

APPROVAL

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN USING ENGLISH PASSIVE
VOICE: A CASE STUDY AT THIRD GRADE STUDENTS OF SMAN 1 NARMADA IN
ACADEMIC YEAR 2015/2016**

By:

Ilwan Kusuma Wijaya
E1D111059

**This Article has been Submitted and Compiled as the Partial Fulfillment of the
Requirement for Sarjana Pendidikan (S. Pd) Degree in English Education Program
Faculty of Teacher Training and Education, University of Mataram**

Mataram, March 03, 2016

Approved by:

First Consultant



Drs. Udin, M. Pd.
NIP. 196412311993 03 1 016

“An Analysis of Student’s Difficulties in Using English Passive Voice: A Case Study at Third Grade Students of SMAN 1 Narmada in Academic Year 2015/2016”

ILWAN KUSUMA WIJAYA

E1D 111 059

ABSTRACT

This thesis entitled “An Analysis of Student’s Difficulties in Using English Passive Voice: A Case Study at Third Grade Students of SMAN 1 Narmada in Academic Year 2015/2016” aims at describing the difficulties and factors contributing to the students’ difficulties in English passive voice that students experienced. It was limited in using four tenses of passive voice, there were: simple present tense, simple past tense, present continuous tense and past continuous tense. The participants of the research were students in XII IPA 2 which consisted of 39 students as the sample. The data of this study were taken by giving tests and questionnaires to the samples. The method used to analyze the data was quantitative method. The data analysis in this research was the student’s test, regarding to the forming in four different tenses of English passive voice. The descriptive qualitative method was used in presenting the result of data analysis. After doing the research, it was found that there were four types of difficulties that the students faced. There were: verbs changes problem, inappropriate use of to be, placement of subject, and placement of verb. The contributing factors found to have caused those problems were mostly the student’s lack of vocabulary and poor understanding in context and structure of passive voice.

Key words: Student’s Difficulties, Grammar, English Passive Voice

ABSTRAK

Tesis ini berjudul “An Analysis of Student’s Difficulties in Using English Passive Voice: A Case Study at Third Grade Students of SMAN 1 Narmada in Academic Year 2015/2016” bertujuan untuk menjelaskan kesulitan-kesulitan dan factor-faktor yang menyebabkannya kepada murid-murid yang kesulitan pada kalimat pasif yang mereka hadapi. penelitian ini terbatas hanya menggunakan empat bentuk kalimat pasif dalam bahasa Inggris: simple present tense, simple past tense, present continuous tense dan past continuous tense. Sebagai sampel, Peserta dalam penelitian ini adalah murid-murid XII IPA 2 yang terdiri dari 39 murid. Data dari penelitian ini telah diambil dengan memberikan tes dan daftar pertanyaan kepada peserta. Metode yang digunakan untuk menganalisis data adalah metode kuantitatif. Analisis data pada penelitian ini adalah hasil tes murid-murid, mengenai perubahan bentuk kalimat pasif dalam bahasa Inggris di empat bentuk yang berbeda. Metode kualitatif deskriptif telah digunakan dalam menjelaskan hasil dari analisis data. Setelah melakukan penelitian ini, peneliti menemukan empat macam kesulitan yang mereka hadapi. keempat kesulitan itu adalah: masalah perubahan kata kerja, kesalahan menggunakan “to be”, penempatan subject, dan penempatan objek. Faktor-faktor yang mendukung terjadinya kesulitan-kesulitan itu adalah lebih banyak dari mereka lemah dalam daftar kata-kata dan lemahnya pengertian dalam konteks dan bentuk-bentuk dalam kalimat pasif di Bahasa Inggris.

Kata kunci: kesulitan murid-murid, tatabahasa, kalimat pasif dalam Bahasa Inggris

INTRODUCTION

Background of Study

Indonesia has adopted English as its foreign language and it is convinced by the curriculum which is in every level/ stage of school. It had been learned from the earlier level such as, Kinder Garden, elementary or basic school, Junior high school, Senior high school until the highest level of education such as; at university. In fact, many students of senior high school in Indonesia especially in West Nusa Tenggara tend to have difficulties in their learning and understanding of English itself. According to the Contrastive Analysis Hypothesis Formulated by Lado (1957), "Difficulties in acquiring a new (second) language are derived from the differences between the new language and native (first) language of a language user". From that explanation, they will meet many problems in learning second language, in this case, in English. One of the students' difficulties is in the grammar aspect.

Grammar is one of the important things in learning English. Grammar is not as easy as people thought. Moreover, for many people, grammar is an aspect which becomes the most difficult to learn in English. It always corresponds with all English skills. Although grammar does not belong to the four skills; listening, reading, speaking and writing, it supports these skills. It is not true that language skills do not relate to the grammatical role. For example in reading, the students will be confused to understand the meaning in the text and to know the ideas of the writers if they do not have the ability in grammar. In writing, we cannot make a good writing if we do not understand all aspects in grammar. Mistakes in grammar can become serious problems in all English skill. For that reason, in every English class, grammar becomes one important subject that should be learned by the students. In grammar, we will learn how to construct sentences in an appropriate way, we will learn a variety of tenses such as: simple tense, past tense, and future tense, modal, direct and indirect skill, pronoun, integrative and negative sentences, including how to change active into passive voice. In this case, the writer will discuss about passive voice.

