Contrastive Analysis on Syntactic Errors in English Writing Skill by Students of Ruhul Islam Anak Bangsa Islamic Boarding School

A Thesis Submitted to Letters and Humanities Faculty In Partial Fulfilment of the Requirements For The Degree of Strata One

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ENGLISH LETTERS DEPARTMENT ADAB DAN HUMANITIES FACULTY ISLAMIC STATE UNIVERSITY SYARIF HIDAYATULLAH JAKARTA 2014
ABSTRACT


The objective of this research is to find the differences between English and Bahasa Indonesia focusing in passive structure sentence. Also, the purpose of this research is to make students who study English especially for passive sentence topic or also known as passive voice, easiest in learning the target language. The methodology used in this research is qualitative method. The writer gets the data by giving the students of XII grade an exercise to make a story in the two languages which in the story include three or more passive sentences. Then the writer list some sentences with passive structure of English and Bahasa Indonesia and its sign and contrast the passive structure and the distribution syntactic elements in English sentences and Bahasa Indonesia sentences. The results of study showed that the errors that mostly done by students is in the slot of predicate because of the difference between their source language and the target language. The obvious difference appear in the slot of predicate which filled by compose verbal (to be/auxiliary verb+past participle) while in Bahasa Indonesia filled by verbal with or without prefixes (di-, ter-, di-i, di-kan) there is no compose verbal in Bahasa Indonesia.
APPROVAL SHEET

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The thesis entitled above has been defended before the Letters And Humanities Faculty's Examination Committee on December 31st, 2014. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, December 31st, 2014

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, December 31, 2014

Inas Ghina
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All praise is to Allah Subhanah wa ta’ala, the Lord of the world who has authority upon all creation in the whole world. The real writer’s guide whose blessings and mercies have brought the writer until this point. Peace and salutation be upon the greatest prophet Muhammad Shalallahu’alaihi wasalam, his family, companions and adherents.

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Jakarta, December 2014

The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

Between one language and the other have some differences to represent an object. It is generally said that if a speaker or a writer could not find any word to represent something that he or she wants to say in a language which is become their target language, so that mean the culture of the nation who use the language does not have any image to interpret the thing.\(^1\) As Eskimo tribe who has so many words to represent small soft white pieces of ice falling from the sky (snow) based on their types, whereas Bahasa Indonesia doesn’t have any word to represent that thing, so that Bahasa Indonesia absorbed the word from Arabic language that is called ‘saljun ‘ in Arabic transformed into Bahasa Indonesia become ‘salju’.

The case above shows that the different condition in each region (including geographical position) influences vocabularies owned by a language used by a nation. Lado in Rosamand says that because human has significantly developed in many aspects in life which are called cultures, consistently the learner will misunderstanding the other across culture. If a learner ignores this cultural, the learner will misjudge their cultural neighbours as they constantly do at present.\(^2\) To learn foreign language is not only learn about new vocabularies

and grammar of a language that being learned, but also learn about how to understand the image of a language used by the native speaker of a language. Lee told that to learn a foreign language is learning how to understand the image and the meaning of an image of a language that learned for people who use the language. When a speaker or a reader already understands the image of a language that he or she learns, that is the easy way to use and to understand the language because he or she has a sense of the language and the relation with a nation which has different culture.

Learners’ performance in a second language is influenced by the language or languages that they already know. Sometimes speaker often use foreign language weather in learning practical or daily usage by define the meaning or translate the target language based on their own perception, which is also influence by the first language (source language) that they have, for example; the utterance “saya pergi ke London minggu kemarin” in Bahasa Indonesia transferred into English become “I go to London last week” is definitely wrong. In English, word ‘go’ cannot use to interpret an event which is happen in the past. This sentence should be translated into I went to London last week.

There are many factors of errors that do by the students, for example the errors could happen because the students forget what they have learned about the grammar of the target language, so that the transfer the knowledge of their first

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3 Dorothy Lee, *Universal Grammar* (Masyarakat Linguistik Indonesia, 1980), pp. 3-10

4 Ibid

5 Rosamand *op. cit* p. 13
language into the target language which is not similar can cause an error. Rod told that the learner’s L1 could also facilitate L2 learning. This occurs when there are similarities between the L1 and L2. If there are different patterns between the two languages, this could make some difficulties in learning the target language, so this may be possible for the students to make some errors.

Language teaching methods that use by an institution or a teacher is supposed to apply a method which could make the learners understand the images and the rules of the target language. Language learning method that the most used in a boarding school, especially Islamic boarding school, is using natural method which is a student must use English or Arabic language fluctuate for each week, and the students also get two new vocabularies in every morning except in Saturday and Sunday. There is no obligation to speak with the true grammar; they only have to speak in English or Arabic language. It is the case that becomes a problem in language learning in a boarding school, an image of the target language (TL) often do not heed by students who learn the TL, students used to transfer their L1 into the L2.

Students transfer language could be positive transfer (facilitation) or negative transfer (errors). In the case of L2 however the notion of ‘unlearning’ made little sense, as learners clearly did not need to forget their L1 in order to acquire L2, although in some cases loss of native language might take place eventually.

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7 Rod Ellis, *loc. cit*
8 Rod Ellis, *op. cit.* p. 349
Language ability of boarding school students probably do not get any problem to communicate with their friends among the boarding school, but they will face the problem in writing skill or academic writing skill which students have to pay attention to the grammar that valid in English as the Target Language (TG), if the students do not fix the grammar of the target language, they will face a problem in writing skill. Although students already get a lesson in English class about the grammar, errors might also happen because of their habit in English daily conversation and the influence of the source language grammar.

In the mid-twentieth century, under the influence of behaviourist learning theory, errors were often viewed as the result of ‘bad habits’, which could be eradicated if only learners did enough rote learning and pattern drilling using target language models.9

English grammar has some differences from the grammar of Bahasa Indonesia. For example, we can find verb change in English grammar based on when the events happen, but in Bahasa Indonesia we couldn’t find this kind of tense. This is why the writer wants to do a research about language structure errors of boarding school students in writing skill focusing on verb changes in active into passive voice sentences by using contrastive analysis in order to find some differences between the two languages that can cause an error.

9Ibid. p.10
B. Focus of the Study

Based on background of study has explained before, this research will analyze English language structure focus in passive voice between the two languages that used by students of a boarding school, and the influence of the source language culture (Bahasa Indonesia) into English writing skill usage as a second language learning besides Arabic language that also learned in a boarding school in order to know the differences between English structure and Bahasa Indonesia that can cause an error.

C. Research Questions

Based on background of the study, a research question that will be discussed are:

1. What are the differences between English and Bahasa Indonesia in the passive syntactic structure that could influence the students doing some errors?
2. How do these differences contribute to the syntactic errors in the writing tasks done by students of Ruhul Islam Anak Bangsa Boarding School?

D. Significance of the study

The writer hopes that this research would help readers who are interested in contrastive analysis of two languages (English and Bahasa Indonesia) focusing on the verb change from active into passive sentence of the two languages, since this research also focuses on errors that done of boarding school student as a
foreign language learner. This linguistic contrastive analysis study aims to find out the problematic differences in both passive sentence structures that may be done by boarding school students in English writing skill.

The writer choose the students of Ruhul Islam Anak Bangsa boarding school to take the data is because besides the students learn English in the class, they also learn English as a foreign language by practicing the language in daily activity which sometime their conversation tend to make some errors because of their first language interference. This bad habit also worried could give bad impact to their English writing skill.

This research could help the teacher in teaching English for the boarding school students in order to reduce the errors of students’ first language interference. This research is expected to give information to the other researchers in the future about contrastive analysis.

E. Research Methodology

1. The Objective of Research

This research has aim to find out the differences of passive syntactic structure between English and Bahasa Indonesia in order to make the student easier to learn English grammar and to know the most errors that are done by students in English academic writing in order to make students easier to learn English especially in passive form.
2. The Method of Research

The writer chooses boarding school students in XII grade as they have learned about passive voice many times in English class. The writer use qualitative method with contrastive analysis approach. Contrastive analysis is a language activity which has aim to contrast two or more language.

3. The Technique of Data Analysis

The technique of data analysis that the writer will do are:

a. They asked to make a story (the same story) in the two languages which in the story include three or more passive sentences.

b. The writer will analyse the passive sentences using structuralism approach focusing on the language element in passive structure of both language.

c. Classify some models of English and Bahasa Indonesia sentences with Passive structure which has made by the students.

d. Contrast the passive structure and its sign, and the distribution of syntactic elements in English sentences and Bahasa Indonesia sentences.

4. The Instrument of the Research

The instrument of this research is the writer who will analyze the short story of students. The students will be asked to make a same story in the two languages which in the story content three or more passive sentences. The writer will analyze the sentences by classified models of English and Bahasa Indonesia
passive sentences and looking for changes in the elements of English grammar as a process of translation from L1 into L2.

5. Unit Analysis

The unit analysis of this research is students short story which the writer ask student to write a same story in two languages (English and Bahasa Indonesia) which is include three or more passive sentences.

6. Time and Place

This research will be held at Ruhul Islam Anak Bangsa Islamic Boarding School in Great Aceh, September 4th 2014.
A. Previous Studies

Some previous studies about contrastive analysis have investigated in several researches come from different perspective, focus, and resources which taken from magazine, newspaper, or some others data sources. There are some previous studies that the writer found in some international online journal, those are;

The first analysis is A Linguistic Contrastive Analysis Case Study: Out of Context Translation of Arabic Adjectives into English in EFL Classroom’ by Zawareh and Firas Ali Suleiman. This linguistic contrastive analysis study aims to spell out the probable problematic differences in meanings between some Arabic adjectives and their possible equivalents in English (Strong version of CA) that may get to the surface when Jordanian students produce a piece of out of context translation of Arabic adjectives into English in EFL Classroom. The results of study showed that the process of finding and choosing the correct right equivalents of Arabic adjectives in English language when TEFL students translate out of context adjectives is difficult and misleading in most cases because of the probable problematic differences between some Arabic adjectives and their
possible equivalents in English so they should pay their attention to a) context, b) parts of speech and c) collocation.

