

# THE ANALYSIS OF STUDENTS' ABILITY IN CHANGING ACTIVE VOICE INTO PASSIVE VOICE

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## **Abstract**

This research belongs to descriptive qualitative research. The aims of this research are to describe the students' ability in changing active voice into passive voice and to identify the causes of students' difficulty in changing active voice into passive voice. In collecting the data, the researcher uses two instruments test and questionnaire. The test consists of 20 items essay and the questionnaire consists of 15 items checklist for students. The subject is the twelfth grade students of SMK Negeri 1 Gombong in the academic year of 2018/2019 that consists of 36 students. Based on the data of the test, the result shows that the mean score of the students is 61.3 is categorized sufficient. There are 5 students (13.8%) categorized very good, 12 students (33.3%) categorized good, 12 students (33.3%) categorized sufficient, and 7 students (19.4%) categorized poor. While questionnaire, based on the data of the questionnaire, the result shows that the possible factors affecting the students' ability are 1) students' competence in personal pronoun (78%), 2) students' competence in plural and singular (79%), 3) teaching learning process (82%), 4) Students' assignment (80%), 5) teacher's role in the class (83%) and 6) teaching learning facilities (80%).

**Keyword:** *Students' Ability, Passive Voice*

## **INTRODUCTION**

In English, there are four skills that should be mastered by the students, they are: listening, speaking, reading and writing. Listening skill is the ability to comprehend what is simply or shortly said to the students in English. Speaking skill is the ability to produce what they want to say in English, as well as to pronounce English words they want to utter accurately. Reading skill is the ability to read what is written in English. Writing skill is the ability to express their ideas in written English. But, there is one basic element that should be mastered in learning the four skills, that is grammar.

Grammar is one of the important language components in learning English. By studying grammar, the students are expected to use language correctly. Mastering grammar would be useful on the basis for good writing, speaking, and reading skills. It means that mastering English grammar is necessary in developing English skills. In teaching grammar, passive voice is one of English lessons that should be given more attention by the English teacher. It is important because passive voice is produced from active voice, so there are some rules that must be explained on changing active into passive as clear as possible to the student. On changing active

voice into passive voice sometimes the students do not understand fully about rules of passive voice. It is quite possible for them to make errors. These errors should be corrected by them to avoid the students from creating the same errors.

In SMK N 1 Gombong, teachers use KTSP (Educational Unit Level Curriculum) that the teacher must make the lesson plan alone based on the curriculum. In the curriculum, it is stated that there is base competence. Teachers use the syllabus, the base competences of English are expressing the meaning and rhetorics in essays, using written language accurately, fluently, and acceptable in meaningful context of daily life and accessing knowledge in narrative text, descriptive text and factual report that in those three text involves passive voice and reported speech. An analytical text, author always uses passive voice in his sentences; therefore, students should first understand about passive voice to understand those sentences more easily.

Based on observation and experience during *Magang III* at SMK N 1 Gombong on July to September in the academic year of 2018/2019 many students made error about passive voice. They were still confused and difficult to inflict between passive voice and active voice. Some students could not change active voice into passive voice. They made error to change active voice into passive voice because they didn't know exactly about passive voice like they felt difficult to change subject, tenses, auxiliary and V3. In SMK N 1 Gombong, teachers use KTSP (Educational Unit Level Curriculum) that the teacher must make the lesson plan alone based on the curriculum. In the curriculum, it is stated that there is base competence. Teachers use the syllabus, the base competences of English are expressing the meaning and rhetorics in essays, using written language accurately, fluently, and acceptable in meaningful context of daily life and accessing knowledge in narrative text, descriptive text and factual report that in those three text involves passive voice and reported speech. An analytical text, author always uses passive voice in his sentences; therefore, students should first understand about passive voice to understand those sentences more easily.