Passive Voice is one of grammars that should be learned and understood by the students. In passive voice, the subject receives the action of the verb. Besides that, there are three types of verbs in English and each is used in different condition and situation or it is

usually called tenses. For the learners, to change the active into passive voice of the target language is very confusing. They have to pay attention to the verb used in active, which is different from the verb used in passive voice. This phenomenon also happened in SMAN 1 Narmada, they were confused to change the verb in different tenses. In this case, the students who learn English as the target language faced this particular phenomenon. Based on the teaching practice (PPL) experience, I have observed that the students of SMAN 1 Narmada still have problem in using English passive voice. Even though it was in Senior High level but most of them could not use English passive voices properly. Based on the fact above, in order to examine the problem deeper, I decided “An Analysis of Students Difficulties in Using English Passive Voices: A Case Study at Third Grade Students of SMAN 1 Narmada in Academic Year 2015/2016” become my research title. It was expected that the difficulties in using passive voice and the contributing factors could be analyzed in order to find the important information for the teacher to increase the students’ quality.

REVIEW OF RELATED LITERATURE

The Importance of Learning Grammar

Grammar is one of the components of language beside spelling, vocabulary, and pronunciation. Several writers have different point of view to define the grammar. Kusnadi (2011) defined that grammar as the description of the ways in which word can change their form and can be combined into sentences in that language. In learning English, we have to understand grammar well. Without having the knowledge of grammar, the students can only learn or memorize the individual word or phrase. They are not able to construct an appropriate sentence in English. The sentence will be acceptable if the structure is correct. As Richard (cited in Hariani, 2013: 13) had investigated that people agree to not ignore the grammar, because without it the students’ language development will be severely constrained. In Indonesia, most students have difficulties to master English grammar because it is different from Indonesian rule. That is the reason why the students must learn the English grammar. It helps the students understand English quickly and help them increase their ability to perform sentences in communication.

Richard et al (2010) also state that grammar as a description of structure of language and the way linguistics units such as words and phrases are combined to produce sentence in

that language. From that all explanation about what grammar is, we realize that grammar is the way words can be put together in order to make sentences. Understanding the grammar makes us realize the reasons why grammar becomes important parts to learn English as basic skill. Besides, it is hard for us to learn a language without understanding grammar because it helps us understand the structure and how to use the language. As Baehaqi (2011: 78) declared “There is no language without structure”.

English Tenses and Verb Construction

The grammatical form of verbs usually discussed in connection with tense. The description of verb form differs according to the way the term tense is interpreted. Frank (1972) proposes two interpretations of tenses. The first common interpretation of tense is a semantic one which roughly indicates a kind of time. Some grammarians present a three-tenses system of present, past, and future signaled by verb endings and auxiliary verb. The second interpretation of tense is based on the form of the verb alone. According to this interpretation, there are only two tenses; a present and a past each of which is marked by different form in the lexical verb itself or is the auxiliary used with it. The semantic component of time is only secondary to the structural form. Many modern grammarians favor this two tense system based on the form alone.

Frank (1972) argues that sentence analysis involves a detailed study of verb form including infinitive, transitive, intransitive, modal, regular and irregular verbs, and phrasal verbs. He further states that in the case of verb construction, there are two groups of verbs; regular and irregular which are identified by how the simple past and past participle are formed. Regular verbs are verbs ended with the *suffix -ed* in their past form, that is, they form tenses in the normal way by adding the *suffix -ed* at the end of the verbs as in (*I kick, I kicked, I have kicked*) but irregular verbs do not as in (*Swim, Swam, Swum*). Because of the conventional nature, regular verbs are also known as weak verbs, while some irregular verbs are strong verbs with specific vowel change across tenses as in *swim, swam, swum* and *ride, rode, ridden* and some are not or constant as in *cut, put, and hit* (Frank 1972).