The second study is Studies on Contrastive Analysis by Tao Guo, Lijuan Zhou, Gann, and Rosalind Raymond. This study discusses the development and eventual rejection of Contrastive Analysis, which emerged in the 1950's as a strategy for comparing specific languages and predicting the difficulties students would experience in learning them. Using an historical perspective, the paper traces initial enthusiasm for Contrastive Analysis, along with related unsupported pedagogical applications, one of which was the audio-lingual method. The link between structuralist linguistics and behaviorism is noted, and the process of Contrastive Analysis is described. The questionable predictive claims of Contrastive Analysis are analyzed and discussed, and the later modifications of the theory described. The possible utility of Contrastive Analysis in phonology is recognized, as is its total absence of semantic application. The paper details how Chomskyan concepts of language acquisition and deep structure forced a complete revision and eventual discrediting of Contrastive analysis. Noted are concomitant findings from language acquisition research, which also influenced the demise of Contrastive Analysis.

Contrastive Analysis And Translation Study From A Corpus Linguistics Perspective by María Ángeles Gómez Castejón. Previous contrastive studies between the English gerund and its Spanish counterparts present serious

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limitations in the analysis of these constructions. The main objection is the absence of a cognitive approach. In addition, the traditional characterization of the English gerund seems to be inappropriate to determine its nature. We propose that in order to carry out a contrastive analysis of these constructions, it is absolutely necessary to include a cognitive approach. This approach establishes a valid characterization of the English gerund as well as the relationship between this category and its Spanish counterparts. We also include a translation study. The translation study is not limited to the establishment of equivalence relations between the source and target languages, but it also provides translations techniques observed in the translation product. On the whole, parallel corpora and translated texts prove to be extremely useful for both our contrastive analysis and translation study.12

The difference between this research and the previous studies above is this research has aim to describe the differences between English and Bahasa Indonesia that could cause an error by boarding school students in writing skill focusing on passive sentence structure.

B. Contrastive Analysis

1. The Definition of Contrastive Analysis

Based on Soemarno, contrastive analysis has become popular approximately at 1950s, but in fact, contrastive analysis already known at the end of 19th century. 

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twentieth century, even though the name is different from its common name. Kridalaksana told that contrastive analysis is synchronic method in language analysis to show the similarity and difference between languages or dialects to looking for principle to be applied in practical problem such as language teaching and translation.¹³

Carl James contends that contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two valued typologies (a contrastive analysis is always concerned with a pair of languages), and founded on the assumption that language can be compared.¹⁴ As the general function of contrastive analysis, a researcher should use systematic analogy of the linguistic signs between two or more languages.¹⁵

Based on Lado, contrastive analysis is a language activity which has aim to contrast two or more language in order to find its differences either in syntaxes, morphology, vocabularies, or phonology. Contrastive analysis facilitates the students to learn their target language. Students used to transfer their first language to their target language which sometimes can cause an error.¹⁶

Jack C. Richard told that contrastive analysis is the comparison of the linguistic systems of two languages, for example the sound system or the grammatical system. Assumptions: the main difficulties in learning a new language are caused by interference from the first language; these difficulties can

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¹³ Mooryati Soedibyo, Analisis Kontrastif (Surakarta: Pustaka Cakra Surakarta, 2004), p. 46-47
¹⁴ Carl James, Contrastive Analysis (Essex: Longman Group ltd., 1980), p. 3
be predicted by contrastive analysis; teaching materials can make use of contrastive analysis to reduce the effect of interference.  

From some opinions above we can conclude that Contrastive Analysis is an analysis which comparing between two languages inside the language itself, such as vocabularies, phonology, morphology, syntax, which is valid in its language until the biggest language element such as discourse analysis. This linguistic activity has aim to find students difficulties in learning a foreign language which are caused by interference of their first language.

Carl James classified contrastive analysis in to two categories; microlinguistic contrastive analysis (example phonology, vocabulary, and syntax). and macrolinguistic contrastive analysis (example discourse analysis).

2. Contrastive Analysis Hypothesis

Contrastive Analysis strong version by Lado: The plan of the book rests on the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student.

Contrastive analysis strong version (Banathy, Trager, and Wadle)

…the change that has to take place in the language behaviour of a foreign language student can be equated with the differences between the structure of the student’s native language and culture and that of the target language and culture.

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18 Carl James loc. cit pp 61-98
The task of the linguist, the cultural anthropologist, and the sociologist is to identify these differences. The task of the writer of a foreign language teaching program is to develop materials which will be based on a statement of these differences; the task of the foreign language teacher is to be aware of these differences and to be prepared to teach them; the task of the student is to learn them.\textsuperscript{20}

C. Syntactic Units

1. Syntagma

Syntagma or phrase is a structurally significant combination of two or more units in a language. For example, a syntagm may consist of two or more morphemes forming a word, example: \textit{re-} \textit{write} \textit{rewrite} or combination of words forming phrases, clauses, and sentences. Examples: the train is leaving now. In syntax structure there is a term called syntagmatic relation.\textsuperscript{21} Syntagmatic relation is a linear correlation between language elements in some level.\textsuperscript{22} Example:

\textit{Dia sering menangis akhir-akhir ini.}

\textit{Akhir-akhir ini dia sering menangis.}

\textit{Sering dia menangis akhir-akhir ini.}

Hendri gave Ani a book yesterday.

Hendri gave Ani a yesterday book.

From examples above, there are changes of word position in every word. In the position change in the sentence can cause different in meaning. For example in sentence \textit{Hendri gave Ani a book yesterday} into \textit{Hendri gave Ani a yesterday book}. Sentence \textit{Hendri gave Ani a book yesterday} means that the action

\textsuperscript{20}Ibid
\textsuperscript{21}Jack C. Richards, \textit{loc cit}, p. 534
\textsuperscript{22}Harimurti Kridalaksana, \textit{Kamus Linguistik Edisi Keempat} (Jakarta: PT Gramedia Pustaka Utama, 2008), p. 222
happen yesterday or *yesterday* is as an adverb of time, but sentence *Hendri gave Ani a yesterday book* means what kind of book that Hendri gave to Ani or *yesterday* is as an adjective.

2. Clause

Clause is a group of words which form grammatical unit and which contain a subject and verb. Clauses forms a sentence or part of sentence and often functions as a noun, adjective, or adverb.  

For example:

(1) *He buried the cat.*

(2) *Because he was sick, he didn’t go to school.*

There is one clause in the sentence (1) which content one subject (He) and one verb (buried) and there is two clauses in the sentence (2) which content two subjects (he) and two verbs (was and didn’t).

Clauses are classified as dependent or independent. A clause is different from a phrase. A phrase is a group of words which form a grammatical unit. A phrase does not contain a finite verb and does not have a subject-predicate structure.

For example:

*My young sister eats dragon fruits.*

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23 Jack C. Richards, *loc cit*, p. 72
24 *Ibid*
Words *my young sister* are a phrase which has fill the function of a subject. This phrase can be expanded become *my beautiful young sister or my beautiful adorable young sister.*

3. **Sentence**

Sentence is the largest unit of grammatical organization within which part of speech (noun, verbs, and adverbs) and grammatical classes (word, phrase, and clause) are said to function. Sentence is content of base constituent and final intonation. Base constituent is often clause and final intonation can be declarative intonation (in written language often use a dot) interrogative intonation (in written language often use a question mark), imperative intonation (in written language often use an exclamation mark), and interjection intonation (in written language often use an exclamation mark). Example:

*Merry doesn’t go to Dufan.*

*Watch out!*

*Who is the most emotional man here?*

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25 Ibid. p.480
26 Abdul Chaer *Sintaksis Bahasa Indonesia Pendekatan Proses* (Jakarta: Rineka Cipta, 2009), p44
D. Syntactic Functions

1. Subject

Subject is person or noun who do the action in verb which known as subject of the sentence. Subject can be filled from noun or pronoun, or some words (phrase). Subject always located in front of the verb.

For example:

She got me insane
Subject Verb

My cute little kittens slept outside the house.
Subject Verb

2. Predicate

Predicate is part of a sentence which states or asserts something about the subject and usually consists of a verb either with or without an object, complement, or adverb.

Example:

(1) The murderer died.
(2) The hunter killed the deer.
(3) The caterpillar came out.
(4) I am going to studio now.

27 B. A. Phytian, Correct English (Jakarta: Indeks, 2002), p. 33
28 Jack C. Richards, loc cit, p. 412
Sentences (1) and (4) are the example of a predicate without an object, complement, or adverb. Sentence (2) and (3) are the example of a predicate with an object after it.

3. **Object**

Object of a verb is a person or a noun becomes a sufferer from the verb. Object divided into two; **Direct object**: word or a group of word which directly influence by an action: they welcomed him. She asked what we were doing. **Indirect object**: word or a group of word become the purpose of an action. Example: the shop sold him a faulty camera. They sent an offer if a refund to all their customers.

