THE ANALYSIS OF STUDENTS’ DIFFICULTIES IN USING PASSIVE VOICE AT THE TWELFTH GRADE OF SMA

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Abstract

This research belongs to descriptive qualitative research. The aims of the research are to find out the students’ difficulties in using passive voice and to identify the causal factors affecting in using passive voice. In collecting the data, the researchers used 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 SMA N 1 Mirit Kebumen in the academic year of 2018/2019 that consists of 24 students. Based on the data of the test, the result shows that the mean of the students’ score is 54. It means that the students’ difficulties in using passive voice belongs to sufficient category. From the data, it can be stated that there are 6 students (25%) categorized good, 13 students (54.17%) categorized sufficient, 4 students (16.67%) categorized poor, and 1 student (4.17%) categorized very poor. Moreover, the result of the questionnaire shows that the students’ difficulties in using passive voice is affected by internal and external factors. From the internal factors, the dominant are 1) students’ competence in auxiliaries (60.42%), 2) students’ competence in singular and plural nouns (62.50%), and 3) students’ competence in past participle of regular and irregular verbs (62.51%); while from external factors, the dominant are 1) discussion with friends (60.42%), 2) learning facilities in the classroom (63.55%), and 3) students’ assignment (69.28%).

Keywords: Students’ difficulties, Grammar, Passive Voice

INTRODUCTION

Language is one of the most important aspect in our life. When people want to give or share information to others, obviously they need language. As a tool of communication, language always gives the meaning from one to another. Language is used to express our thoughts, ideas, views, and feelings.

In Indonesia, English is learned and used as a foreign language. Now, English has become a second language. As an important part of education program, Indonesian government then has considered English to teach starting from primary school up to university. In teaching and learning process, teachers as leaders should not only convey material for students but also do best to make it fun and easy to understand.
Teachers use various effective or interesting method to support their teaching and learning activities. If teachers could not convey materials well, it could make students difficult in comprehending their learning process especially English. English in teaching and learning has four language skills. They are listening, speaking, reading, and writing. In order to master these skills, students should also have good knowledge and good understanding about grammar.

Grammar is considered as one of language component. Grammar is taught because it gives a mean to analyze and describe our language. In teaching and learning English, grammar is a basic rule to explore forms and structures that can be used in English. We know that many students in school regard that grammar is difficult and confusing to use because grammar has a lot of formulas. Although students’ spelling is good, their grammar is almost non-existent. Without grammar, students can communicate effectively only in limited number of situation. One of the difficulties in talking about grammar is that students do not understand context in meaning. If students have a good knowledge of grammar, they will learn English easily.

The writers talk about grammar because grammar is an important point. It includes the tenses as a core of the skill, such as: simple present tense, simple past tense, simple future tense, present continuous tense, present prefect tense, etc. One of aspects in grammar that student should study is passive voice. It is often used both in spoken and written form. In addition, it is very common in scientific writing and other kinds of expression where writers are mostly interested in events and processes in things that happen. Passive voice is one of English material that should be given more attention by English teachers. In learning passive voice, usually students get confused with tenses. They do not fully understand about the change of forms, like infinitive change into past participle of regular verbs and irregular verbs.

Passive voice is an important part of English grammar that have to be mastered by learners so that they are able to speak and write grammatically correct. In real life communication with native or non-native speaker, making error is a big problem, but in learning process who learn English in academic affairs, making error or making mistake is not a big problem because a mistake can be a good teacher for learners. In constructing correct passive voice, students need to master grammar including tenses, auxiliaries (modal auxiliaries and auxiliaries’ verb), past participle verbs, etc. Students usually make errors in building passive voice as they ignore some aspects required in arranging passive voice.

Based on observation and experience during Magang III at SMA N 1 Mirit from July to September in the academic year of 2018/2019, many students do not fully understand passive voice. It is quite possible for students to make errors. To avoid those problems, the researcher is interested to conduct research about students’ difficulties in passive voice.
Based on the background of the problem above, the writers identify some problems as follows.

1. The students are lack of grammar mastery especially about passive voice.
2. SMA N 1 Mirik Kebumen uses poor media in learning process.
3. The teachers deliver the materials monotonously and not interestingly.
4. The students feel difficult about tenses in passive voice.
5. The students do not fully understand about the change of forms, like infinitive change into the past participles of regular verbs and irregular verbs of passive voice form.
6. The students need to master grammar for instance: tenses, auxiliaries (modal auxiliaries and auxiliaries’ verb), past participle verbs, etc.
7. The students seldom discuss about passive voice with others students.
8. The teacher seldom gives her students homework about passive voice.

