

STUDENTS' ABILITY IN IDENTIFYING PASSIVE VOICE IN READING TEXTS
: A Survey Study at the Eleventh Grade Students of Madrasah Aliyah Dakwah
Islamiyah Putra Nurul Hakim Kediri in Academic Year 2016/2017



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**Students' Ability in Identifying Passive Voice in Reading Texts: A Survey Study at
the Eleventh Grade Students of MA DI Putra Nurul Hakim Kediri in Academic Year
2016/2017**

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ABSTRACT

This study entitled "*Students' Ability in Identifying Passive Voice in Reading Texts: A Survey Study at the Eleventh Grade Students of MA DI Putra Nurul Hakim Kediri in Academic Year 2016/2017*". It is aimed to find out the students' ability in identifying passive voice in reading texts and to find out the types of passive voice that are difficult to be identified by students. This study is a survey study which used a statistical descriptive technique in analyzing the data. The population is the eleventh grade students of MA DI consisting of 119 people. From that population, it was only taken 40 students or 33% as the sample of this study. The instrument used to collect the data in this study was test consisting of eight types of passive voice in which the test consisted of 40 passive sentences. Then, the students' result was analyzed using mean score, classification score, and percentage. After analyzing the data, it was shown that 1 student got qualified score that is 90 in very good or (2,5%) in percentage, 1 student was classified as fairly good with the number of score 70 or (2,5%) in percentage, and 1 student classified as fair with the number of score 50 or (2,5%) in percentage, and the rest of them or 37 students got score 35 below in very poor or (92,5%) in percentage. Furthermore, it can be said that the eleventh grade students of MA DI Putra Nurul Hakim Kediri have a very poor ability in identifying passive voice since their mean score obtained was (15. 56) for the first research question, in which students are regarded successful if they obtain at least the mean scores of 75. Then, the whole types of passive voice students found it difficult to be identified. In addition, simple present tense was the most difficult type among other types.

Keywords: Students' Ability, Passive Voice, Reading Texts.

**Kemampuan Siswa dalam Mengidentifikasi Kalimat Pasif didalam Tes Bacaan:
Studi Peninjauan di Kelas duabelas Madrasah Aliyah Dakwah Islamiyah Putra
Nurul Hakim Kediri pada Tahun Ajaran 2016/2017**

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INTISARI

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam mengidentifikasi kalimat pasif didalam teks bacaan dan untuk mengetahui jenis-jenis kalimat pasif yang sulit untuk diidentifikasi oleh siswa. Penelitian ini adalah penelitian peninjauan yang menggunakan teknik deskriptif statistik dalam menganalisa data. Populasi dari penelitian ini adalah siswa kelas XI MA DI Putra yang terdiri dari 119 orang. Dari populasi ini, peneliti hanya mengambil 40 siswa atau 33% siswa sebagai sample penelitian. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah tes yang terdiri dari 8 jenis kalimat pasif yang mana didalam tes terdiri dari 40 kalimat pasif. Kemudian hasil siswa dianalisis dengan menggunakan nilai rata-rata, klasifikasi, dan persentase. Setelah menganalisis data, terbukti hanya 1 siswa yang mendapatkan skor lulus yaitu 90 dalam klasifikasi yang sangat bagus atau (2.5%) dalam persentase, 1 siswa terklasifikasi cukup bagus dengan skor nilai 70 atau (2.5%) dalam persentase, 1 siswa terklasifikasi cukup dengan skor nilai 57.5 atau (2.%) dalam persentase, dan siswa yang lain atau 37 siswa mendapatkan skor dibawah 35 dalam klasifikasi yang sangat rendah atau (92.5%) dalam persentase. Sejah itu, siswa kelas xi MA DI Putra Nurul Hakim Kediri bisa dikatakan tidak memiliki kemampuan yang bagus dalam mengidentifikasi kalimat pasif karena nilai rata-rata yang mereka peroleh (15. 56), yang mana siswa bisa dikatakan lulus jika mereka memperoleh minimal nilai rata-rata 75. Secara keseluruhan, siswa merasakan semua jenis-jenis passive voice sulit untuk diidentifikasi. Tambahan, simple present tense adalah jenis passive voice yang palit sulit diantara 6 jenis passive yang lain.