4. **Complement**

Complement is as an addition for object, some verbs are followed by complement to complete the sentence. Complement could refer to the subject or object. There are some kind of agent complement; subject complement, object complement, and agent complement.29

In passive sentence structure there is agent complement substance which is complete the passive sentence. Example:

The window is being closed by **him**.  
*Agent complement*

A letter is written by **Dani**.  
*Agent complement*

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29 B.A.Phytian. *op. cit*
E. Passive Sentence

Passive sentence is a sentence which the subject is being acted by the verb. The function of Passive is to relate pairs of sentences such as the following:\textsuperscript{30}

Active : John saw Marry.
Passive: Mary was seen by John.

Active : The directors considered his proposal.
Passive: His proposal was considered by the directors.

Active : John should have fed the baby.
Passive: The baby should have been fed by John.

Active : John frightened the horse.
Passive: The horse was frightened by John.

Active : \textit{ibu memasak nasi}.
Passive: \textit{nasi dimasak ibu}.

Active : \textit{Berita duka itu mengejutkan Mery}.
Passive: Mery \textit{dikejutkan oleh berita itu}.

Active : \textit{Pemerintah harus segera memperbaiki museum ini}.
Passive: \textit{Museum ini harus segera diperbaiki oleh pemerintah}.

Active : \textit{Dani baru mencetak spanduk itu kemarin}.
Passive: \textit{spanduk itu baru dicetak Dani kemarin}.

As we can see from the active sentences which changed into passive sentences above, that occur words change in verb and the subject of passive sentence play roles as a sufferer or who being acted by an activity (in active sentence an object). For example:

Active : \textit{a hunter killed the tiger}.
Object

Passive: *the tiger was killed by a hunter*

Subject

The subject of passive sentence above is *the tiger*, which is *the tiger* is the sufferer/ being acted by a verb *was killed*. Passive voice delivers a message to the listener or reader which the message that delivered focus on what happens to the subject of the sentence, so the information that will be given should be completed.

Example:

**Active**: *a hunter killed the tiger.*

**Passive**: *the tiger was killed by a hunter*

Subject

In the active sentence above, the message that the speaker or writer gives focus on what the hunter did, not what happen to the tiger, and on the other side, passive sentence focus on give an information to what happen to the tiger, not what the hunter did.

The point of passive voice of this thesis is focus on syntactic observation between English and Bahasa Indonesia, which indicate the passive voice, English use preposition *by* and past participle verb, on the other side Bahasa Indonesia use prefix *di-* and *ter-* and without prefix.

**F. Passive Syntactic Structure of English**

The passive is derived from the active (in essence) by three distinct transformational operations: (i) movement of the underlying subject into a *by* phrase, (ii) insertion of *be en*, and (iii) movement of the underlying subject into
subject position. In English, passive voice should pay attention to the tenses. Tense expresses the relationship between the time of the described event and reference time.

a. **The Subject of Passive Sentence as a Sufferer**

Example:

(1) The airplane was flown by the pilot.

In sentence (1), subject the airplane is not the agent of the verb flown. That means the subject the airplane in the sentence above contributes as object.

b. **The Movement of Active Sentence Object into Subject in Passive Sentence**

Example:

(2a) he washes the car. (Active)

(2b) the car is washes by him. (Passive)

The sentences above show the transference of the object the car in the active sentence, into subject in passive sentence.

c. **The Use of Transitive Sentence.**

Example:

(3a)The pilot flew the plane (active)

(3b)The plane was flown the plane. (passive)

The example (3a) is transitive passive sentence. The transitive sign shows in the verb of active sentence (transitive verb). The transitive verb flew must be

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31 Peter. *Ibid* p.161
followed by an object. In the example (3b) the transitive verb *flown* must be followed by an object *the plane*.

d. The change from active verb into passive verb

To change a sentence from active into passive, the sentence must meet several requirements as written below:33

1. The active sentence which will be changed into passive sentence must have an object. Example:
   
   He is closing the window
   
   object

2. Subject in active sentence changed into object in passive sentence, and the object in active sentence change into the subject in passive sentence.

   Example:

   \[
   \begin{array}{c}
   \text{ACTIVE SENTENCE} \quad \rightarrow \quad \text{PASSIVE SENTENCE} \\
   \text{they are playing the guitar} \quad \rightarrow \quad \text{The guitar is being played by them}
   \end{array}
   \]

3. The verb in passive sentence must use past participle which is preceded by to be (is, am, are, was, were, being, been) followed by a preposition *by*.

   Example:

   \[
   \begin{array}{c}
   \text{ACTIVE SENTENCE} \quad \rightarrow \quad \text{PASSIVE SENTENCE} \\
   \text{they are playing the guitar} \quad \rightarrow \quad \text{the guitar is being played by them}
   \end{array}
   \]

---

There are several verb changes from active voice into passive voice in English depend on when the event occurs or we can say the tense changes. There is a two-part Passive transformation that expresses the systematic relationship between active and passive sentences in English.\textsuperscript{34} Example: Mary was ignored by someone as synonymous with Mary was ignored, which is simply wrong. The sentence means Mary was ignored by everyone. The by phrase, being an optional constituent of VP, doesn’t have to appear in every S.

The use of passive in following tense:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>He washes the car.</td>
<td>The car is washed by him.</td>
</tr>
<tr>
<td>Present Progressive</td>
<td>He is washing the car.</td>
<td>The car is being washed by him.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>He has washed the car.</td>
<td>The car has been washed by him.</td>
</tr>
<tr>
<td>Simple Past</td>
<td>He washed the car.</td>
<td>The car was washed by him.</td>
</tr>
<tr>
<td>Past Progressive</td>
<td>He was washing the car.</td>
<td>The car was being washed by him.</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>He had washed the car.</td>
<td>The car had been washed by him.</td>
</tr>
<tr>
<td>Future with will</td>
<td>He will wash the car.</td>
<td>The car will be washed by him.</td>
</tr>
<tr>
<td>Future with be going to</td>
<td>He is going to wash the car.</td>
<td>The car is going to be washed by him.</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>He will have washed the car.</td>
<td>The car will have been washed by him.</td>
</tr>
</tbody>
</table>

\textsuperscript{34} Peter. Ibid. p. 172
In English do not use the passive voice with some tenses because it sounds awkward. The tenses are present perfect progressive, the future progressive, the past perfect progressive, and the future perfect progressive.\(^\text{35}\)

G. Passive Syntactic Structure of Bahasa Indonesia

In the explanation below, the examples from passive syntactic structure of Bahasa Indonesia will be explained based on its characteristics below:\(^\text{36}\)

a. The subject of passive sentence as a sufferer

Example:

(1) *Rumah tua itu harus diperbaiki dengan segera oleh Pak Saleh.*

In sentence (1), subject *rumah tua itu* is not the agent of the verb *diperbaiki*. That means the subject in the sentence above contributes as object.

b. The Movement of Active Sentence Object into Subject in Passive Sentence

Example:

(2a) *saya sudah mencuci mobil itu.* (Active)

(2b) *Mobil itu sudah saya cuci.* (Passive)

The sentences above show the transference of the object *mobil itu* in the active sentence, into subject in passive sentence.


\(^{36}\) Hasan Alwi. et al., *Tata Bahasa Baku Bahasa Indonesia, edisi ketiga*, (Jakarta: Balai Pustaka, 2003), cet. 5, pp. 345-349.
c. The Use of Transitif Sentence

Example:

(3a) Kamar kak Vira ditempati oleh paman.

(3b) Paman menempati kamar kak Vira.

The example (3a) is transitive passive sentence. The transitive sign shows in the verb of active sentence (transitive verb). The transitive verb ditempati must be followed by an object. In the example (3b) the transitive verb menempati must be followed by an object kamar kak Vira.

d. The change from active verb into passive verb

Active verb is a verb which is contributes as a predicate in an activesentence. In Bahasa Indonesia, there are several kinds of passive verb;

1. Passive verb with prefix di-:

Examples:

(a) Seorang asisten baru diangkat (oleh) Pak Toha.

(b) Adik dipukul (oleh) ayah.

(c) 1. Laptop itu harus diperbaiki segera dengan baik oleh Rio.


(d) Jadwal pembayaran uang kuliah telah dimajukan.

In the sentences (a) –and (b) the subject set before the predicate with the prefix verb di- which is use the prepositional oleh can be use or not. But sometimes the prepositional oleh must be used because the agent and the verb
have been separated by some words (*segera dengan baik* in the sentence (c)), in the sentence (c) 3 the prepositional *oleh* can be used or not because the agent and the verb not separated by words *segera dengan baik* like in sentence (c) 1 and 2.

Sometimes there is no agent in passive sentence like in the sentence (d). It is because the agent of the sentence has been known based on the context.

2. Passive verb with prefix *ter*; and

Examples:

(a) 1. *Penumpang bus itu dilempar ke luar.*

2. *penumpang bus itu terlempar keluar.*

(b) 1. *Jari adik dijepit pintu.*

2. *Jari adik terjepit pintu.*

(c) *Pulau Sabang terletak di ujung Pulau Sumatra*

The sentences (1) show that the agent doing the action intentionally. On the other way, sentences (2) shows that the action happen without purpose of the agent. Besides the meaning of prefix *ter* is an intentionally action, it also has meaning as something naturally happen such as in the example (c).