## **METHOD**

Creswell (2014: 3) points out that research designs are plans and the procedures for research span the decisions from broad assumptions to detailed methods of data collection and analysis. Johnshon and Christensen (2014: 872) define qualitative researcher who focuses on the exploration, description, and sometimes generation and construction of theories using qualitative data.

### ***Respondents***

The researcher takes the student's work of class XII TKJA (Teknik Komputer dan Jaringan). The source of data of this research is the test answers on passive voice of twelfth grade students of SMK N 1 GOMBONG in the academic year of 2018/2019.

### ***Instruments***

Sugiyono (2011: 213) states that in qualitative research, the researcher is primary instrument for collecting and analyzing the data, and makes the conclusion.

Therefore, the instrument in analyzing the data in this study is the researcher herself. In this study, the main instrument is the researcher herself, the secondary instrument is essay test and questionnaire checklist as to collect the required data.

### 1. Test

The instrument of this research was in the form of test which consisted of 20 items that describe the change of active and passive sentence. They were past tense (10 items) and present tense (10 items) test on the mastery of students' ability changing in active voice and passive voice in the twelfth grade students of SMK N 1 GOMBONG in the academic year 2018/2019 will be important instrument for this study. The researcher used 36 students of the subjects. The test materials are taken from the teaching materials specifically taught at the twelfth grade students of SMK N 1 GOMBONG

Table 1. Test Specification

Focus of items	Items of Number																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Auxiliaries used in passive voice																				
Singular and plural used nouns																				
The used of <i>being</i> in passive voice																				
Past participle used in passive voice																				
Personal pronouns used in passive voice																				

### 2. Questionnaires

In this research, the researcher use close questionnaire as supporting instruments to get information about students responses toward the students' ability in changing active voice into passive voice. The questionnaire consist of 15 items. Each item has four options in which are strongly agree (sangat setuju), agree (setuju), disagree (tidak setuju), strongly disagree (sangat tidak setuju). By applying this instrument, hopefully this research get better result.

Table 2. Questionnaire

Possible Casual Factor	Item of Number														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Students' competence in personal pronoun															
Students' competence in plural and singular															



## 2. Technique of analyzing the instrument of questionnaire

Here are the steps that the writer will use in analyzing the data from questionnaire:

- a. Identifying the data.
- b. Tabulating the data.

In this step, the researcher uses Likert Scale to give score for the students' answer. In Likert scale, the researcher makes the type of the questionnaire in check list form. Each statement of the questionnaire has four answer choices. Those are "*strongly agree, agree, disagree, and strongly disagree*". The type of questionnaire used in this research is positive items. The way to score the students' responses is as follows:

- 1) *Strongly agree* is scored 4
- 2) *Agree* is scored 3
- 3) *Disagree* is scored 2
- 4) *Strongly disagree* is scored 1

(Widoyoko, 2014: 109)

- c. Counting the data

In this stage, the researcher analyzes the students' responses with the following formula:

- 1) Counting the percentage of the students' responses to the questionnaire.
- 2) Counting the average score of each item to obtain the gradation of item scores.

## RESULT AND DISCUSSION

### *Students' Test Result*

The researcher gives the category of student ability score of the test into some categories. In this research, the researcher uses category of ability which is described by Widoyoko's (2014: 110). The percentage of the students' ability in changing active voice into based on the category above can be seen in the following table:

Table 4. Category of the Students' Ability

Category	Number of student	
	Frequency	Percentage
Very Good	5	13.8%
Good	12	33.3%
Sufficient	12	33.3%
Poor	7	19.4%
Very Poor	0	0
Total	36	100%

From the table above, it can be stated that there are 5 students (13.8%) categorized very good, 12 students (33.3%) categorized good, 12 students (33.3%) categorized sufficient and 7 students (19.4%) categorized poor. In this research, the researcher gives the test in essay form focused on the indicator of assessment in changing active voice into passive voice. There are 5 indicators used by the researcher. Those are the usage of *auxiliary*, *past participle*, *personal pronoun*, *singular plural*, and *being* in passive voice. Those indicators and the test result can be seen in the following table:

Table 5. Percentage of the Test Result Based on the Indicator of Assessment

Indicators of assessment	Number of item	Freq of correct answer	Percentage (%)
Auxiliaries used in passive voice	7	19	56%
	9	20	
	17	33	
	5	8	
	6	20	
Singular and plural used in passive voice	20	15	57.4%
	16	23	
	19	24	
Past participle used in passive voice	2	36	76%
	10	9	
	11	31	
	15	33	
The used of being in passive voice	3	26	38%
	12	1	
Personal pronouns used in passive voice	1	25	57.4%
	18	7	
	8	30	

The researcher counts percentage of the test result based on the indicator of assessment by using Widoyoko's formula (2014: 110).

$$P = \frac{\sum X}{N \times \text{total item of question}} \times 100\%$$

Where

P = the percentage of the students' score

$\sum X$  = the total of score correct answer

N = total number of student

$$P = \frac{109}{36 \times 4(\text{total item question})} \times 100\%$$

$$P = 76\%$$

Based on the table above, it can be stated that the highest percentage is 76% referring to the students' comprehension of the usage of *past participle used in passive voice*. The lowest percentage is 38% referring to the students' comprehension of the usage of *the used of being in passive voice*. They have only

27 frequency of correct answers, so the score is  $\frac{27}{36 \times 2(\text{total item question})} \times 100\% = 38\%$ .

#### **Students' Questionnaire Result**

In this research, the questionnaire is used to identify the possible factors affecting the students' ability in changing active voice into passive voice. The result of the questionnaire can be seen in the following table:

Table 6. Result Questionnaire of the Students' Responses

Statement	SS*4	S*3	TS*2	STS*1	Total	Percentage per item
1	16	96	0	0	112	78%
2	24	87	2	0	113	79%
3	0	6	34	17	57	39.6%
4	0	6	10	29	45	31.2%
5	0	90	12	0	92	64%
6	0	54	36	0	90	63%
7	0	69	26	0	95	66%
8	0	15	62	0	77	54%
9	24	30	26	7	87	61%
10	40	78	0	0	118	82%
11	44	75	0	0	119	83%
12	32	84	0	0	116	81%
13	28	84	2	0	114	80%
14	28	84	0	1	113	79%
15	28	84	0	0	115	80%
Total Score					1431	
Average					95.4	

Based on the table above, it can be stated that there are 36 students who participate in this research. The type of questionnaire used in this research is positive items. The way to score the students' responses is as follows: *Strongly agree* is scored 4, *Agree* is scored 3, *Disagree* is scored 2 and *Strongly disagree* is scored 1. The researcher counts percentage of students' questionnaire result based on the indicator of assessment by using Widoyoko's formula (2014: 110).

$$\text{Percentage} = \frac{\text{Total of Questionnaire Score}}{\text{Ideal Score of Questionnaire}} \times 100\%$$

Example in statement number 10:

$$\begin{aligned}\text{Percentage} &= \frac{118}{144} \times 100\% \\ &= 82\%\end{aligned}$$

The average of the students' score is 95.4. The researcher count mean of the data using Arikunto's formula (2010: 284).

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

Where:

Me = mean (average)

$\sum X$  = total of score observed

$N$  = total of item question

$$\begin{aligned}\text{Me} &= \frac{1431}{15} \\ &= 95.4\end{aligned}$$

The questionnaire is arranged based on the theory of factors affecting students' ability. Those factors are students' competence in personal pronoun, students' competence in plural and singular, students' competence in auxiliary, students' competence in past participle, students' discussion, teaching learning proses, students' assignment, teacher's role in the class, class condition, teaching learning facilities. The result of the students' responses to the questionnaire is presented briefly in the following table.