Passive Voice of Some English Tenses

Passivization is the process by which a non agent is promoted into the role of main topic of the sentence and to the extent that the language process coding properties (position, case of prepositional marking, verbal agreement) which identify main topics as subjects, and than this promotion may also involve subjectivization (Siewierska 1984). Djumarie (2007) argues that passive voice is a grammatical construction in which the subject of a sentence receives the action, while in the active voice the subject does the action. According to Thomson and Martinet (1985), the passive on an active tense is formed by putting an auxiliary verb 'to be' into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by 'by' and placed at the end of the clause consider the following example of passive construction of simple past tense:

- [1] My father kicked the ball (Active)
- [2] The ball was kicked by my father (Passive)

The example above illustrated, in a simple rule, that the sentence in the active voice can be transformed to the passive voice in which the subject in the active voice becomes the subject in the passive voice and the object in active voice becomes the subject in the passive voice. For more detail above passive voice form, bellow will be given the formation and use of passive voice of some English tenses:

- a. Simple Present Tense
Subject + to be (am/is/are) + past participle
Example:
[2] Active Voice : Ilwan sweeps the room.
[3] Passive Voice : The room is swept by Ilwan.
- b. Present continuous tense
Subject + to be (am/is/are) + being + past participle
Example:
[4] Active voice : They are writing the book.
[5] Passive Voice : The book is being written by them.
- c. Simple Past Tense
Subject + to be (was/were) + past participle
Example:
[8] Active Voice : My uncle watched television everyday.
[9] Passive Voice : Television was watched by my uncle everyday.
- e. Past continuous tense
Subject + to be (was/were) + being + past participle

Example:
[10] Active Voice : Danis was teaching the students.
[11] Passive Voice : The students were being taught by Danis.

Passive Properties

It is difficult to determine the actual distribution of passive due to the lack of consensus on what passive is, but the passive is primarily associated with accusative or subject prominent (Siewierska 1984). Hanafi (2006) argues that both active and passive are semantically the same but syntactically different. They can be distinguished in the word orders and the markings on the verbs as well. According to Blake and Dixon (in Hanafi 2008), passive can be described as a counterpart of an active construction. An active sentence, the Agent is marked as the subject (S) and the Patient as the Object (O), both by word order and the agreement of the subject and the verb (Palmar in Hanafi 2008). The agent of passive has optional status that is morphologically marked by a prepetition or it can be deleted (Hanafi 2008). He described some passive properties across language as follows:

- a. The subject of the passive clause is a direct object in the corresponding active
- b. The subject of the active clause is expressed in the agentive adjunct in the passive clause or deleted.
- c. The subject of active clause is expressed as an obligatory agent but without a prepetition in the passive clause.
- d. The verb in the passive clause can be marked passive or unmarked.

He then gives an example of English passive clause in [1]-[3] for properties (a) and (b) as follows:

[1] John killed the bear
[2] The bear was killed by John
[3] The bear was killed

Example [1] in the sentence above is active followed by its correspondence passive in [2], *John* as the initial subject demotes to agentive adjunct or *by* phrase position. The verb takes *-ed* (past participle) and the auxiliary verb *was* precedes the verb kill. In [3], the *by* phrase is deleted.

The Passive Formation

Wishon and Burks (1980) argue that passive sentences are transformations of the basic sentence pattern. In line with this, Henrichsen and Pack (1992) noted the passive sentence transformation from active sentence follows several steps below:

- a. Find the simple basic sentence and removed any shifters.
- b. Locate the object of the sentence.
- c. Write the *object* of the active construction as the *subject* of the new passive construction. If the object is pronoun, it has to be changed to its subjective form.
- d. Determine the verb form used in the active construction and write the same form (past or present) of *be* in the new passive sentence. The form of *be* must agree with the new subject (the old object)
- e. Write the past participle form of the verb that was used in the active construction.
- f. Write the word *by* and then the old (active construction) subject. If the old subject is a pronoun, it has to be changed to its objective form.
- g. Determine if the agent is necessary or desirable. If it is, then leave it in. if it is not, then take it out.
- h. Any shifters will remain the same. Put them back in the sentence.

Based on the steps above, it can be stated that active sentence is transformed into the passive one by locating the *object* of the active construction as the *subject* of the new passive construction and determining the verb form used in the active construction and write the same form of *be* in the new passive sentence followed by past participle of the verb and by phrase if it is desirable or necessary.

Factors Contributing Difficulties

In learning English as foreign language, it is normal for the learners to have difficulties in learning a language. In Indonesia, most of the students have the same problem in learning English. We are sometimes confused about the rules and the structure in grammar because it is different from Indonesian. As Brown (1980) stated that “Learning is fundamentally a process that involves the making of mistake and errors”.

There are several factors contributing errors in learning English as foreign language process, such as:

1. Interlingual transfer

For the learners, the beginning stage of learning a second language or foreign language is vulnerable to inference from the mother tongue. As Dulay (1982: 96) defined “Interlingual transfer as being the result of language transfer, which is caused by the learner’s first language”. In this case, the first language is only the system for the learners to learn before the system of the second language is familiar to them as their mother tongue. In addition, Richard in Hariani (2012) supported the idea said that the interlingual transfer are caused by interference from the native language to the target language.

2. Intralingual transfer

An intralingual transfer is the result of the failure learning of the target language rather than language transfer. It may be caused by the influence of the target language item upon another. As Dulay (1982: 101) declares “Intralingual transfer occurs as the result of the learner’s attempt to build up the concepts and hypotheses about the target language from their limited experience with it”.