3. Passive verb without prefix (*ϕ* verb)

Examples:

(a) *Mobil itu saya cuci.*

(b) *Buku saya dia pinjam.*

(c) *Mie goreng itu saya makan.*

(d) *Suhu air di dalam tabung sedang kami naikkan.*
Usually the agent of the passive structure without prefix cannot be separated by the other word. If the words being rearrange in passive structure, it usually happen a grammatical error. Like examples bellow:

(a) *Saya cuci mobil itu.* **Should be** *saya mencuci mobil itu.*

(b) *Dia pinjam buku saya.* **Should be** *dia meminjam buku saya.*

(c) *Saya makan mie goring itu.* **Should be** *saya memakan mie goreng itu.*

(d) *Kami naikkan suhu air di dalam tabung.* **Should be** *kami sedang menaikkan suhu air di dalam tabung.*
CHAPTER III
RESEARCH FINDINGS

A. Data Description

In the previous chapter, the writer has explicated the theory of contrastive analysis and passive syntactic structure in English and Bahasa Indonesia. Based on the explanation of the previous chapter, in this chapter the writer will compare the passive syntactic structure between English and Bahasa Indonesia. This comparison has aim to find the differences and the similarities between English and Bahasa Indonesia if it exist.

The unit analysis in this research is the student of Ruhul Islam Anak Bangsa Islamic boarding school. Each student has made a short story which content three or more passive structure in English and Bahasa Indonesia. The writer takes seven samples of student’s assignments in class XII which total of student is twenty six students.

All of the details of the data found are as follows:

First Student:

<table>
<thead>
<tr>
<th>Passive in BI</th>
<th>Passive in ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Buku cerita ini ditulis oleh Habiburrahman.</em></td>
<td>This book is being written by Habiburrahman.</td>
</tr>
<tr>
<td><em>Buku ini sudah dibaca oleh Sarah.</em></td>
<td>This book was read by Sarah.</td>
</tr>
<tr>
<td><em>Saya didukung oleh kedua orang tua saya.</em></td>
<td>I have support by my parent.</td>
</tr>
<tr>
<td><em>Semua buku itu sudah dipinjam oleh teman saya.</em></td>
<td>The all of book was borrowed by my friends.</td>
</tr>
</tbody>
</table>
### Second Student:

<table>
<thead>
<tr>
<th>Passive in BI</th>
<th>Passive in ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamar selalu dibersihkan oleh kami.</td>
<td>The bedroom is cleaned by us.</td>
</tr>
<tr>
<td>Nasi kami ambil dan kami makan di ruang makan.</td>
<td>The rice is taken and eaten by us at dining room.</td>
</tr>
<tr>
<td>Nasi akan diambil oleh teman yang tidak sakit.</td>
<td>The rice will be taken by their friend who is not sick.</td>
</tr>
<tr>
<td>Kegiatan belajar akan dilanjutkan sampai ashar.</td>
<td>Learning activity will be started until ashar</td>
</tr>
</tbody>
</table>

### Third Student:

<table>
<thead>
<tr>
<th>Passive in BI</th>
<th>Passive in ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sampah-sampah itu akan kami ambil.</td>
<td>The rubbish in the garden will be taken by us.</td>
</tr>
<tr>
<td>Buah jeruk itu juga akan kami petik.</td>
<td>The oranges fruit will be picked by us.</td>
</tr>
<tr>
<td>Buah jeruk itu akan dibawa oleh kakek ke pasar untuk dijual.</td>
<td>The oranges fruit will be brought by my grandfather to the market.</td>
</tr>
</tbody>
</table>

### Fourth Student:

<table>
<thead>
<tr>
<th>Passive in BI</th>
<th>Passive in ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kami terkejut.</td>
<td>We were shoked.</td>
</tr>
<tr>
<td>Suara aneh terdengar tiga kali.</td>
<td>The strange sound was heard for three times.</td>
</tr>
<tr>
<td>Kami sedang dilihat oleh bintang-bintang dengan cukup lama.</td>
<td>We were been looking by the stars for a long time.</td>
</tr>
<tr>
<td>Ia terjatuh dari lantai dua itu.</td>
<td>She was felt from the second floor over there.</td>
</tr>
<tr>
<td>Tangan saya dipegang olehnya.</td>
<td>My hand was been holding by him.</td>
</tr>
</tbody>
</table>
Fifth Student:

<table>
<thead>
<tr>
<th>Passive in BI</th>
<th>Passive in ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas sudah bersih oleh kami.</td>
<td>The class was cleaned by us.</td>
</tr>
<tr>
<td>Buku saya diambil oleh Dany.</td>
<td>My book was taken by Dany.</td>
</tr>
<tr>
<td>Buku saya telah dibaca olehnya.</td>
<td>My book was read by him.</td>
</tr>
</tbody>
</table>

Sixth Student:

<table>
<thead>
<tr>
<th>Passive in BI</th>
<th>Passive in ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gulai ayam saya yang buat.</td>
<td>The chicken gravy was made by me.</td>
</tr>
<tr>
<td>Gulai ayam dimakan oleh saya.</td>
<td>The chicken gravy were eaten by me.</td>
</tr>
<tr>
<td>Susu diminum oleh saya.</td>
<td>The milk were drunk by me.</td>
</tr>
<tr>
<td>Piring dan gelas saya cuci sendiri.</td>
<td>The plate and glass were washed by me.</td>
</tr>
</tbody>
</table>

Seventh Student:

<table>
<thead>
<tr>
<th>Passive in BI</th>
<th>Passive in ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruhul Islam Anak Bangsa terletak di Mata Ie.</td>
<td>Ruhul Islam Anak Bangsa located at Mata Ie.</td>
</tr>
<tr>
<td>Ustazah disayangi oleh kami.</td>
<td>Ustazah loved by us.</td>
</tr>
</tbody>
</table>
B. Data Analysis

The writer will analysis the data sentence by sentence of both languages and contrasts both languages.

1. Data of First Student

Line1: *Buku cerita ini ditulis oleh* Habiburrahman.

This story book is being written by Habiburrahman. (incorrect)

This story book is written by Habiburrahman. (correct)

The passive structure of English above should be ‘this story book is written by Habiburrahman’, as written in chapter 2 page 19 and 20, the word ‘being’ is to show something happen at the exact time (present continuous), but this sentence should use simple present tense because doesn’t related to the time.

The data above shows that passive structure Bahasa Indonesia marked by an inanimate subject *buku cerita ini*, with verbal predicate formed by prefix *di-* and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb and nominal ‘Habiburrahman’. This passive structure has sequence of words S-P-Acomp, which is noun phrase *buku cerita ini* as subject (S), verb *ditulis* as predicate (P), prepositional phrase *oleh* Habiburrahman as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern **to be** (is) + **past participle** (written). English passive structure above has sequence S-P-Acomp, which is ‘this book’ as S, ‘is written’ as P, and ‘by Habiburrahman’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both
structures. In the data above, noun phrase *buku cerita ini* and ‘this story book’ equally occupy the subject function; verb phrase *ditulis* and ‘is written’ as the predicate and prepositional phrase *oleh Habiburrahman* and ‘by Habiburrahman’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘is written’ is a compose verbal which shows the present time; meanwhile verbal *ditulis* is not a compose verbal but passive verbal which formed by prefix *di- + tulis*; besides, the data above shows the presence of preposition ‘by’ in English is a must while in BI is an optional.

This sentence has the similarity in its word formation, both passive structure in English and Bahasa Indonesia has an identical word order that is S-P-Acomp.

2. Data of First Student

*Line 2: Buku ini sudah dibaca oleh Sarah*

This book was read by Sarah.

If we make sentence above into active become Sarah *sudah membaca buku*, which is there is no exact time explain whether it happen yesterday or whenever in the past, in English, this sentence should be translated using form present perfect, Sarah has read the book. So, the English passive sentence above should be ‘this book has been read by Sarah’ because if the active sentence in English in simple perfect form, so the passive sentence should added ‘been’ before the verb as explained in chapter 2.
Data above shows that passive structure Bahasa Indonesia marked by an inanimate subject *buku ini*, with verbal predicate formed by prefix *di-* and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb and nominal ‘Sarah’. This passive structure has sequence of words S-P-Acomp, which is *buku ini* as subject (S), *sudah ditulis* as predicate (P), *oleh Sarah* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern to be (has been) + past participle (read). English passive structure above has sequence S-P-Acomp, which is ‘this book’ as S, ‘has been read’ as P, and ‘by Sarah’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence above noun phrase *buku ini* and ‘this book’ equally occupy the subject function; verb phrase *akan ditulis* and ‘has been read’ as the predicate and prepositional phrase *oleh Sarah* and ‘by Sarah’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘has been read’ is a compose verbal which shows the present perfect time; meanwhile verbal *dibaca* is not a compose verbal but passive verbal which formed by prefix *di- +baca*; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has the similarity in its word formation, both passive structures in English and Bahasa Indonesia is inidentical word order S-P-Acomp.
3. Data of First Student

Line 3: Saya didukung oleh kedua orang tua saya.

I have support by my parents. (Incorrect)

I am supported by my parents. (Correct)

The English passive sentence above should be ‘I am supported by my parent’ because in Bahasa Indonesia passive sentence above if we make in active sentence become kedua orang tua saya mendukung saya which is in English ‘my parents support me’ (simple present) if the active sentence in English is in simple present form, so the passive sentence should added to be (am, is, are) + past participle as written in chapter 2.

Data above shows that passive structure Bahasa Indonesia marked by pronominal saya, with verbal predicate formed by prefix di- and the insertion of preposition oleh which is optional. Oleh preposition is located between verb and nominal ‘orang tua saya’. This passive structure has sequence of words S-P-Acomp, which is saya as subject (S), didukung as predicate (P), oleh kedua orang tua saya as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern to be (am) + past participle (supported). English passive structure above has sequence S-P-Acomp, which is ‘I’ as S, ‘am supported’ as P, and ‘by my parents’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence above pronominal saya and ‘I’ equally occupy the subject function; verb phrase didukung and ‘am supported’ as the predicate and
prepositional phrase *oleh kedua orang tua saya* and ‘by my parents’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘am supported’ is a compose verbal which shows the present time; meanwhile verbal *didukung* is not a compose verbal but passive verbal which formed by prefix *di- + dukung*; besides, the data above shows the presence of preposition ‘by’ in English is a must while in BI is an optional.