Table 7. Factors Affecting Students' Ability in Changing Active Voice into Passive Voice

Possible Factor	Item number	Students' response (%)
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<b>Internal Factor</b>		
Students' competence in personal pronoun	1	78%
Students' competence in plural and singular	2	79%
Students' competence in auxiliary	4	31.2%
Students' competence in past participle	3,6,5,8	55%
Students' competence in using <i>being</i>	7	66%
<b>External Factor</b>		
Student discussion	9	61%
Teaching learning proses	10,11	82.5%
Students' assignment	13	80%
Teacher's role in the class	12	81%
Teaching learning facilities	14,15	80%

Based on the table above, it can be stated that the highest percentage is 82.5% referring to the students' comprehension of the usage of *teaching learning process*. The researcher counts percentage of students' questionnaire result based on the indicator of assessment by using Widoyoko's (2014: 110):

$$\text{Percentage} = \frac{\text{Total of Questionnaire Score}}{\text{Ideal Score of Questionnaire}} \times 100\%$$

In statement number 10:

$$\begin{aligned} \text{Percentage} &= \frac{118}{144} \times 100\% \\ &= 82\% \end{aligned}$$

In statement number 11:

$$\begin{aligned} \text{Percentage} &= \frac{116}{144} \times 100\% \\ &= 83\% \end{aligned}$$

The percentage statements number 10 and 11:

$$\begin{aligned} \text{Percentage} &= \frac{\% + \%}{2} \\ &= 82.5\% \end{aligned}$$

The lowest percentage is 31.2% referring to the students' comprehension of the usage of *students' competence in auxiliary*. They have only 45 total student result, so the score is  $\frac{45}{144} \times 100\% = 31.2\%$ .

### **Discussion**

Example of test result

Question number 7. *He taught grammar to the student.*

In this question, the students are asked to change the sentences into passive voice. The researcher finds 18 wrong students' answers. Here are the examples of wrong students' answers:

*S14: The student **were thought** by him*

*S21: Grammar **are told** to the student by him*

*S29: The student **is taught** grammar by him.*

*S31: Grammar **has taught** to the student by him*

From the examples above, S14, S21, S29 and S31 have wrong answers related to auxiliaries used. It should be *Grammar **was taught** by him to the student or The student **was taught** grammar by him.* The sentence is in past tense, so the auxiliary used should be *was*.

Example of questionnaire result

Statement 1. *Saya mampu mengubah subject pronoun menjadi object pronoun dalam mengubah active voice menjadi passive voice.*

This statement is inserted to identify the students' ability in changing active voice into passive voice related to use of object pronoun. The percentage based on indicator is 78%. The researcher counts the percentage of the data using Widiyoko's formula (2014: 110). It belongs to good because there are 32 students who answer agree, and there are 4 students who answer strongly agree. It means that most of the students have a good competence in using object pronoun.

Statement 2. *Saya mampu membedakan subject tunggal dan jamak dengan baik.*

This statement is inserted to identify the students' competence to differ between subject singular and plural. The percentage based on indicator is 79%. It belongs to good because there are 29 students who answer agree, there are 6 students who answer strongly agree, and 1 student who answer disagree. It means that most of the students' have a good competence to differ between subject singular and plural.

### **CONCLUSION**

Based on the analysis data and the result of data analysis, the researcher may draw two conclusions which will be elaborated as follows:

1. The students' ability in changing active voice into passive voice at the twelfth grade of SMK Negeri 1 Gombong in the academic year of 2018/2019 is categorized sufficient. The mean score of the students is 61.3.

2. In using passive voice, the students' ability in changing active voice into passive voice is effected not only by internal factor but also by external factor. From the data of the questionnaire, In this research, the highest percentage is 82.5 % referring to the student comprehension of the usage of the used of *teaching learning process* and the lowest percentage is 31.2% referring to the students' comprehension of the usage of the used of *students' competence in auxiliary*.

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