Kata kunci: Kemampuan Siswa, Kalimat pasif, Bacaan

1. INTRODUCTION

Passive voice is one of the components in English grammar, which is included into a significant part the students have to master in order to be able to communicate both in oral and in written. As it was stated by Cowan (in Somphong, Monnipha, 2013) that sentences in the form of passive voice are considered as an important part of teaching grammar in whole English language program. However, if they do not have ability to use passive voice, they will never be able to express their feelings or their words in different ways. As it is known that expressing ideas can be stated in active and passive sentences. Both of which create the same meaning, but different usage. In passive sentences, students do not only produce meaning of the sentences, but also try to emphasize the meaning so that it is heard more valuable to be listened. For example, in passive voice, students change the object become the subject so that the subject receives the action of the verb, and it sounds to have deep meaning. Meanwhile, in active sentence, students can only produce meaning of sentence as the way it is. In other words, students only intend to express sentences or feelings as they intend to state so that its meaning does not show different thing as in passive voice.

Besides the explanation above, passive voice also has significant influence toward language communication development. It is significant because there is no various meaning of sentences which can be created without passive form. Its significance can be clearly seen in report, news, and speech. In report, news, and speech, a reporter or speaker usually reports some events that happened in the past or it is still happening till present. So no wonder, if most of those reports are informed by using passive form. If the reporter does not inform the news in passive form and only use active form, so the news will never be heard interesting and the reporter will also feel difficulty to inform the news. Furthermore, passive voice also has significant function in language social development. It can be seen that almost at every situation, people sometimes use passive form to speak related to the event or incident that is happened. They will tend to use it. For example: 'Students were taught by his/her teacher, then his/her friend asks his/her'. It is possible the student will answer, 'Just now we have been taught by Mr. (Hasan) about phonology'. In addition, the use of passive voice can be seen at any places such as : schools, offices, hospitals, and public places.

Explaining about the significant of passive voice above, it cannot be separated from teaching and learning, in general, particularly in formal education and in informal education. In formal education, based on Indonesia curriculum, English passive voice is taught from junior high school up to senior high school, and even university. At junior high school teachers teach their students passive voice on its basic form. Whereas at senior high school teachers teach their students by expanding it to be more complicated form. Then, at university lecturers teach passive voice in high level, in which this case students are hopefully expected to be able to use it in the form of oral and written text. However, those education levels cannot guarantee that students can use passive voice in a good form as it should be. As it was stated that passive voice is the second most frequent writing error (after the subject-verb agreement) made by a doctoral student in Animal Science Program at a Thai University (Arunsamran, Authok, and Poonponin in Somphong, Monniphra, 2013). From this opinion, it is very obvious that passive voice is a difficult part in grammar. Nevertheless, if it is seen from long period of teaching and learning process, students actually should master the usage of passive voice.

Based on the explanation above, it can be concluded that the use of passive voice is very essential so that it enables students to face problem on the way it is used. The problem usually faced when students want to change the infinitive form of irregular verbs become past participle. For example: 'Mr. Hasan sends money to John (active)'. Some students will tend to change this active sentence in wrong structure such as '*The money is sent by Mr. Hasan to John (passive)'. It is exactly wrong form, and it should be 'The money is sent by Mr. Hasan to John (passive)'. Another example is the passive voice in the form of continuous tense, such as: 'Mona is frying an egg (active)', and students usually change it become '*The egg is fried by Mona (passive)'. In fact, it should be 'The egg is being fried by Mona (passive)'. The error that students make is usually led by the mastery of previous passive form such as, the passive form of present tense comes to influence students' mind when they arrange other forms such as in the form of present continuous tense. Refer to those examples above, the writer concludes that the usage of passive voice comes as a real problem confronted by some students from junior high school, senior high school and even up to university.

In this research, the writer intends to analyze students' ability in identifying passive voice by using reading texts. Because the writer thinks that using reading text is interesting and effective way to test students' ability related to passive voice. Besides students enjoy

reading texts, they can also get some vocabularies and knowledges. Based on curriculum of education unit level (KTSP), there are some kinds of reading texts, those are : functional text, report text, narrative text, analytical exposition text, and many others such as : recount text, procedure text, and anecdote. Through these texts, the writer took four kinds of text as the main instrument of collecting research's data. Those are: functional text, report text, narrative text, and analytical exposition text. The reason of using these texts instead of other texts is because the texts are used as the teaching and learning material at MA DI Putra Nurul Hakim Kediri, through which the writer can get a lot of examples of the use of passive voice so that the students' ability related to the passive form will be easily described.

From those explanations above, the writer believes that the use of passive voice is very significant toward style of language use both in oral and in writing. Nevertheless, it is difficult for students to understand its usage because each tense has different ways in making its passive forms. Therefore, the writer analyzed the students' ability in identifying passive voice at the eleventh grade students of MA DI Putra Nurul Hakim Kediri. Hopefully, the result of this research will be input for English teachers and students particularly at MA DI Putra Nurul Hakim Kediri, and in general for whole education field.