This sentence has the similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order which is Bahasa Indonesia passive structure S-P-Acomp and English also S-P-Acomp.

4. Data of First Student

**Line 4**: *Semua buku itu dipinjam oleh teman saya.*

All of the book was borrowed by my friend.

Data above shows that passive structure Bahasa Indonesia marked by inanimate object *semua buku itu*, with verbal predicate formed by prefix *di-* and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb *dipinjam* and noun phrase ‘*teman saya*’. This passive structure has sequence of words S-P-Acomp, which is *semua buku itu* as subject (S), *dipinjam* as predicate (P), *oleh teman saya* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern *to be* (was) + *past participle* (borrowed). English passive structure above has sequence S-P-Acomp, which is ‘all of the book’ as S,
‘was borrowed’ as P, and ‘by my friend’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence above noun phrasesemuaabukuitu and ‘all of the book’ equally occupy the subject function; verb phrase dipinjam and ‘was supported’ as the predicate and olehtemansaya and ‘by my friend’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘was supported’ is a compose verbal which shows the present time; meanwhile verbal dipinjam is not a compose verbal but passive verbal which formed by prefix di- +pinjam; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has the similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order which is Bahasa Indonesia passive structure S- P-Acomp and English also S-P-Acomp.

5. Data of Second Student

Line 1: Kamar selalu dibersihkan oleh kami.

The bedroom is always cleaned by us.

Data above shows that passive structure Bahasa Indonesia marked by inanimate object kamar, adverb selalu, with verbal predicate formed by prefix di-kan and the insertion of preposition oleh which is optional. Oleh preposition is located between verb dibersihkan and pronominal ‘kami’. This passive structure
has sequence of words S-adv-P-Acomp, which is *kamar* as subject (S), *selalu dibersihkan* as predicate (P), *oleh kami* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern **to be** (is) + **past participle** (cleaned). English passive structure above has sequence S-P-Acomp, which is ‘all of the book’ as S, ‘is always cleaned’ as P, and ‘by us’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence above noun phrase *kamar* and ‘all of the book’ equally occupy the subject function; verb phrase *akan dibersihkan* and ‘is cleaned’ as the predicate and *oleh kami* and ‘by us’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘is cleaned’ is a compose verbal which shows the present time; meanwhile verbal *dibersihkan* is not a compose verbal but passive verbal which formed by prefix *di-* + *bersih*-kan; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order. That is S-P-Acomp.
6. Data of Second Student

**Line 2:** *Nasi kami ambil dan makan di ruang makan.*

The rice is taken and eaten by us at dining room.

In the data above, there are two verbs in both languages. Passive structure of Bahasa Indonesia with inanimate object *nasi* as the subject of the sentence, and verbal *ambil* and *makan* as the predicate formed without any prefix, pronominal *kami* as the Acomp, and there is no *oleh* preposition before the Acomp in the passive structure above, and the position of the agent located between the adverb *di ruang makan* and the predicate *petik*.

In English, passive structure marked by noun phrase ‘the rice’ as the subject and compose verbal as the predicate with pattern *to be*(is) + **past participle** (taken, eaten) agent complement pronominal us with preposition ‘by’.

Syntactic passive structure English and Bahasa Indonesia has no formal correspondent because ‘is taken and eaten’ is compose verbal which shows the present time formed by primary verb ‘is’ added verbal ‘taken and eaten’ in past participle; meanwhile *ambil* and *makan* is morpheme and formed by active verb into passive verb by omitting the prefix *me-* in the active verb. And verbal *ambil* and *eaten* doesn’t have a marker which shows a period. In addition, the presence of preposition ‘by’ as the conductor Acomp which is a must in English passive structure, whereas in Bahasa Indonesia the preposition as the Acomp conductor can’t be presented, if the preposition presented, the sentence structure can’t be accept.
The data also shows the equivalence of both languages. The noun ‘the rice’ and nasi equally occupy the function of subject in the sentence; the verbal ‘taken and eaten’ and ambil and makan has a function as a predicate and pronominal preposition ‘by us’ and pronominal kami as the Acomp. This sentence doesn’t show the identical word order because English passive structure has pattern S-P-Acomp-Adv whereas passive structure in Bahasa Indonesia has pattern S-Acomp-P-adv.

7. Data of Second Student

**Line 3**: Nasi akan diambil oleh teman yang tidak sakit.

The rice will be taken by their friend who is not sick.

Data above shows that passive structure Bahasa Indonesia marked by an inanimate subject nasi, with verbal predicate formed by prefix di- and the insertion of preposition oleh which is optional. Oleh preposition is located between verb and noun ‘teman’. This passive structure has sequence of words S-adv-P-Acomp, which is buku ini as subject (S), akan diambil as predicate (P), oleh teman yang tidak sakit as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern **auxiliary verb*(will be) + past participle (taken). English passive structure above has sequence S-P-Acomp, which is ‘the rice’ as S, ‘will be taken’ as P, and ‘by friend who is not sick’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence noun phrase nasi and ‘the rice’ equally
occupy the subject function; adverb akan + verb *ambil* and verb phrase ‘will be taken’ as the predicate and prepositional phrase *oleh teman yang tidak sakit* and ‘by friend who is not sick’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘will be taken’ is a compose verbal which shows the future time; meanwhile verbal *ambil* is not a compose verbal but passive verbal which formed by prefix *di-*. Besides, the data shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order; that is S-P-Acomp.

8. Data of Second Student

**Line 4:** *Belajar akan dilanjutkan sampai ashar.*

Study will be started until ashar.

Data above shows that passive structure BI marked by inanimate object *belajar*, adverb akan, with verbal predicate formed by prefix *di-kan*. This passive structure has sequence of words S-P-Adv, which is *kegiatan belajar* as subject (S), *akan dilanjutkan* as predicate (P), *sampai ashar* as adverb (adv).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern auxiliary verb (will be) + past participle (started). English passive structure above has sequence S-P-Adv, which is ‘study’ as S, ‘will be started’ as P, and ‘until Ashar’ as Adv. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both
structures. In the sentence above noun phrase *belajar* and ‘study’ equally occupy the subject function; verb phrase *dilanjutkan* and ‘will be started’ as the predicate and *sampai ashar* and ‘until ashar’ as the adverb.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘will be started’ is a compose verbal which shows the future time; meanwhile verbal *dilanjutkan* is not a compose verbal but passive verbal which formed by prefix *di- +lanjut +-kan*.

This sentence has similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order. That is S-P-Adv.

9. Data of Third Student

**Line 1**: *Sampah-sampah di kebun itu akan kami ambil.*

The rubbish in the garden will be taken by us.

Data above show passive structure in Bahasa Indonesia with inanimate object *sampah-sampah di kebun itu* as the subject of the sentence, and verbal *ambil* as the predicate formed without any prefix, pronominal *kami* as the Acomp, and *akan* as adverb, and there is no *oleh* preposition before the Acomp in the passive structure above, and the position of the agent located between the adverb *akan* and the predicate *ambil*.

In English, passive structure marked by noun phrase ‘the rubbish in the garden’ as the subject and verbal as the predicate with pattern *modal aux* (will be) + *past participle* (taken), and prepositional phrase ‘by us’ as the agent complement.
Syntactic passive structure English and Bahasa Indonesia has no formal correspondent because ‘will be taken’ is compose verbal which shows the future time formed by auxiliary verb ‘will’ added verbal ‘taken’ in past participle; meanwhile *ambil* is morpheme and formed by active verb into passive verb by omitting the prefix *me-* in the active verb. And verbal *ambil* doesn’t have a marker which shows a period. In addition, the presence of preposition ‘by’ as the conductor Acomp which is a must in English passive structure, whereas in Bahasa Indonesia the preposition as the Acomp conductor can’t be presented, if the preposition presented, the sentence structure can’t be accept.

The data above show the equivalence of both languages. The noun phrase ‘the rubbish in the garden’ and *sampah-sampah di kebun itu* equally occupy the function of subject in the sentence; the verbal ‘will be taken’ and *ambil* has a function as a predicate and prepositional phrase ‘by us’ and *kami* as the Acomp.

This sentence doesn’t show the identical word order because English passive structure has pattern S-P-Acomp whereas passive structure in Bahasa Indonesia has pattern S-Adv-Acomp-P.

10. **Data of Third Student**

   **Line 2 :** *Buah jeruk itu akan kami petik*

   The orange fruits will be picked by us.

Data above show passive structure in Bahasa Indonesia with inanimate object *buah jeruk itu* as the subject of the sentence, and verbal *ambil* as the predicate formed without any prefix, pronominal *kami* as the Acomp but occupy
the predicate function together with adverb *akan* and verbal *petik*, and there is no *oleh* preposition before the Acomp in the passive structure above, and the position of the agent located between the adverb *akan* and the predicate *petik*.

In English, passive structure marked by noun phrase ‘the orange fruits’ as the subject and verbal as the predicate with pattern *modal aux* (will be) + *past participle* (picked), and prepositional phrase ‘by us’ as the agent complement.

Syntactic passive structure ENG and BI has no formal correspondent because ‘will be picked’ is compose verbal which shows the future time formed by auxiliary verb ‘will’ added verbal ‘picked’ in past participle; meanwhile *petik* is morpheme and formed by active verb into passive verb by omitting the prefix *me-* in the active verb. And verbal *petik* doesn’t have a marker which shows a period.