Other Possible Factors

Lack motivation is one of the factors that influences the learners in learning process. Motivation is the first step to make the students interested and stimulate them to finish the goal. As Parera (2011) stated that “Motivation is a process of stimulating people to actions to accomplish the goal”. Hence, lack of students’ motivation tends to make them difficult in learning process. Corder (1982: 8) has investigated that motivation and intelligence appear to be the two principal factors which correlate significantly with achievement in second language.

The context of the learning such as the teacher or textbook can lead the students to make errors. Sometimes a teacher gives a rule and misleading explanation for the students which are far from the adequate, so when they follow the rule they will make errors. As Brown (1980) wrote: “Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure of word in textbook, or

even because of pattern that was rote memorized a drill but improperly contextualized". In learning process, the students are difficult to understand the material because the classroom atmospheres such as noisy and dirty class, it makes students hard to learn the material given by teacher effectively.

Previous Research

To support and make this thesis better, I will use some books which were related to my topic. Some of them were mentioned as follows:

In Anggiat (2006) with Title "A Study on the Passive Voice Mastery of the Second Year Student at Pematangsiantar". After the writer analyzed the data, she found that students at SMA KAMPUS Pematangsiantar were able in mastering passive voice. It is shown from 30 samples of students, 57, 37 % or 17 students answer the correct test and 42, 36 % or 13 students who faced the difficulties. The last researcher was Novianti (2014) with title "The Students Ability in Using Pasive Voice of Simple Past Tense, A Survey Study on the Second Year Student of SMA 1 Lingsar in Academic Year 2013/2014)". From 240 students in SMA 1 Lingsar, The writer took 25 % of the population as the sample or only 60 students. The result of this study was students on the second year of SMA 1 Lingsar might fail to understand the auxiliary verb and proper verb form in constructing passive voice of simple past tense. It was clearly presented that 55% - 75% students failed.

I planed to conduct my research in SMAN 1 Narmada in which I will investigate the students' difficulties in using English passive voice in four different tenses: simple present tense, simple past tense, present continuous tense, and past continuous tense. My research was different from them, the differences of Anggiat's with my study was in the object of study. My study takes SMAN 1 Narmada whereas Anggiat took SMA Pemanatngsiantar as her object. The other difference was in the form of passive voice used. I have chosen passive voice in four tenses whereas Anggiat took passive voice in one tense. In second researcher, the differences between my research with her regarding samples is that this research will take one class as the research samples while Novianti took 60 students (25% of the population) as her research samples.

RESEARCH METHOD

In this research, descriptive analysis was used. According to Key (cited in Retnowati, 2012) “Descriptive method is used to obtain information concerning the current status of phenomena, to describe what exists with respect to variables or conditions in a situation”. The descriptive analysis was used as the procedure to analyze the data. The population of this study was the third grade students of SMAN 1 Narmada in academic year 2015/2016. The total number of population was 369 Students from eight classes comprising of five science classes (XII IPA 1-5), and three social classes (XII IPS 1-3). Sample is some or representative of the research population. One class was taken as the sample of the study, namely XII IPA 2 with 39 students. In this research, I used purposive sampling. Based on the teaching practice (PPL) experience, I had observed and taught the students in SMAN 1 Narmada have problem in using English passive voice. After I observed, I found that the high mistakes were made by students in XII IPA 2 which consisted of 39 students. That was the reason why I choose XII IPA 2 as the sample of my research.

In this research quantitative and qualitative data were collected in this study. The test would be used in order to know difficulties faced by students, while the questionnaire was used in order to discover the factors contributing to the difficulties. The data would be obtained by doing tests and questionnaires. In this study, objective test was used. In research the student were given test which contains 20 items of test, The questionnaires were given after the test in form of cloze statement. Dornyei (cited in Hariani. 2012: 26) stated “The major advantage of cloze statement is that their coding and tabulation is straight forward and leaves no room for subjectivity”. This is why cloze questions were used to obtain the information about the student’s difficulties and the factors contributing to it in using English passive voices. Conducting this study cooperated with English teachers in SMAN 1 Narmada, so that students performed the task seriously. After collecting the data, the individual scores were marked by using the scoring system and the answers were analyzed accurately. The data taken would be analyzed as follow: Identification, Classification, Description, and Finding the percentages of mistakes committed by students in using each type of English passive voice.

$$X(\%) = \frac{n}{N} \times 100\%$$

Adopted from Djiwandono (1996)

Which: $X(\%)$ = Percentage of mistakes in each type of mistakes

n = Total students were made mistake in each type mistakes

N = Total students multiplied by numbers of question

DATA PRESENTATION

In order to find data and information of the student's difficulties in four tenses of passive voice, there are: simple present, simple past, present continuous and past continuous tenses, the writer applied 20 questions that the students were asked to transform the active voice into passive voice.