1.2 Purpose of the Study

Based on the statement of problem above, the purposes of this study are:

1. To find out the students' ability in identifying passive voice in reading texts.
2. To find out the types of passive voice that are difficult to be identified.

11. REVIEW OF RELATED LITERATURE

Passive voice is a sentence which emphasizes an object of active sentence as the point of a matter when it turns position into subject of passive sentence. As it was stated by Dunworth (2008) that passive voice is a sentence which focuses on emphasizing an object of an active sentence rather than subject when it is changed into passive sentence. Other definitions argued that passive voice is a sentence which its verb is concerned to affect the subject in passive sentence (Novia, 2010: p.301). In other words, passive voice is a sentence which its subject receives an action from its verb. Besides, Wang (2010) asserted that "passive voice is not just a derivative of active voice, which is the outcome of people's

different meaning expression. Passive voice describes the whole process of certain event from the patient's point of view". In addition, passive voice is an expression of sentence which puts an account on the subject in which the subject comes from the object of an active sentence.

Reading is a process from which a reader can convey certain information and also can gain certain knowledge. Moreover, reading is the most fundamental thing which can lead one to be clever one and even smart one. As it was asserted by Aprilia, Surti (2011: p.7) that reading is a complex process which requires readers to bring their own knowledge of language to interpret certain meaning of written text or author's message. Burnes and Pages (in Aprilia, Surti, 2011: p.7) asserted that reading is a process which can make one become an interactive one through an active process. In general, "reading is a process done by the reader to get the message expressed by the writer through written language" (Tarigan in Sakramayanti, Baiq, 2011: p.11).

11. RESEARCH METHOD

3.1 Research Design

This study is a survey study which is used to obtain data from certain natural area (not created area) by giving the participant questionnaire, test, or interview when collecting data (Sugiyono, 2010: p.6). It means that in this study the writer did a research based on the real condition and situation found in the class; any treatment or control was not applied to the participants except giving them an instrument in the form of reading texts to answer, through which the writer collected the data and can know the extent of their ability in identifying passive voice in reading texts.

3.2 Population and Sample

3.2.1 Population

population of this study was taken from the eleventh grade students of MA DI Putra Nurul Hakim Kediri in academic year 2016/2017, which consisted of 119 students who are spread into four classes, those are: natural science consisting of (27 students), language science (30 students), social science (31), and religion science (31).

3.2.2 Sample and Sampling Technique

Sampling technique that was used in this study is clustering sampling since it roled to determine large number of data or several groups in the population. As it was asserted by Babbie (in Creswell, 2009: p.148) that "cluster sampling is dealt when it is impossible

or impractical to compile a list of the elements composing the population”. The number of population at the eleventh grade students of MA DI is 119 people. Concerning to this, Arikunto (in Kurniawati, 2011: p.16) asserted that if the population is less than one hundred, then it is better to take all of the population as the sample of the research. If the number of the population is more than one hundred, it is suggested to take 10 – 25% or more. So the sample that was taken in this study is 33 % or 40 students from the whole number of population (119 students) in all classes.

3.3 Instrument of the Research

The instrument that was used in this study is test only. The test was only used to measure students’ ability in identifying passive voice in reading texts. Precisely, the writer used analytical exposition text, narrative text, report text, and functional text as the reading material to test students’ ability in identifying passive voice.

3.4 The Method of Collecting the Data

In collecting the data the writer gave a test to the students by doing two steps below:

1. Giving test to the students.

In this stage, the writer came into class, greeted the students, and asked the students for a help related to a test which they answered as participants of the study.

2. Explaining to the students what they should do.

After giving the test to the students, then the writer explained to the students about some rules that the students should follow related to the test such as not cheating others’ work, not making noise during the test is done, and not opening any kinds of book while answering the test.

3.5 The Method of Analyzing the Data

In analyzing the data, the writer determined their successful achievement using mean score of at least students must obtain 75 or more. This mean score was based on the minimum mastery criteria of that school. Then, the writer scored the result of the test by using several steps as follows:

- 1) First, the mean score of the students was counted and tabulated by using the following formula:

$$Me = \frac{\sum x_i}{N}$$

Me = Mean score of students

\sum = Epsilon (counter)

x_i = The total score of students

N = The total number of the individual students

(from Sugiyono, 2012)

This first technique was used to answer the first research question that is “how are the students’ ability in identifying passive voice in reading texts?”

2) Then, the writer made the percentage and the classification of the students’ score. The following table is the example of percentage and classification of the students’ score.