In addition, the presence of preposition ‘by’ as the conductor Acomp which is a must in English passive structure, whereas in Bahasa Indonesia the preposition as the Acomp conductor can’t be presented, if the preposition presented, the sentence structure can’t be accept.

The data above doesn’t show the equivalence of both languages. The noun phrase ‘the orange fruits’ and *buah jeruk itu* equally occupy the function of subject in the sentence; the verbal ‘will be taken’ and *akan kami petik* has a function as a predicate, and prepositional phrase ‘by us’ as the Acomp. The agent complement in Bahasa Indonesia occupies the predicate function together with adverb *akan* and verbal *petik*. 
This sentence also doesn’t show the identical word order because English passive structure has pattern S-P-Acomp whereas passive structure in Bahasa Indonesia has pattern S-Adv-Acomp-P.

11. Data of Third Student

Line 3: Buah jeruk itu akan dibawa oleh kakek ke pasar.

The orange fruits will be brought by my grandfather to the market.

The data above shows that passive structure Bahasa Indonesia marked by an inanimate subject buah jeruk itu, with verbal predicate formed by prefix di- and the insertion of preposition oleh which is optional. Oleh preposition is located between verb and nominal ‘kakek’. This passive structure has sequence of words S-P-Acomp-Adv, which is buah jeruk itu as subject (S), akan dibawa as predicate (P), oleh kakek as agent complement (Acomp) and ke pasar as adverb of place.

In the other hand, English passive structure marked by compose verbal predicate formed with pattern auxiliary verb (will be) + past participle (brought). English passive structure above has sequence S-P-Acomp-Adv, which is ‘the orange fruit’ as S, ‘will be brought’ as P, ‘by grandfather’ as Acomp, and ‘to the market’ as adverb of place. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures, noun phrase buah jeruk itu and ‘the orange fruits’ equally occupy the subject function; verb phrase akan dibawa and ‘will be brought’ as the predicate, nominal
preposition *oleh kakek* and ‘by grandfather’ as the Agent complement, and prepositional phrase *ke pasar* and to the market as adverb of place.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘will be brought’ is a compose verbal which shows the future time; meanwhile verbal *dibawa* is not a compose verbal but passive verbal which formed by prefix *di-* + *bawa*; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has the similarity in its word formation, both passive structure in English and Bahasa Indonesia has an identical word order that is S-P-Acomp-Adv in both languages.

12. Data of Fourth Student

**Line 1**: Kami terkejut.

We were shocked.

Data above shows that passive structure Bahasa Indonesia marked by pronominal *kami*, with verbal predicate formed by prefix *ter-*. This passive structure has sequence of words S-P, which is *kami* as subject (S), and *terkejut* as predicate (P).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern to be (were) + **past participle** (shocked). English passive structure above has sequence S-P, which is ‘we’ as S, and ‘were shocked’ as P. If we contrast, both of passive sentence structure above is equivalence
because there is similarity between both structures. In the sentence above pronominal *kami* and ‘we’ equally occupy the subject function; verb phrase *terkejut* and ‘were shocked’ as the.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘were shocked’ is a compose verbal which shows the past time; meanwhile verbal *terkejut* is not a compose verbal but passive verbal which formed by prefix *ter-* + *kejut*.

This sentence has similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order. That is S-P.

13. Data of Fourth Student

**Line 2** : Suara aneh terdengar dua kali.

The strange sound was heard for three times.

Data above shows that passive structure Bahasa Indonesia marked by noun phrase *suara aneh*, with verbal predicative ormed by prefix *ter*-. This passive structure has sequence of words S-P-Adv, which is *suara aneh* as subject (S), *terdengar* as predicate (P), and *tiga kali* as Adv.

In the other hand, English passive structure marked by compose verbal predicate formed with pattern to be(was) + past participle (heard). English passive structure above has sequence S-P-Adv, which is ‘the strange sound’ as S, ‘was heard’ as P, and ‘for three times’ as Adv. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence above pronominal *suara aneh* and ‘the strange sound’
equally occupy the subject function; verb phrase *terdengar* and ‘was heard’ as the predicate.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘was heard’ is a compose verbal which shows the past time; meanwhile verbal *terdengar* is not a compose verbal but passive verbal which formed by prefix *ter-* + *dengar*.

This sentence has similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order. That is S-P-Adv.

14. Data of Fourth Student

**Line 3**: Kami sedang dilihat oleh bintang-bintang dengan cukup lama.

We were been looking by the stars for a long time. (incorrect)

We were being looked by the stars for a long time. (correct)

The data above shows that passive structure Bahasa Indonesia marked by pronominal subject *kami*, with verbal predicate formed by prefix *di-* and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb and pronominal *kami*. This passive structure has sequence of words S-P- Acomp-Adv, which is *kami* as subject (S), *sedang dilihat* as predicate (P), *oleh bintang-bintang* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern to be (were being) + past participle (looked). English passive structure above has sequence S-P-Acomp-Adv, which is ‘we’ as S, ‘were being looked’ as P, ‘by the stars’ as Acomp, and ‘for a long time’
as Adv. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the data above, pronominal kami and ‘we’ equally occupy the subject function; verb phrase sedang dilihat and ‘were being looked’ as the predicate, prepositional phrase oleh bintang-bintang and ‘by the stars’ as the Agent complement, and dengan cukup lama and for a long time as the adverb of frequency.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘were being looked’ is a compose verbal which shows the past continuous time; meanwhile verbal dilihat is not a compose verbal but passive verbal which formed by prefix di- + lihat; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has the similarity in its word formation, both passive structure in English and Bahasa Indonesia has an identical word order that is S-P-Acomp-Adv.

15. Data of Fourth Student

Line 4 : Ia terjatuh dari lantai dua itu.

She was felt from the second floor over there.

Data above shows that passive structure Bahasa Indonesia marked by pronominal ia, with verbal predicate formed by prefix ter-. This passive structure has sequence of words S-P-Adv, which is ia as subject (S), terjatuh as predicate (P), and dari lantai dua itu as Adv.
In the other hand, English sentence from the data above should be “we fell from the second floor over there”. Sentence “Ia terjatuh dari lantai dua itu” in Bahasa Indonesia has an accidental meaning which is included into the passive sentence category whereas in English it is include as an active sentence, so, that is why the sentence “Ia terjatuh dari lantai dua itu” translated not using the formation of passive sentence in English.

16. Data of Fourth Student

Line 5 : Tangan saya dipegang olehnya.

My hand was been holding by him. (incorrect)

My hand was being held by him. (correct)

The data above shows that passive structure BI marked by an inanimate subject tangan saya, with verbal predicate formed by prefix di- and the insertion of preposition oleh which is optional. Oleh preposition is located between verb and pronominal -nya. This passive structure has sequence of words S-P-Acomp-Adv, which is tangan saya as subject (S), dipegang as predicate (P), olehnya as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern to be (was being) + past participle (held). English passive structure above has sequence S-P-Acomp, which is ‘my hand’ as S, ‘was being held’ as P, and ‘by him’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the data above, noun phrase tangan saya and ‘my hand is story book’ equally
occupy the subject function; verb phrase *dipelang* and ‘was being held’ as the predicate and nominal preposition *olehnya* and ‘by him’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘was being held’ is a compose verbal which shows the past continuous time; meanwhile verbal *dipelang* is not a compose verbal but passive verbal which formed by prefix *di-* + *pegang*; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional. If the preposition in Bahasa Indonesia deleted, the agent complement should be changed into free pronominal that is *dia*, because the pronominal –*nya* is a bond pronominal.

This sentence has the similarity in its word formation, both passive structure in English and Bahasa Indonesia has an identical word order that is S-P-Acomp.

**17. Data of Fifth Student**

**Line 1** : *Kelas sudah bersih oleh kami.* (incorrect)

*Kelas sudah dibersihkan oleh kami.* (correct)

The class was cleaned by us.

Data above shows that passive structure Bahasa Indonesia marked by inanimate object *kelas*, adverb *sudah*, with verbal predicate formed by prefix *di-kan* and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb *dibersihkan* and pronominal ‘*kami*’. This passive structure
has sequence of words S-P-Acomp, which is *kelas* as subject (S), *sudah dibersihkan* as predicate (P), *oleh kami* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern **to be** (was) + **past participle** (cleaned). English passive structure above has sequence S-P-Acomp, which is ‘the class’ as S, ‘was always cleaned’ as P, and ‘by us’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence above noun phrase *kelas* and ‘the class’ equally occupy the subject function; verb phrase *sudah dibersihkan* and ‘was cleaned’ as the predicate and *oleh kami* and ‘by us’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘was cleaned’ is a compose verbal which shows the past time; meanwhile verbal *dibersihkan* is not a compose verbal but passive verbal which formed by prefix *di-* + *bersih*+*kan*; besides, the data above shows the presence of preposition ‘by’ in ENG is a must while in BI is an optional.

This sentence has similarity in its word formation, both passive structures in ENG and BI is in identical word order. That is S-P-Acomp.

**18. Data of Fifth Student**

**Line 2** : *buku saya diambil oleh Dany.*

My book was taken by Dany.

The data above shows that passive structure Bahasa Indonesia marked by an inanimate subject *buku saya*, with verbal predicate formed by prefix *di-* and the
insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb and nominal *Dani*. This passive structure has sequence of words S-P-Acomp, which is *buku saya* as subject (S), *diambilas* predicate (P), *oleh Dani* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern **to be** (was) + **past participle** (taken). English passive structure above has sequence S-P-Acomp, which is ‘my book’ as S, ‘was taken’ as P, and ‘by him’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures.