**Passive voice**

According to Crystal (2008:353), passive is a term used in the grammatical analysis of voice, referring to a sentence, clause or verb form where the grammatical subject is typically the recipient or ‘goal’ of the action denoted by the verb, e.g. *The letter was written by a doctor*. It is contrasted with active, and sometimes with other forms. Meanwhile, Herring (2016:1192) states that passive voice is a type of grammatical voice in which the subject is acted upon by the verb. In addition, Kolln and Funk (2012:87) also define that the passive transformation shifts the direct object from the focus position to that of sentence topic, or subject.

Based on some definitions above, the researcher may conclude that passive voice is reversal changes the original direct object becomes the subject and the verb is added by past participle.

**Pattern of Passive Voice**

Azar (2009: 211) states that in the passive, the object of an active verb becomes the subject of the passive verb. The noun that follows by is called the “agent”. Form of the passive: *be + past participle*. Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as *happen, sleep, come, seem, die*) in the passive. Form of the passive voice:

\[ S + \text{‘to be’} + \text{Verb 3} + \text{(by)} \]

1. In passive, the object of an active sentence becomes the subject of the passive.
2. ‘to be’ is according to the tense from which it is used in the sentences, and appears before the main verb. ‘to be’ (is/am/are).
When people want to say what they and things do, people use active verb forms. But when people want to say what happens to people and things - what is done to them we often use passive verbs forms. It means that passive voice is more emphasized on the action. The object of an active verb corresponds to the subject of a passive verb.

**Passive with Agent**

As described above, if people are interested in knowing the doer of an action people usually use ‘by phrase’ in passive sentence. Somathasan and Saranya (2015) state that the indirect object of the active voice sentence is a personal pronoun, it has to be changed into a subject pronoun to be the subject of the passive voice.

<table>
<thead>
<tr>
<th>Personal Pronoun</th>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I</td>
<td>Me</td>
</tr>
<tr>
<td>2.</td>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>3.</td>
<td>He</td>
<td>Him</td>
</tr>
<tr>
<td>4.</td>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>5.</td>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td>6.</td>
<td>We</td>
<td>We</td>
</tr>
<tr>
<td>7.</td>
<td>They</td>
<td>Them</td>
</tr>
</tbody>
</table>

**METHOD**

According to Creswell (2009:3), research design is plan and the procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The method used in this research is non-statistics method that is descriptive qualitative data analysis. It means systematically describes the form of written. The researcher uses descriptive qualitative research because the data collected is in the form of pictures rather than number. The objective of this research is to analyze the students’ difficulties using passive voice at SMA N 1 Mirit in the academic year of 2018/2019.

**Instrument of the Research**

Instrument of the research is one of important part of research activity. According to Arikunto (2010:134), research instrument is a tool or facility used by the researcher when collecting the data in order to be easier in doing her or his work.
to get a good result. It means that instrument has an important role in collecting data. Without instrument, the research would not be conducted.

The writers used two instruments. The first was multiple choice test, and the second was questionnaire. The test is given to know the students’ difficulties in using passive voice. The questionnaire is given to identify the causal factor affecting students’ difficulties in using passive voice that is faced by the twelfth grade students of SMA N 1 Mirit Kebumen in the academic year 2018/2019. The technique of analyzing the test and questionnaire that was used in this research, namely:

1. **Technique of analyzing the test**
   a. Coding the data (test)
   b. Counting the total of students’ correct answer
   c. Calculating the students’ score

   To count the students’ score, the researcher using this following formula:

   \[ S = n \times 4 \]

   Where: \( S = \) Score \\
   \( n = \) number of correct answer

   d. Categorizing the data

   Before categorizing the data based on the category of students’ difficulties, firstly, the researcher analyses the data. To know the students’ difficulties, the researcher count mean of the data using this following formula:

   \[ Me = \frac{\sum x}{n} \]

   \( \frac{\sum x}{n} = \) total of score observed \\
   \( n = \) total number of student

   \( Me = \) mean (average) (Sudijono, 2012:81)

   After counting the mean of the students’ score, the researcher counts the students’ score into percentage by using the formula as follows:

   \[ P = \frac{\sum X}{n \times 100} \times 100\% \]

   Where \( P = \) the percentage of the students’ score \\
   \( \sum X = \) the total of score observed \\
   \( n = \) total number of student

   Then, the students’ scores were classified into five categories. The writers used category which is described by Arikunto.