Table 1. Percentage of Students' Mistakes

No	Question	% of Correct answer	% of Incorrect answer
1	Marry helped the boy.	82.35	17.65
2	The assistant managar interviewed me.	91.18	8.82
3	Anggun was singing "Thinking out load" at the last night's concert.	20.59	79.41
4	The thieves were stealing the precious diamond at the museum.	2.94	97.06
5	The performance grabs people's attention.	35.29	64.71
6	The residents of the island cut the trees.	76.47	23.53
7	Taufik Hidayat is facing Lee Chong Wei in the quarter final.	5.88	94.12
8	The local television's channels are broadcasting the world cup finals.	11.76	88.24
9	Anang and Ashanti launched a single entitled "Memilihmu" last month.	58.82	41.18

10	The last year's winner of Indonesian idol wore a very beautiful dress.	14.71	85.29
11	Two horses were pulling the farmer's wagon.	61.76	38.24
12	We were kissing the girl who was sitting on the table.	38.24	61.76
13	Ronald ate the banana and the apple.	38.24	61.76
14	The teacher gave the gift to his students.	38.24	61.76
15	Thomas Edison invented the electric light bulb.	26.47	73.53
16	His friends is swimming the water.	5.88	94.12
17	He speaks English to his family every day.	50	50
18	Ani and Tony are enjoying the sunset at Senggigi beach.	70.59	29.41
19	The president of Irak found bombs in secret room.	0	100
20	Her mother leaves the key on the table.	55.88	44.12

Based on the table above, from 39 students who participated in objective sentence transformation test with 20 items of questions, 17.65% of the students have difficulties in answering item number 1, 8.82% students find the difficulties in question number 2, 79.41% students fail to correctly answer in item number 3, 97.06% students have fail in question number 4, 64.71% students have difficulties in number 5, 23.53% students incapable to change active to passive form in number 6, 94.12% students find the difficulties in item number 7, 88.24% students might fail in answering question item number 8, 41.18% in number 9, and 85.29% in number 10. In questions item number 11 to 20, the students of SMAN 1 Narmada also find the difficulties to change active into passive sentence. 38.24% in number 11, 61.76% in number 12, 61.76% in number 13, 61.76% in number 14, 73.53% in number 15, 94.12% in number 16, 50% in number 17, 29.41% in number 18, 100% in number 19, and 44.12% in question item number 20.

Table 2. Type of Mistakes Made by Students

Type of mistakes	Mistake	% of mistake
Verbs changes	220	32.35%
Inappropriate use of to be	159	23.38%
Placement of subject	94	13.82%
Placement of verb	47	6.91%
Total	520	76%

Based on the findings, the researcher found that there were several students who made errors after they had completed the test, they are, verbs changes, inappropriate use in to be, placement of subject, and placement of verb.

Verbs changes problem

There were 32.35% of the third grade students failed in changing the verbs. The students could not change the verb into appropriate forms in order to change active sentences to passive ones. There were two types of verbs that were difficult for the students themselves, that is: regular and irregular verb. It can be seen in questions items number 3,4,5,8,10,11,12,15,17,18, and 20. Whereas they were ask to change active voice verb into passive voice verb.

Example: Question number 8, 10, 15

- The local television's channels are broadcasting the world cup finals.
In this case, the students failed to change the verb "broadcast" to its past participle form (broadcasted). Instead, the students responded by answering "broadcasting".
- The last year winner of Indonesian idol wore a very beautiful dress.
In this case, the students experienced difficulties to change the verb in active sentence to become past participle form in passive sentence especially in irregular verb. They failed to transform the verb "wore" in active sentence to its past participle form (worn). Therefore, it will be "*a very beautiful dress was worn by the last winner of Indonesian idol*". In fact, most of them were answered by answering "worm" and some students answering "wored".
- Thomas Edison invented the electric light bulb.
In this question, the third grade students of SMAN 1 Narmada faced the same case with both questions. They might incapable able to provide relevant answer to transform the verb in active sentence into passive sentence in regular verb especially when the verb is more advanced for them. It will be, "the electric light bulb is invented by Thomas Edison". Most of them choose irrelevant verb form to match the context of question. Their answers indicate that they have poor understanding in vocabularies and lack of context understanding in regular and irregular verbs.

Inappropriate use of to be

Regarding this problem, there were 23.38% students failed to place the suitable “to be” for the sentence in active sentence into passive sentence. It showed that the students were confused about choosing the right to be in their answer. It could be seen from several questions of the test (4, 6, 7, 11, 13, 17, and 19).

Example: question number 4, 13, and 19

- The thieves were stealing the precious diamond at the museum.
In this case, the students were incapable of identifying the correct to be for the singular noun. They mistook the singular to be for “the precious diamond” by writing “were” rather than “was”. It could be concluded that they did not fully understand the use of to be.
- Ronald ate the banana and the apple.
In this case, the students have to identify the correct auxiliary for the plural subject. They also made an error to choose the correct to be in plural subject. When the subject was singular and the object was plural in active sentence, they used singular auxiliary too in passive sentence. It is shown from their answers, most of them write “was” for “the banana and the apple” as the subject rather than “were” in passive form.
- The president of Irak found bombs in secret room.
In this question, all the students might fail to identify singular and plural noun dealing with subject and object in active and passive sentence, then it would be difficult for them to determine proper auxiliary verbs. In this case, the students were asked to choose the correct to be for plural subject. All of them failed to choose the right to be “were” and they write “was” for plural subject. It will be “bombs were found by the president of Irak in secret room”, “were” as the proper to be for the plural subject “bombs” and “found” as the proper verb form following the concept of passive voice.