In the data above, noun phrase *buku saya* and ‘my book’ equally occupy the subject function; verb phrase *diambil* and ‘was taken’ as the predicate and prepositional phrase *oleh Dani* and ‘by him’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘was taken’ is a compose verbal which shows the past time; meanwhile verbal *diambil* is not a compose verbal but passive verbal which formed by prefix *di- + ambil*; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has the similarity in its word formation, both passive structure in English and Bahasa Indonesia has an identical word order that is S-P-Acomp.
19. Data of Fifth Student

Line 3: *Buku saya telah dibaca olehnya.*

My book was read by him.

The data above shows that passive structure Bahasa Indonesia marked by an inanimate subject *buku saya*, adverb *telah* and with verbal predicate formed by prefix *di-* and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb and bond pronominal -*nya*. This passive structure has sequence of words S-P-Acomp, which is *buku saya* as subject (S), *dibaca* as predicate (P), *olehnya* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern *to be* (was) + *past participle* (read). English passive structure above has sequence S-P-Acomp, which is ‘my book’ as S, ‘was read’ as P, and ‘by him’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the data above, noun phrase *buku saya* and ‘my book’ equally occupy the subject function; verb phrase *dibaca* and ‘was read’ as the predicate and prepositional phrase *oleh dia* and ‘by him’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘was read’ is a compose verbal which shows the past time; meanwhile verbal *dibaca* is not a compose verbal but passive verbal which formed by prefix *di-* + *baca*; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.
This sentence has the similarity in its word formation, both passive structure in English and Bahasa Indonesia has an identical word order that is S-P-Acomp.

20. Data of sixth Student

Line 1 : Gulai ayam saya yang buat.

The chiken gravy was made by me.

Data aboveshow passive structure in Bahasa Indonesia with inanimate object *gulai ayam* as the subject of the sentence, and verbal *buat* as the predicate formed without any prefix, pronominal *saya* as the Acomp, and there is no *oleh* preposition before the Acomp in the passive structure above, and the position of the agent complement located between the noun phrase *gulai ayam* and the verbal *buat*.

In English, passive structure marked by noun ‘Chicken gravy’ as the subject and verbal as the predicate with pattern *to be* (was) + past participle (made), and prepositional phrase ‘by me’ as the agent complement.

Syntactic passive structure English and Bahasa Indonesia has no formal correspondent because ‘was made’ is compose verbal which shows the past time formed by to be verb ‘was’ added verbal ‘made’ in past participle; meanwhile *buat* is morpheme and formed by active verb into passive verb by omitting the prefix *mem-* in the active verb. And verbal *buat* doesn’t have a marker which shows a period. In addition, the presence of preposition ‘by’ as the conductor Acomp which is a must in English passive structure, whereas in Bahasa Indonesia
the preposition as the Acomp conductor can’t be presented, if the preposition presented, the sentence structure can’t be accept.

The data also shows the equivalence of both languages. The noun phrase ‘chicken gravy’ and *gulai ayam* equally occupy the function of subject in the sentence; the verbal ‘was made’ and *buat* has a function as a predicate and pronominal preposition ‘by me’ and pronominal *saya* as the Acomp. This sentence doesn’t show the identical word order because English passive structure has pattern S-P-Acomp whereas passive structure in Bahasa Indonesia has pattern S- Acomp-P.

21. Data of sixth Student

**Line 2**: *Gulai ayam dimakan oleh saya.*

The chicken gravy were eaten by me. (incorrect)
The chicken gravy was eaten by me. (correct)

The data above shows that passive structure BI marked by an inanimate subject *gulai ayam*, with verbal predicate formed by prefix *di-* and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb *dimakan* and pronominal *saya*. This passive structure has sequence of words S-P-Acomp, which is *gulai ayam* as subject (S), *dimakan* as predicate (P), *oleh saya* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern *to be* (was) + *past participle* (eaten). English passive structure above has sequence S-P-Acomp, which is ‘the chicken gravy’ as
S, ‘was eaten’ as P, and ‘by me’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the data above, noun phrase *gulai ayam* and ‘the chicken gravy’ equally occupy the subject function; verb phrase *dimakan* and ‘was eaten’ as the predicate and prepositional phrase *oleh saya* and ‘by me’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘was eaten’ is a composite verbal which shows the past time; meanwhile verbal *dimakan* is not a composite verbal but passive verbal which formed by prefix *di- + makan*; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has the similarity in its word formation, both passive structure in English and Bahasa Indonesia has an identical word order that is S-P-Acomp.

22. Data of sixth Student

**Line 3**: *Susu diminum oleh saya.*

The milk were drunk by me. (incorrect)

The milk was drunk by me. (correct)

The data above shows that passive structure Bahasa Indonesia marked by an inanimate subject *susu*, with verbal predicate formed by prefix *di- and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb and pronominal *saya*. This passive structure has sequence of words
S-P- Acomp, which is susu as subject (S), diminum as predicate (P), oleh saya as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern to be (was) + past participle (drunk). English passive structure above has sequence S-P-Acomp, which is ‘the milk’ as S, ‘was drunk’ as P, and ‘by me’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the data above, noun phrase susu and ‘the milk’ equally occupy the subject function; verb phrase diminum and ‘was drunk’ as the predicate and prepositional phrase oleh saya and ‘by me’ as the Agent complement.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘was drunk’ is a compose verbal which shows the past time; meanwhile verbal diminum is not a compose verbal but passive verbal which formed by prefix di- + minum; besides, the data above shows the presence of preposition ‘by’ in English is a must while in Bahasa Indonesia is an optional.

This sentence has the similarity in its word formation, both passive structure in English and Bahasa Indonesia has an identical word order that is S-P-Acomp.
23. Data of sixth Student

Line 4: *Piring dan gelas saya cuci.*

The plate and glass were washed by me.

Data above show passive structure in Bahasa Indonesia with inanimate object *piring dan gelas* as the subject of the sentence, and verbal *cuci* as the predicate formed without any prefix, pronominal *saya* as the Acomp, and there is no *oleh* preposition before the Acomp in the passive structure above, and the position of the agent complement located between the noun phrase *piring dan gelas* and the verbal *cuci*.

In English, passive structure marked by noun ‘the plate and glass’ as the subject and verbal as the predicate with pattern *to be* (were) + past participle (washed), and prepositional phrase ‘by me’ as the agent complement.

Syntactic passive structure English and Bahasa Indonesia has no formal correspondent because ‘were washed’ is compose verbal which shows the past time formed by to be verb ‘were’ added verbal ‘washed’ in past participle; meanwhile *cuci* is morpheme and formed by active verb into passive verb by omitting the prefix *men-* in the active verb, and verbal *cuci* doesn’t have a marker which shows a period. In addition, the presence of preposition ‘by’ as the conductor Acomp which is a must in English passive structure, whereas in Bahasa Indonesia the preposition as the Acomp conductor can’t be presented, if the preposition presented, the sentence structure can’t be accept.

The data also shows the equivalence of both languages. The noun phrase ‘the plate and glass’ and *piring dan gelas* equally occupy the function of subject in
the sentence; the verbal ‘were washed’ and *cuci* has a function as a predicate and pronominal preposition ‘by me’ and pronominal *saya* as the Acomp. This sentence doesn’t show the identical word order because English passive structure has pattern S-P-Acomp whereas passive structure in Bahasa Indonesia has pattern S-Acomp-P.

24. Data of seventh Student

**Line 1**: *Ruhul Islam Anak Bangsa terletak di Mata Ie.*

- Ruhul Islam Anak Bangsa located at Mata Ie. (incorrect)
- Ruhul Islam Anak Bangsa is located at Mata Ie. (correct)

Data above shows that passive structure Bahasa Indonesia marked by noun phrase *Ruhul Islam Anak Bangsa*, with verbal predicate formed by prefix *ter-*. This passive structure has sequence of words S-P-Adv, which is *Ruhul Islam Anak Bangsa* as subject (S), *terletak* as predicate (P), and *di Mata Ie* as Adverb.

In the other hand, English passive structure marked by compose verbal predicate formed with pattern to be(is) + past participle (located). English passive structure above has sequence S-P-Adv, which is ‘Ruhul Islam Anak Bangsa’ as S, ‘is located’ as P, and ‘at Mata Ie’ as Adv. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence above noun *Ruhul Islam Anak Bangsa* occupy the subject function; verb phrase *terletak* and ‘is located’ as the predicate.

Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘is located’ is a compose verbal which shows the
present time; meanwhile verbal *terletak* is not a compose verbal but passive verbal which formed by prefix *ter-* +*letak*.

This sentence has similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order. That is S-P-Adv.

25. Data of seventh Student

**Line 2:** *Ustazah disayangi oleh kami.*

Ustazah loved by us. (incorrect)

Ustazah is loved by us. (correct)

Data above shows that passive structure Bahasa Indonesia marked by animate object *ustazah*, with verbal predicate formed by prefix *di-i* and the insertion of preposition *oleh* which is optional. *Oleh* preposition is located between verb *disayangi* and pronominal ‘*kami*’. This passive structure has sequence of words S-P-Acomp, which is *ustazah* as subject (S), *disayangi* as predicate (P), *oleh kami* as agent complement (Acomp).