No	Score Range	Number of Students	Classified	Percentage
1.	96 – 100	-	Excelent	%
2.	86 – 95	-	Very good	%
3.	75 – 85	-	Good	%
4.	66 – 74	-	Fairly good	%
5.	56 – 65	-	Fair	%
6	36 – 55	-	Poor	%
7	0 – 35	-	Very poor	%

(adapted from Susanto, Irfan, 2011: p.26)

3) Then the last, the writer classified the types of passive voice of tense forms which students found it difficult to be identified in reading texts. It was conducted to answer the second reseach question that is “what types of passive voice are difficult to be identified by students?”.

IV. FINDING AND DISCUSSION

4.1 Research Finding

The results of the students’ ability in identifying passive voice in reading texts are the main data of this research.

1)**Table 1:** students’ scores in identifying types of passive voice.

No.	Students’ Initial Names	Students’ True answers	Students’ Score
1.	DW	0	0
2.	ATR	4	10
3.	RH	3	7.5

4.	LFA	2	5
5.	NIH	6	15
6.	BM	9	22.5
7.	AM	2	5
8.	SH	6	15
9.	AR	3	7.5
10.	AZ	1	2.5
11.	GM	2	5
12.	MSS	3	7.5
13.	AS	9	22.5
14.	T	6	15
15.	YAH	3	7.5
16.	M	5	12.5
17.	S	3	7.5
18.	SS	1	2.5
19.	F	4	10
20.	MKH	0	0
21.	YIM	14	35
22.	MRF	2	5
23.	MAG	3	7.5
24.	HM	9	22.5
25.	SA	6	15
26.	A	3	7.5
27.	MK	4	10
28.	MAH	36	90
29.	YF	11	27.5
30.	IF	23	57.5
31.	IZ	4	10
32.	MKJ	11	27.5
33.	AH	3	7.5
34.	J	28	70
35.	SI	1	2.5

36.	BS	1	2.5
37.	KF	2	5
38.	H	5	12.5
39.	ME	10	25
40.	MHA	1	2.5
	The total of mean score	$Me = \frac{\sum x_i}{N}$	$\frac{622.5}{40}$ Me = 15, 56

The students' mean score were counted by using the following formula:

$$Me = \frac{\sum x_i}{N}$$

$$Me = \frac{622.5}{40}$$

$$Me = 15, 56$$

Me = Mean score of students

\sum = Epsilon (counter)

x_i = The total score of students

N = The total number of the individual students

The students' result in the table above is used to answer the first research question that is "how are the students' ability in identifying passive voice in reading texts?".

Table 2: Eight types of passive voice that are difficult to be identified by students.

No	Students' Initial Names	Eight types of passive voice that are difficult to be identified by students								Score	
		1	2	3	4	5	6	7	8	Correct	Incorrect
1.	DW	-	-	-	-	-	-	-	-	0	40
2.	ATR	-	-	-	3	-	-	-	1	4	36
3.	RH	-	-	-	2	-	-	-	1	3	37
4.	LFA	1	-	1	-	-	-	-	-	2	38
5.	NIH	1	1	1	3	-	-	-	-	6	34
6.	BM	3	-	1	2	-	-	-	3	9	31

7.	AM	-	-	-	1	-	-	-	1	2	38
8.	SH	-	-	-	3	1	1	1	-	6	34
9.	AR	-	-	-	-	2	-	1	-	3	37
10.	AZ	-	-	-	1	-	-	-		1	39
11.	GM	-	-	-	1	-	-	-	1	2	38
12.	MSS	1	-	-	1	-	-	1	-	3	37
13.	AS	-	2	2	2	1	1	1	-	9	31
14.	T	-	-	1	-	-	2	-	3	6	34
15.	YAH	-	-	-	1	1	-	-	1	3	37
16.	M	-	1	-	-	-	1	2	1	5	35
17.	S	-	-	-	-	2	-	-	1	3	37
18.	SS	-	-	-	-	1	-	-	-	1	39
19.	F	-	-	-	1	1	-	2	-	4	36
20.	MKH	-	-	-	-	-	-	-	-	0	40
21.	YIM	-	1	2	3	-	3	5	-	14	26
22.	MRF	-	-	-	1	-	1	-	-	2	38
23.	MAG	-	-	-	-	-	3	-	-	3	37
24.	HM	-	1	-	2	-	1	5	-	9	31
25.	SA	-	-	-	1	2	1	-	2	6	34
26.	A	-	-	1	1	-	1	-	-	3	37
27.	MK	-	-	1	1	-	-	1	1	4	36
28.	MAH	4	4	5	5	5	4	5	4	36	4
29.	YF	2	3	3	-	-	-	-	3	11	29
30.	IF	3	3	-	4	4	5	-	4	23	17
31.	IZ	-	-	1	-	-	1	-	2	4	36
32.	MKJ	-	2	-	4	2	2	-	1	11	29
33.	AH	-	-	1	-	1	1	-	-	3	37
34.	J	-	4	5	3	5	4	4	3	28	12
35.	SI	-	-	-	1	-	-	-	-	1	39
36.	BS	1	-	-	-	-	-	-	-	1	39
37.	KF	-	-	-	-	-	-	1	1	2	38
38.	H	-	1	-	2	-	-	2	-	5	35