The placement of subject

According to the result of the test, 13.82% students were unable to transform the position of object in active sentence into the place of subject in passive sentence. They might fail to provide appropriate answer for question number 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 17, 18, 19.

Example: question number 4, 9, 17

- The thieves were stealing the precious diamond at the museum.
In this case, the students failed to identify the object in active sentence to become the subject in passive sentence. In this question above, some students shifted “the museum” the adverb of times of a sentence into the position of subject in passive sentence.
- Anang and Ashanti launched a single entitled “memilihmu” last month.
In this case, they also made the same mistake with question number 4. Some of them failed to choose the correct object in active sentence to become the subject in passive sentence. It will be “a single entitled “memilihmu” was launched by them last month”.
- He speaks English to their family everyday.
In this question, the students incapable of identifying the world class because some students recognize “their family” as a subject, “every day” as a subject, then it results in students answer in which they failed to provide appropriate subject. It should be “English is spoken by him to their family everyday”. In line with the passive sentence “English” as an object in active become a single subject in passive sentence, “is” shows the correct auxiliary verb following the singular subject agreement, “spoken” shows proper past participle verb form and “him” as an object in accordance with the concept of passive voice in simple present form.

The placement of verb

Based on the table above, there were 6, 91 % students failed to identify the verb and the placement of verb. It can be seen in question items number 4, 5, 8, 10, 11, 17 and 19.

Example: Question number 8 and 17

- The local television's channels are broadcasting the world cup finals.
In this case, some students incapable to identify the placement of verb, some of them answered "broadcasting the world cup finals by the local television". From the students answer, it shows that the students failed to put the verb in appropriate place, they put the verb in the beginning of the sentence as the subject in passive voice.
- He speaks English to their family everyday.
In this question, third year students of SMAN 1 Narmada might be incapable of providing relevant answer because their answer indicated that they poor understanding in vocabularies, lacks of context understanding, and lacks of background knowledge. Students might fail to provide appropriate answer dealing with the placement of verb. Some of them answered "their family everyday to English speaked". This situation shows that the students also failed to identify the placement of verb the same as the first example, but in this situation they put the verb at the end of the sentence in simple present form. It would be "English is spoken by him to their family everyday".

In the other hand, the researcher found another errors that the students made, there were;

Emission of verb

The third students of SMAN 1 Narmada might fail to identify the verb in active and passive form and some students also did not put the verb in passive sentence. It can be seen in number 5, 10, 14, and 15.

Example: Question number 5 and 14

- The performance grabs people's attention.
In this case, some students failed to find the verb in active sentence. They answered "people's attention by the performance". That situation shows that the students did not put the verb in passive sentence.
- The teacher gave the gift to his students.
In this question, third grade students of SMAN 1 Narmada also might fail to identify the verb, the same as the previous example. The students answered "the gift to his students by the teacher". They were confused to determine the verb, then it would be difficult for them to transform active to passive sentence if they do not know the verb. It would be "the gift was given by the teacher to his students".

Emission of "by"

5, 29% students might fail to understanding the rule in passive voice. It can be seen in question number 1, 6, 7, 8, 9, 10, 13, 15, 18 and 20.

Example: Question number 1 and 15

- Marry helped the boy.

In this case, they not understand about the passive structure, it is seen from their answers, whereas some of them did not put “by” before the subject in passive form. It should be “the boy was helped by Marry. In the line of passive form, “by” describe the subject who acts in this sentence.

- Thomas Edison invented the electric light bulb.

In this case, student also the same mistake as the first example, whereas the students might be incapable to provide relevant answer because their answers indicate that they poor understanding and lacks of context understanding. In this question some of them not put the word “by” before the subject of passive voice sentence in simple present tense form.

Emission of “to be”

As many students of SMAN 1 Narmada incapable to identify the use of “to be” and confused about the placement of to be, it is difficult for them because they did not fully understand the context of passive voice. It can be seen in question items number 1, 4, 5, 6, 8, 10, 11, 13, 14, 15, 17, and 19.

Example: Question number 5 and 14

- The performance grabs people’s attention

In this question, students failed to identify the placement of “to be”, even they do not put the “to be” in passive sentence. Students answer “people’s attention grabbed the performance”. From the answer shows that the students did not fully understand the rule of passive voice, that is the reason why the students do not put the “to be” in the sentence of passive form.

- The teacher gave the gift to his students.