In the other hand, English passive structure marked by compose verbal predicate formed with pattern **to be** (is) + **past participle** (loved). English passive structure above has sequence S-P-Acomp, which is ‘ustazah’ as S, ‘is loved’ as P, and ‘by us’ as Acomp. If we contrast, both of passive sentence structure above is equivalence because there is similarity between both structures. In the sentence above noun phrase *ustazah* in both languages equally occupy the subject function; verb phrase *disayangi* and ‘is loved’ as the predicate and *oleh kami* and ‘by us’ as the Agent complement.
Passive structure English and Bahasa Indonesia above is not in formal correspondence because verbal ‘is loved’ is a compose verbal which shows the present time; meanwhile verbal disayangi is not a compose verbal but passive verbal which formed by prefix di- + sayang+ i, besides, the data above shows the presence of preposition ‘by’ in English is a must while in BI is an optional.

This sentence has similarity in its word formation, both passive structures in English and Bahasa Indonesia is in identical word order. That is S-P-Acomp.

From the analysis contrastive above, the writer summarize some points, those are:

1. Syntaxes passive structure English is formed by changing the transitive active verb into passive verb using pattern to be + past participle or modal auxiliary + past participle, besides, syntaxes passive structure Bahasa Indonesia is formed by changing the prefix in the active verb into prefix di-, di-kan, di-i, and ter-, or deleting the prefix in active verb without adding any affixations.

2. In English, there are compose verbal which is a verbal shows a time signal when the event happen, while in Bahasa Indonesia, there are no compose verbal, the time signal in Bahasa Indonesia only can be shown by occupying adverb of time if it is needed in a sentence.

3. Syntaxes passive structure English and Bahasa Indonesia show there are transformation object in active sentence into subject in passive sentence.

4. From the comparison of the agent complement element, both English and Bahasa Indonesia have a preposition as the conductor of the agent complement. In English, the preposition that used in passive structure is preposition by,
while in BI the preposition that used in passive structure is preposition *oleh*. In passive structure, there are differences in the function of preposition as a conductor of agent complement. In English, the presence of preposition *by* is a must, while in Bahasa Indonesia, the presence of preposition in verbal which is marked by prefixes *di, ter, di-kan, and di-i* is an optional. For passive structure of BI which is marked by verbal without affixation (Φ verbal), the preposition *oleh* cannot be presence.

5. Agent complement in English and Bahasa Indonesia also can be not inserted in passive structure. It is because the agent complement can be known based on the context.

6. In Bahasa Indonesia, Verbal passive with prefix *ter-* which has accidental meaning includes in passive sentence, while in English, verbal which has an accidental meaning formed by active sentence. If the accidental meaning formed in passive structure, the sentence will possess a shift in its meaning.

7. From the contrastive analysis of Syntaxes passive structure English and Bahasa Indonesia, the writer can described that the passive structure in English only has on formation of passive sentence that is **S-P-Acomp** (Subject-Predicate-Agent complement); while Bahasa Indonesia **S-P-AComp, S-Acomp-P, S-Adv-Acomp-P, S-Acomp-P-Adv**.
A. Conclusion

Based on the analyses in the previous chapter, it is known that there are some similarities and differences between English and Bahasa Indonesia in passive sentence. Generally, we could see there are some differences in both languages. The most prominent differences appear in the slot of a predicate which filled by verbal. In English, it is known compose verbal while in Bahasa Indonesia, there is no compose verbal. The differences also appear in the verbs that show accidental action, in Bahasa Indonesia, it is included in passive sentence. Its marked by prefix ter-. On the other hand, the sentence which has accidental meaning in English doesn’t formed by passive structure but active sentence.

Besides the differences, both languages also have similarities. The similarities between English and Bahasa Indonesia are the verbal active in both languages transformed into passive verb. The analysis also shows that there are equivalences between English and Bahasa Indonesia in the form of passive structure. The equivalence is the structure of English and Bahasa Indonesia are marked by the slot of the predicate which filled by verbal. There are equivalence between English and Bahasa Indonesia because the similarity in syntaxes functions in passive structure. The formal correspondent can be seen in the transformation of object in active sentence into subject in passive sentence in both languages; in addition, the formal correspondence shown in phrase rank, that is prepositional phrase which occupy the agent complement in passive structure of
English and Bahasa Indonesia equally formed by preposition by (English) and preposition oleh (Bahasa Indonesia) + noun or noun phrase.

**B. Suggestion**

The writer would like to suggest that in learning English language, the teacher should pay attention in the verb formation in the English which is different in Bahasa Indonesia. English language has so many tenses to show the different time which doesn’t exist in Bahasa Indonesia. This phenomenon could make students difficult in transforming their source language into the target language. It is shown in the data which most of error occurred in the formation of the verbal as the predicate.

The teacher also should show the difference of passive sentence structure in the target language based on its type, because there are some sentences included as passive sentences in Bahasa Indonesia but in English, it must be an active (can’t be transformed into passive voice). Aside from that, this study is limited in terms of the structure of the passive structure. There are the other aspects of sentence structure that haven’t been studied.
BIBLIOGRAPHY


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APPENDICES
First Student


Ternyata, buku saya telah dibaca olehnya. Dia berkata minta maaf kepada saya.

My father gave me a book when my birthday. He gave me a book because my hobby is reading. I bring the book to the class. I put my book in my bag. That day, we clean our class.

The class was cleaned by us. I check my bag, I lost my book. My friend said if my book was taken by Dany. My tears was felt. My father ordered me to kept that book. But that book was not kept by me. I love my father. He was disappointed. I need to take my book from Dany.

I met him. I ask my book with him. Actually, my book was read by him. He said sorry for me.
Second Student

I study at RIAB, in RIAB we study many of lesson like language, exact, and religion lesson. Knowledge that we get is so benefit for us. We are trained for discipline and live healthy.

Every morning, the bedroom is cleaned by us. After that, the rice is taken and eaten by us at dining room. Even if our friend is sick, the rice will be taken by their friend who is not sick. And we also clean our dormitory.

After that, we go to the school and the study will be finished until dzuhur. After praying and eating, study will be started until ashur. And start again after praying isya until 09.30 o'clock and we sleep at 11.00 o'clock.

Saya belajar di RIAB, di RIAB kami belajar berbagai pelajaran seperti bahasa, IPA, dan pelajaran agama. Ilmu yang kami dapatkan sangat berguna bagi kami disini juga kami dikenalkan untuk bersikap disiplin. Dan kami juga dibiasakan untuk hidup bersih.

Setiap pagi, kamar selalu dibersihkan oleh kami. Setelah itu, nasi kami ambil dan kami makan di ruang makan, bahkan jika teman kami sakit, nasi akan diambil oleh teman yang tidak sakit dan kami juga membersihkan asrama kami.

Setelah itu, kami akan berangkat ke sekolah dan belajar akan selesai sampai waktu dzuhur. Dan setelah shalat dan makan, belajar akan dilanjutkan sampai ashar. Dan dilanjutkan setelah isya sampai jam 09.30 WIB. Dan kami akan tidur pada jam 11.00 WIB.
Third Student


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Tomorrow, we will meet in grandmother's house. We will go to Oranges Garden. The location of Oranges Garden is behind grandmother's house. The oranges Garden will be cleaned by us. The rubbish in the garden will be taken by us. The oranges fruit will be picked by us. and then the oranges fruit will be brought by my grandfather to the market. This job will be finished by us at 12:00 a.m. and then we back to grandmother's house. and we eat together there. and I feel very happy.

Translate:
"Krakk..." we were shocked. " what is that? " asked Mirza. I don’t know what is that? " The strange sound was heard for 3 times. we walked to the area that the sound come from. we were been looking by the stars for a long time. we walked and walked. Suddenly, something passed and "Ting!!" "Oh no, what is that? ", I screamed. "That is the bottle that was fell from the 2nd floor over there. Don’t worry, " said mirza. and at that time, my hand was been holding by him."

One day, I have buy a story book and this book is being written by HM. Abbas. and this book was read by Sarah. Sarah is my good friend. I really like read a story book.

I have support by my parent. every day my parent give me money to buy the book. and in my house have some book and the all of book was borrowed by my friend.
Suka hari, saya memasak sangat lapar. Saya pergi ke pasar untuk membeli sesuatu.
Saya membeli ayam, bawang, cabai dan lain-lain. Saya tiba di rumah
dan meletakkan semuanya belanjaan di dapur. Saya akan memasak
 gulai ayam. Gulai ayam dibuat oleh saya. Setelah itu, saya memasak
 sayur dan semuanya kembali. Saya memasak untuk memantauan di Bagan TV.
Gulai ayam dimakan oleh saya dan suami dimasak oleh saya.

Setelah itu, piring dan gelas saya cuci sendiri.

One day, I feel so hungry, I went to market and bought something.
I bought chicken, onion, chili and others. I arrived at home and
put all of my stuff at kitchen. I will make a chicken gravy,
the chicken gravy were made by me. After that, I made milk
and all bone. I choose for enjoyed in front of television. The chicken
gravy were eaten by me and the milk were drunk by me.
After that, the plate and glass were washed by me.
Seventh Student

Saya murid dari Ruhul Islam Anak Bangsa (RIAB) terletak di -
Mata le. Saya akan menghabiskan masa belajar saya di tahun ini.
Saya rasa ini adalah terakhir kali saya belajar di RIAB.
Ustadsah di sayangi oleh kami, kami bersyukur kepadahapusanya. Saya
akan tinggal di Jogja tahun depan. Saya mempersiapkan dari sepa-
rang, bu saya sangat merasa bahagia karena saya.

I'm student of Ruhul Islam Anak Bangsa. RIAB, located at Mata le.
I will be spented my study at this year. But, I think this is
the last time for study in riab. Ustadsah loved by us. We sayes
thanks by her. I will be stayed in Jogja at the next year. I
will prepared by this time. My mom felt very happy because of me.