thesis, it introduces the topic of the thesis by presenting the background and general overview of the research. From this chapter, the writer begins to build and develop the ideality and set up the problems and the expected benefits that might be gained from the thesis. Hence, one of the criteria of an adequate undergraduate thesis is a qualified introduction chapter.

Furthermore, writing an adequate undergraduate thesis means compromising the quality of the thesis by considering the language features. One of the language features is the structure of sentences. In addition, passive voice is one of the grammatical structures of sentences. According to Sinamo (2019), passive voice is a sentence where the subject is done work by the object of the sentence. Princess (2018) stated the aim of using passive voice in discourse is to avoid the use of personal pronouns, such as "I" or "We", as it is not encouraged in scientific discourse. It is used when the writer needs to change the object of the active sentence structure into the subject of the passive one. In fact, the practice of passive voice in scientific writing is very important,

and it becomes a primary need as it reflects the quality of the discourse. In other words, scientific writing which applies passive voice appropriately is effectually more scientific than that which does not. Therefore, it is assured that the use of passive voice is necessitated in scientific writing and discourse.

Nevertheless, the application of passive voice is not a simple matter, especially in scientific writing. There are many factors behind it. Handayani (2018) stated some reasons why applying passive voice is still an issue; learners are most likely confused when it comes to changing the form of a sentence into a passive voice, minimum grammar comprehension, and the difficulties in applying regular and irregular verbs in a sentence in a correct way. It is not easy to conceive the forms of passive voice as several types of passive voice are barely used in writing. Besides, it is also difficult to apply passive voice in scientific writing without practice, as the negative impact of not carrying out good practice in using passive voice is the poor quality of the writing. In other words, one of many factors that determines the quality of scientific writing, whether it is decent or poor, is the accuracy and correctness of using passive voice. Hence, the writer did a pre-research on the introduction chapter of a student's thesis, and the result is as explained below:

The researcher visited [eprints.umk.ac.id](http://eprints.umk.ac.id) and discovered a thesis from 2020 that is belong to a student from English Education Department. The first chapter of the thesis was fully written in English. In the first sub-chapter of the introduction chapter, the writer found some errors in the use of passive voice, for example:

*The students in senior high school still learn about writing, writing is difficult **to learn** by them.*

The sentence “*writing is difficult **to learn** by...*” above is incorrect. It is because the past participle form of **learn** is **learned**. Also, there must be *to be* verb before the past participle verb in a passive voice sentence. In this case, the correct sentence is “*writing is difficult **to be learned** by...*” with *to be* verb “be” before the word *learned*.

*In this research, the writer **interested** in research to help the teacher know the problem faced in learning descriptive text.*

The sentence “*the writer **interested** in...*” above is incorrect. It is because there must be *to be* verb before the past participle verb in a passive voice. In this case, the correct sentence is “*the writer **is interested** in...*” with *to be* verb “is” before the word *interested*.

According to the result of the pre-research above, it can be deduced that the errors in the use of passive voice were still found. Thus, it is very urgent to conduct research in order to examine the errors in the use of passive voice in the introduction chapter.

Furthermore, this research is related to several previous pieces of research. One of them is done by Utami (2018) entitled “Grammatical Problems in Introduction Section of Thesis Written by English Literature Students” and the result was 152 errors found in the introduction chapter. The second one is “Grammatical Error on the Thesis” by Niati and Erippudin (2019) which stated that 19% of the total errors were found in the introduction chapter. These two studies have led the researcher to propose and conduct this research using the introduction chapter as the data resource.

Moreover, the third prior research was conducted by Alvin (2014) who conducted a study entitled “The Passive Voice in Scientific Writing: The Current Norm in Science Journals”. It was founded that out of all clauses used in the articles, about 30% were passive clauses. In addition, the fourth prior research was held by Sugeng (2016) entitled “Common Grammatical Errors in the Use of English as a Foreign Language: A Case in Students’ Undergraduate Theses” and the findings of this research showed that passive voice errors were found in approximately 7% of the total errors. This number is considered apprehensive as the scale of this study is quite big. These two pieces indicate that the passive voice is still relevant and used in scientific discourses. However, errors still can be found in some theses, which appertain to scientific discourse, specifically in the use of passive voice.

Therefore, the researcher proposed this research entitled “**Error Analysis on the Use of Passive Voice in the Introduction Chapter of Undergraduate Students’ Theses of English Education Department of Universitas Muria Kudus**”.

#### **B. Statement of the Research**

Based on the background above, the researcher had outlined the statement of this research as follows:

1. What are the forms of passive voice error in the introduction chapter of undergraduate students’ theses of English Education Department of Universitas Muria Kudus?
2. What is the most dominant passive voice error in the introduction chapter of undergraduate students’ theses of English Education Department of Universitas Muria Kudus?

#### **C. Objective of the Research**

The objectives of this research are stated as follow:

1. To identify the forms of passive voice error in the introduction chapter of undergraduate students’ theses of the English Education Department of Universitas Muria Kudus.
2. To identify the most dominant passive voice error in the introduction chapter of undergraduate students’ theses of English Education Department of Universitas Muria Kudus.

#### **D. Significance of the Research**

This research is expected to be beneficial for the students to improve the quality of their scientific writings in the future, especially in the use of the language feature of sentence structure specifically in applying passive voice. Furthermore, the researcher hopes this research will be useful as:

1. As additional information related to how to use passive voice in scientific writing and discourse for the students.
2. As examples of the use of passive voice in scientific writing and discourse for the students.

## **E. Scope of the Research**

In this research, the researcher focused on an error analysis of the use of passive voice in 30 introduction chapters of the S1 theses in the academic year 2019 of the English Education Department of Universitas Muria Kudus.

## **F. Operational Definitions**

### **1. Error Analysis**

According to Yasim (2018), error analysis is a method to gain information from inappropriate performance by second language learners which can be meaningful source to help teachers determining whether the learning process is successful or not. Ellis (1997) also stated errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. It indicates a lack of knowledge about the target language might cause errors. Furthermore, learning the target language is a process that is presumably different from learning the first language and it will naturally cause the most errors.

### **2. Passive Voice**

Passive voice is a form of a verb that is used when the object of an active sentence becomes the subject of a passive sentence. It is simply characterized by the change of the verb into the form of a past participle.

### **3. Introduction Chapter**

According to Bailey (2003), the introduction is an obligation in scientific writing because this chapter explains not only the main topic but also the fact and the problems. It means that in the introduction chapter, the researcher explains the background, purpose, and problems of the research generally.

### **4. Undergraduate Students' Theses of English Education Department of Universitas Muria Kudus**

Undergraduate students' theses of English Education Department of Universitas Muria Kudus are the data source of this research. It refers to 30 English Education theses that are published in 2019 in the repository of Universitas Muria Kudus ([eprints.umk.ac.id](http://eprints.umk.ac.id)).