In this case the same as the previous example, whereas the students failed to identify the placement of to be, some of them also do not put the “to be” in passive form, it indicates that they poor understanding in context of passive voice, they were also confused what auxiliary verb that they had to use in different tenses of passive voice. It should be “the gift was given by the teacher to his students”. In line of passive voice, “was” as proper auxiliary for singular subject in simple past tense form of passive voice.

In this step, the factor contributing to the student’s difficulties would be detailed based on the data gathered from the questionnaires. The result could be seen on the table below:

Table 3. Questionnaires’ answer

No	Statement	Students’ answer	
		Agree	disagree
1	Menurut saya, belajar bahasa inggris itu menyenangkan	33	1
2	Saya memahami konsep kalimat active and passive voice (bentuk aktif dan pasif) dalam bahasa inggris	23	11
3	Saya mampu merubah bentuk kalimat dari active ke passive voice (aktif ke pasif) dalam bahasa inggris.	22	12

4	Saya mampu membuat kalimat passive voice (bentuk pasif) dalam bahasa inggris di dalam berbagai bentuk/tenses.	15	19
5	Suasana belajar seperti tempat yang nyaman dan tidak rebut mempengaruhi kemampuan saya dalam menguasai materi ketika belajar bahasa inggris, terutama tentang passive voice (bentuk pasif).	31	3
6	Dalam belajar passive voice (bentuk pasif) dalam bahasa inggris saya masih terpengaruh dengan aturan tata bahasa Indonesia.	32	2
7	Dalam textbook (buku panduan belajar) bahasa inggris yang saya gunakan sebelumnya terdapat materi tentang passive voice (bentuk pasif).	30	4
8	Saya pernah menemukan referensi (buku panduan belajar, guru) yang keliru dalam menginformasikan tata cara/aturan dalam materi bahasa inggris khususnya pada passive voice (bentuk pasif).	11	23
9	Saya merasa cepat mengerti materi tentang passive voice (bentuk pasif) ketika diajarkan oleh guru yang mengajar bahasa inggris dikelas.	15	19
10	Problems (masalah-masalah)	Score (skor)	Percentage %

a.	Pronoun (kata ganti orang dalam bahasa inggris)	4	11.80%
b.	Merubah kata kerja yang irregular (kata kerja tidak beraturan).	16	47.05%
c.	Membedakan regular verb (kata kerja beraturan) dan irregular verb (kata kerja tidak beraturan).	2	5.90%
d.	Menggunakan <i>to be</i> (am,is,are,was,were,has,had) di bentuk/tenses yang berbeda.	3	8.82%
e.	Tidak memahami atau mengerti formula (rumus) pada setiap tenses.	9	26.47%

The finding of the questionnaires is explained as follows:

Statement (1) indicated student's motivation. It was found about 33 students were motivated to learn English. The result shows that they had enough motivation in learning English. Even though having high motivation in English, the students must learn and hard work to understand about it. It was contrasted with Corder's theory (1982) that motivation correlates significantly with student's achievement in second language. Statement (2,3 and 4) indicate intralingual factor which was the result of the failure of learning by the students. It was found that 35 students had this factors contributing to difficulties. It is relevant with Dulay (1982) who investigated that mostly the failure was caused by the limit experience that the students had in using English. Eventually, most of the students just learnt in English at school, indeed only in English class. They were having less practice outside. Statement (6) indicated the interlingual factor contributing to the students' difficulties which is influenced by the students' first language (Dulai: 1982). Because passive voice was different from Indonesian, students tend to adopt Indonesian structure when using English because it was the only system they could use before they are familiar with English structure. There were 32 from 34 students faced in this factor. Statements (5 and 9) indicate the classroom atmosphere. It shows 53 students were affected by this factor in learning process. In fact, the class condition was still far from what was expected. The class was crowded and uncomfortable for the students. Uncomfortable here was shown by; the students from another class or their classmate disturb the teaching and learning process usually yelling and calling them, the condition in the class such as hot weather, noisy class which

made the students spent most of their time for drying their sweat and could not focus on what teacher was explaining.

Statement (7, 8) indicated the context of learning factor. Most of the students did not experience and most of them did not find misinformation about English especially in passive voice whether it was from the teacher or textbook. But, some students found that sometimes teacher explain the material especially in passive voice not clear enough, that makes them misunderstand about that. It was relevant with Brown's theory (1980) that stated that students often made errors because of misleading by the teacher or faulty presentation from textbook. Statement (10) indicated level of problems that the students faced. 47.05% students of SMAN 1 Narmada difficulties to change the verbs in active sentence to become past participle form in passive sentence especially in irregular verbs. 26.47% students did not know the formula in different tenses of passive voice, it will be difficult for them to answer the question in appropriate forms in order to change active sentences to passive ones. 11.80% students in XII MS 2 class also have problem in pronoun because their answer indicated that they have poor understanding in pronoun. 8.82% third grade of students agreed the used of "to be" become one of the problems in passive voice and 5.90% students experienced difficulties to distinguish between regular and irregular verbs.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings, it can be concluded that the third year students of SMAN 1 Narmada have difficulties in understanding passive voice especially in four tenses, there were; simple present tense, simple past tense, present continuous tense and past continuous tense. This phenomenon was determined by categories as follows. Firstly, the dominant mistake that the student made in verb changes problem. 32.35% students failed to change the verb in active sentence become past participle in passive form dealing with regular and irregular verb in passive voice. Secondly, there are three additional problems found by the teacher i.e. emission of verb, emission of "by", and emission of "to be". Next, Factors which affect students' ability in passive voice are: classroom atmosphere, lack of experience in using English, teacher's explanation was not clear enough, the differences between passive