<table>
<thead>
<tr>
<th>Level Mastery</th>
<th>Category</th>
</tr>
</thead>
</table>

Table 2. Category of Students’ Score
2. Technique of analyzing the Questionnaire

Here are the steps that the writer were used in analyzing the data from questionnaire:

a. Checking the students’ responses
b. Tabulating the data
   In this step, the writers used Likert Scale to give score for the students’ answer. In Likert scale, the writers made 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: 144)

c. Calculating the data
   In this stage, the writers analyzed the students’ responses with the following formula:
   1) Counting the percentage of the students’ responses to the questionnaire.

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

(Widoyoko, 2014: 132)

2) Counting the average score of each item to obtain the gradation of item scores.

\[
\text{Me} = \frac{\sum x}{n}
\]
Where
\[
\text{Me} = \text{Mean (average)}
\]
\[
\sum x = \text{Total of score observed}
\]
\[
n = \text{The total of items}
\]

d. Categorizing the data
   a) Making the gradation of the students’ responses
   b) Drawing conclusion about the casual factors affecting students’ difficulties in using passive voice.
RESULT AND DISCUSSION

In the research finding and discussion, the writers identified the students’ difficulties by analyzing the result of the students’ score from the test and the questionnaire made by the twelfth grade students of SMA N 1 Mirit Kebumen in the academic year of 2018/2019. Therefore, the writers will describe the research findings, consisted by students’ test result and students’ questionnaire result.

1. Students’ Test Result

The first instrument is multiple choice test. It is to know the students’ difficulties in using passive voice. The test consists of 25 items. The writers took the data from 24 students. The next finding is categorizing the students’ scores. There are five categories. The writers uses category which is described by Arikunto. The percentage of the students’ score in using passive voice can be seen in the following table:

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>25%</td>
</tr>
<tr>
<td>Sufficient</td>
<td>13</td>
<td>54.17%</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
<td>16.67%</td>
</tr>
<tr>
<td>Very Poor</td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, there are 6 students (25%) categorized good, 13 students (54.17%) categorized sufficient, 4 students (16.67%) categorized poor, and 1 student (4.17%) categorized very poor.

In this finding, the researcher gives the 25-item multiple choice test focused on the indicator of assessment in using passive voice. There are 5 indicators used by the researcher. Those are the usage of object of preposition by in passive voice, singular and plural nouns in passive voice, past participle regular and irregular verbs in passive voice, to be in passive voice and the used of being in passive voice. Those indicators and the test result can be seen in the following table:

<table>
<thead>
<tr>
<th>Indicators of assessment</th>
<th>Number of item</th>
<th>Frequency of correct answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of preposition by in passive voice</td>
<td>1</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>22</td>
<td>78.13%</td>
</tr>
</tbody>
</table>
Based on the table above, it can be stated that the highest percentage is 78.13% referring to the students’ comprehension of object of preposition by in passive voice, while the lowest percentage is 36.90% referring to the students’ comprehension of the usage of singular and plural nouns in passive voice.

The researcher counts percentage of the test result based on the indicator of assessment by using Widoyoko’s formula:

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

Where:
- \( P \) = the percentage of the students’ score
- \( \sum X \) = the total of correct answer
- \( N \) = total number of student

\[ P = \frac{75}{24 \times 4(\text{total item of question})} \times 100\% \]

\( P = 78.13\% \)

The lowest percentage is 36.90% referring to the students’ comprehension of the usage of singular and plural nouns in passive voice. They have only 62 frequency of correct answers, so the score is \( \frac{62}{24 \times 7(\text{total item of question})} \times 100\% = 36.90\% \)
2. **Students’ Questionnaire Result**

The second instrument is questionnaire. The questionnaire is used to identify the causal factors affecting the students’ difficulties in using passive voice. Those factors are internal factor (students’ competence in passive voice) and external factor (Process of learning and teaching in the classroom). The questionnaire consists of 15 statements. The result of the students’ responses to the questionnaire is presented briefly in the following table:

<table>
<thead>
<tr>
<th>Casual Factors Affecting</th>
<th>Item Number</th>
<th>Total Students’ Respond</th>
<th>Percentage per Item Number</th>
<th>Percentage per Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Factors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ competence in singular and plural nouns</td>
<td>1</td>
<td>60</td>
<td>62.50%</td>
<td>62.50%</td>
</tr>
<tr>
<td>Students’ competence in object of preposition by</td>
<td>2</td>
<td>73</td>
<td>76.04%</td>
<td>76.04%</td>
</tr>
<tr>
<td>Students’ competence in to be</td>
<td>3</td>
<td>61</td>
<td>63.54%</td>
<td>63.54%</td>
</tr>
<tr>
<td>Students’ competence in being</td>
<td>4</td>
<td>70</td>
<td>72.92%</td>
<td>72.92%</td>
</tr>
<tr>
<td>Students’ competence in auxiliaries</td>
<td>5</td>
<td>58</td>
<td>60.42%</td>
<td>60.42%</td>
</tr>
<tr>
<td>Students’ competence in past participle of regular and irregular verbs</td>
<td>6</td>
<td>63</td>
<td>65.63%</td>
<td>62.51%</td>
</tr>
<tr>
<td><strong>External Factors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process of learning and teaching in the classroom</td>
<td>8</td>
<td>76</td>
<td>79.17%</td>
<td>79.17%</td>
</tr>
<tr>
<td>Learning facilities in the classroom</td>
<td>9</td>
<td>58</td>
<td>60.42%</td>
<td>63.55%</td>
</tr>
<tr>
<td>Students’ assignment</td>
<td>10</td>
<td>64</td>
<td>66.67%</td>
<td></td>
</tr>
<tr>
<td>Students’ assignment</td>
<td>11</td>
<td>76</td>
<td>79.17%</td>
<td>69.28%</td>
</tr>
<tr>
<td>Students’ assignment</td>
<td>12</td>
<td>57</td>
<td>59.38%</td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, there are two causal factor affecting (internal and external factor). The internal factor consists of students’ competence in singular and plural nouns, students’ competence in object of preposition by, students’ competence in to be, students’ competence in being, students’ competence in auxiliaries, and students’ competence in past participle of regular and irregular verbs; while the external factor consists of learning facilities in the classroom, students’ assignment, condition of the class, teacher role in the class, and discussion with friends. The researcher counts percentage of students’ questionnaire result based on the indicator of assessment by using Widoyoko’s formula:

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

In statement number 2 and 5:

\[
\text{Percentage} = \frac{73}{96} \times 100\% = 76.04\%
\]

From the computation above, it can be stated that the highest percentage of internal factor is 76.04% referring to the students’ competence in object of preposition by, while the lowest percentage of internal factor is \( \frac{58}{96} \times 100\% = 60.42\% \) referring to the students’ competence in auxiliaries.

In statement number 14 and 15:

\[
\text{Percentage} = \frac{83}{96} \times 100\% = 86.46\%
\]

From the computation above, it can be stated that the highest percentage of external factor is 86.46% referring to the teacher role in the class, while the lowest percentage of external factor is \( \frac{58}{96} \times 100\% = 60.42\% \) referring to the students’ discussion with friends.

CONCLUSIONS

Based on the research findings and the discussion in chapter IV, the researcher draws two conclusions which will be elaborated as follows:
1. The students’ difficulties in using passive voice of the twelfth grade of SMA N 1 Mirit in the academic year of 2018/2019 is categorized sufficient. The result shows that the mean score of the students is 54. There are 6 students (25%) categorized good, 13 students (54.17%) categorized sufficient, 4 students (16.67%) categorized poor, and 1 student (4.17%) categorized very poor.

2. In using passive voice, the students’ difficulties is affected by internal and external factors. Based on the data of the questionnaire, the researcher concludes that the causal factors affecting from the internal factors, the dominant are 1) students’ competence in auxiliaries (60.42%), 2) students’ competence in singular and plural nouns (62.50%), and 3) students’ competence in past participle of regular and irregular verbs (62.51%); while in external factors, the dominant are 1) discussion with friends (60.42%), 2) learning facilities in the classroom (63.55%), and 3) students’ assignment (69.28%).

REFERENCES