39.	ME	-	2	2	4	2	-	-	-	10	30
40.	MHA	-	-	-	-	-	-	1	-	1	39
-	The numbers of identified passive voice in reading texts	16	25	27	53	30	32	32	34	249 (C)	1351(IC)
+	The numbers of passive voice that should be identified in reading texts	200	200	200	200	200	200	200	200		

Table 2 provides the answer of the second research question which is stated on the first chapter that is “what types of passive voice are difficult to be identified by students in reading texts?”.

Based on the table above, it can be inferred that those eight types of passive voice are considered as difficult types since students could only identify one-fourth below of the number of passive sentences that should have been identified.

In detail, it can be seen in the explanation below.

1) Simple Present Tense

The number of passive sentences in the form of simple present tense is 200 sentences, but the students could only identify 16 passive sentences or 8%

2) Present Continuous Tense

The number of passive sentences in the form of present continuous tense is 200 sentences, but the students could only identify 25 passive sentences or 12,5%.

3) Simple Past Tense

The number of passive sentences in the form of simple past tense is 200 sentences, but the students could only identify 27 passive sentences or 13,5%.

4) Simple Past Continuous Tense

The number of passive sentences in the form of simple past continuous tense is 200 sentences, but the students could only identify 53 passive sentences or 26,5%.

5) Present Perfect Tense

The number of passive sentences in the form of present perfect tense is 200 sentences, but the students could only identify 30 passive sentences or 15%.

6) Past perfect Tense

The number of passive sentences in the form of past perfect tense is 200 sentences, but the students could only identify 32 passive sentences or 16%.

7) Simple Future Tense

The number of passive sentences in the form of simple future tense is 200 sentences, but the students could only identify 32 passive sentences or 16%.

8) Modal

The number of passive sentences in the form of modal is 200 sentences, but the students could only identify 34 passive sentences or 17%.

Overall, the mean score of students' ability in identifying passive sentences in those eight types of passive voice is 15, 56 % as it is shown on the following counting.

$$\underline{8 \% + 12,5 \% + 13,5 \% + 26,5 \% + 15 \% + 16 \% + 16 \% + 17 \% = 124,5 \% :}$$

8

$$\text{Me} = 15, 56 \%$$

This score was counted by using the following formula:

$$\text{Me} = \frac{\sum x_i}{N}$$

Me = Mean score of students

\sum = Epsilon (counter)

x_i = The total score of students

N = The total number of the individual students

(from Sugiyono, 2012)

4.2 Discussion

Looking at the table of the result above, it was found that almost all of the students do not have good ability in identifying passive voice in reading texts. The first and the basic thing that showed the students' inability in identifying passive voice is their mean score of 15, 56. This mean score is much lower than it is supposed to be in the indicator performance of the minimum mastery criteria of the school that is 75 or more. Besides, their inability can also be seen from the classification and the percentage of their scores. The students' classification and percentage score can be seen on table 2 in which only 1 student obtained very good result, with the percentage of (2,5%) or with score 90. Then, 1 student obtained fairly good result, with the percentage of (2,5%) or with score 70, 1 student obtained fair result with the percentage of (2,5%) or with score 57,5. However, among the 90, 70, and 57,5 scores, only the score 75 above is qualified as a successful grade. Whereas the score under 75 is categorized as failed grade.

The second thing that showed their inability in identifying passive voice was that they found those all types of passive voice as difficult matters to be identified. As it is clearly shown on table 3 above, students could only identify some passive sentences of those eight types of passive voice. Furthermore, in this study the writer used three ways to show students' ability and inability, those are: by counting their mean score, by classifying their score, and by making the percentage of the score. Thereby, all of the students' grade look clear and understandable to reader. Moreover, through these three ways the writer could find their ability such as: the students' ability based on mean score of 15, 56, is categorized very poor with the percentage of 15, 56%.

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