voice in Bahasa Indonesia and English. The high motivation did not give any effect to the use of passive voice. Student's poor understanding relies on their lacks of understanding on the verbs changes, the use of to be verb and placement of subject. The last one, their poor understanding also relies on lacks of context understanding and background knowledge. This is shown that 76% of students had difficulties to change the active into passive form in some types of problems.

Suggestion

Based on the result of the research, the writer would like to put forward the following suggestion concerning the difficulties in understanding the structure of passive voice in four different tenses of passive voice. Firstly, The students should learn carefully about passive voice, especially in four different tenses, there are; simple present tense, simple past tense, present continuous tense, and past continuous tense. The students are strongly suggested to understand and learn more of the concept of passive voice. Next, the students are strongly suggested to carefully do the exercises of passive voice. The students need pay more attention in understanding and memorizing auxiliary verb and verb forms as well as regular and irregular verbs. It is suggested that students expand their knowledge by finding more information toward relevant literature. The teachers had better use more approaches, techniques and strategies in teaching grammar, especially related with passive voice. The teachers are strongly expected to explain the material clearly to the students, especially in passive voice.

References

- Anggiat. (2006). "A Study on the Passive Voice Mastery of the Second Year Students at Pematangsiantar".
- Arifuddin. (2007). *Language Assessment: Competency-Based Approach*. Mataram: Arga Puji Press.
- Baehaqi, I. 2011. *Practical English Grammar Errors*. www.articlebase.com Accessed in May 2011.
- Kroeger, P. R. 1993. *Phrase Structure and grammatical relations in Tagalog*. Stanford, CA: CSLI.
- Brown, H. D. 1980. *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall Inc.
- Cook, V. 1991. *Second Language Learning and Language Teaching*. Hodder Education, an Hachette UK Company.
- Corder, S. Pit. 1982. *Error Analysis and Interlanguage 2nd impression*. Oxford University: Oxford Press.
- Djuharie, O. S. 2007. *Mengerti Bahasa Inggris*. Bandung: Yrama Widya.
- Dulay, H. et al. 1982. *Language Two*. New York Oxford: Oxford University Press.
- Frank, M. 1972. *Modern English A Practical Reference Guide*. New Jersey Prentice Hall, Inc.
- Hanafi, N. 2006. *Morphology*. Mataram: Mataram University Press.
- Hanafi, N. 2008. *Syntax*. Mataram: Mataram University Press. -----, 2012. *Syntax*. Mataram: Mataram University Press.
- Hariani, Y. S. 2013. *The Analysis of Students' ability in Using English Pronouns in Writing Skill*. Mataram University: Mataram. A Thesis.
- Henrichsen, L. E. and Pack, A. C. 1992. *Sentence Combination*. USA: Heinle Publishers.
- Hogue, A. 1996. *First Step in Academic Writing*. USA: Addison-Wesley Publishing Company.
- Hornby, A. S. 1983. *Oxford Advance Learners' Dictionary New Edition*. London: Oxford University Press.
- Kusnadi, Moh. 2011. *Generl Problem in English*. Surabaya: Bintang Usaha Jaya.
- Novianti. (2014). "The Students Ability in Using Passive Voice of Simple Past Tense: A Survey Study on the Second Year Students of SMA 1 Lingsar in Academic Year 2013/2014".
- Oxford Dictionary Fourth Edition.2008.Oxford University; Oxford University Express.

- Richards et al. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics* 4th Edition. Great Britain.
- Parera, S. 2011. *Motivation in Psychology*. <http://www.slideshare.net/stefanieparera/what-is-motivation16558781>. Accessed in September 2011.
- Siewierska, A. 1984. *The passive: A comparative linguistic analysis*. London: Routledge.
- Sneddon, James Neil. 2009. *Indonesian Reference Grammar: Second Edition*. Brisbane: Typeset at Griffith University. In http://books?id=0_1T1NnbUHgC&printsec=frontcover&hl=id&source=gbs_ge_summary_r&ca0#v=onepage&q&f. Accessed on October, 27th 2013.
- Wishon, G, E and Burks, J. M. 1980. *Let's Write English*. American Book Company. New York: Litton Educational Publishing Internasional.