AN ANALYSIS ON THE DIFFICULTIES FACED BY THE STUDENTS IN LEARNING PASSIVE VOICE IN THE SIMPLE PAST TENSE

(A Case Study at the XI Grade Students of IPA Class of SMAN 1 Kabandungan)

A “Skripsi”
Presented to Faculty of Tarbiyah and Teachers Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd, in English Language Education

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DEPARTMENT OF ENGLISH EDUCATION
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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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Approved by
Advisor

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ABSTRACT

Suhartini, Lina. 2010, An Analysis on Students’ Difficulties in Learning Passive Voice in the Simple Past Tense (A Case Study at XI Grade of IPA Class of SMAN 1 Kabandungan), “Skripsi”, English Education Department, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor: Dr. Fahriany, M.Pd

Key words: Passive Voice, Simple Past Tense, Grammar, Learning Difficulties.

This study is aimed to describe the objective condition about analysis on the XI grade students of IPA class of SMAN 1 Kabandungan difficulties in learning passive voice in the simple past tense. It includes the students’ difficulties and the causes of students’ errors in learning passive voice in the simple past tense.

This study is categorized as analytical descriptive about analysis on students’ difficulties in learning passive voice in the simple past tense at XI grade students of IPA Class of SMAN 1 Kabandungan. It tries to analyze objectively about students’ difficulties in learning passive voice in the simple past tense. The writer uses qualitative approach in this research. The object of this study is 40 students of XI grade students of IPA Class of SMAN 1 Kabandungan. She took the sample from the total population of XI grade students of IPA Class of SMAN 1 Kabandungan. The techniques used in collecting the data are, interview, questionnaire, and test.

The findings of this study are: the location of the students’ error as effect of the difficulties they faced in learning passive voice in the simple past tense is in conjugating the verb 83.3%, using the formula of passive voice in the simple past tense 56 %, and transforming be form 21.7 %.

The errors are occurred because the students do not mastered the prerequisite material of passive voice yet, such as to be and verbal conjugation. This is happened because the students only depend on teacher’s explanation in the class and lack of grammar practices at home. Beside they face difficulties to comprehend the explanation about passive voice in their textbook/workbook and the process of selecting and grading the material by the teacher that is inappropriate.
ABSTRAK


Penelitian ini bertujuan untuk mendeskripsikan kondisi objektif tentang analisis kesulitan siswa kelas XI IPA SMAN 1 Kabandungan dalam mempelajari passive voice dalam simple past tense. Penelitian ini mencakup kesulitan siswa dalam membentuk passive voice dalam simple past tense dan penyebab kesalahan siswa dalam membentuk passive voice dalam simple past tense.

Penelitian ini dikategorikan sebagai penelitian analisis deskriptif, karena penelitian ini mencoba untuk menganalisa secara objektif kesulitan siswa dalam mempelajari passive voice dalam simple past tense. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif. Objek penelitian ini adalah 40 siswa kelas XI IPA SMAN 1 Kabandungan. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah dengan wawancara, angket dan tes.

Temuan penelitian ini adalah beberapa letak kesalahan siswa dalam menjawab soal passive voice dalam simple past tense yaitu: dalam membentuk perubahan-perubahan kata kerja 83,3 %, menggunakan rumus passive voice dalam simple past tense sebesar 56 %, dan membentuk to be sebesar 21,7 %.

Kesalahan-kesalahan dalam mengerjakan soal tersebut terjadi karena siswa belum menguasai materi prasyarat yang harus dikuasai sebelum mempelajari passive voice seperti to be dan verbal conjugation. Hal tersebut terjadi selain karena kurangnya motivasi siswa untuk mengulang pelajaran di rumah, siswa juga mengalami kesulitan dalam memahami penjelasan materi passive voice dalam buku paket/lks dan juga karena proses pemilihan dan pemilahan materi yang akan diajarkan kurang tepat.
ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful.

All praises be to Allah, lord of the world who has bestowed upon the writer in completing this “skripsi”. Peace and blessing upon our final prophet in the world Muhammad SAW, his family, relatives, and all of his followers.

The writer would like to express her greatest thanks and gratitude to her advisor Dr. Fahriany M.Pd for her valuable help, guidance, comments, corrections, and suggestions for the completion this “Skripsi”.

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*May Allah, the Almighty bless them all, amin*

The writer
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CHAPTER I
INTRODUCTION

This chapter discusses and presents background of the study, statement of the study, objective of the study, method of the study, significance of the study, and organization of the study.

A. Background of the Study

People use language to express what they want and feel each other either written or orally. It describes one of the language functions that is, as a vehicle of social transaction between individual. Language itself is linked each other by shared words, sounds and grammatical constructions. Each language, which is existed in the world, has their own unique characteristics of words, sounds and grammatical constructions that are agreed by member of the group. Because there are many languages used in the world, people need a science to explain general characteristics of all those different languages. To make those elements of language easy to learn, then linguistic is created. Linguistic is the scientific study of language or of a particular language, it help people to learn their first language or second language or foreign language, either for communication or science purpose.

Language is one of the subjects that are taught in Indonesian school start from primary school (as vocational subject) to university level. Besides the first language (mother tongue), foreign language is also taught in the school. As one of globalization effect, nowadays the use of English either written or spoken coloring many aspects of life. Realizing how important English is to accelerate the development of our country, the government states that the human and natural resources development are not only done by using Indonesian language as media, because now science and technology are decanted in foreign language primarily

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1 Words on the Brain: from 1 million years ago?, (http://www.historyworld.net/wrldhis?PlainTextHistories.asp?historyid=ab13), accessed on June 28th, 2010
English. In that way to master English for senior students is an obligatory. Therefore English becomes first foreign language that should be taught formally to all Indonesian students, starting from junior high school, senior high school to college or university level. Meanwhile the newest curriculum that is KTSP 2006 (School Based Curriculum) stated that English subject in senior high school level emphasizes on four language skills. The four language skills is listening, speaking, reading and writing. The structure of learning material, time allocation, standard competency and basic competency was regulated in the curriculum generally, meanwhile the kind of material, source and media of learning and other that need to be taught to the students is determined by each unit of education.

Refer to the process when the young children start to use language, they learn to use language naturally; start to speak without having studied the grammar, not aware of grammatical construction yet, not memorized the vocabulary consciously, or even further, they do not study linguistic. Even they do not understand about the correct grammar and the sequence of words that they used in a sentence is often in incorrect order, but the goal of communication is still reached well, their partner in communication, such as their parents, friends or other, understand what the children mean.

The young children is spoken their mother tongue without joining the process of ‘learning’ first, they do not study grammar or pronunciation, but they acquire it. In their age, when they hear other people speak, they imitate how to pronounce the word through imitate the sound of word, and try to find the meaning of the new word through asking then use them in daily communication. They are not limited by grammatical rules, controlled pronunciation and they are not pushed to memorize a lot of vocabulary. This is what is called process of ‘acquiring’ the language. Acquire the language means that people get the language into their mind unconsciously.

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The statements above refer to Stephen D. Krashen theory in Richard and Rogers’ book ‘Approach and Methods in Language Teaching’ about ‘acquisition’ and ‘learning’. He distinguishes between language ‘acquisition’ and ‘learning’. Language acquisition means people get the language into their mind through natural assimilation of language rules for communication (unconscious process). While learning mean people get the language into their mind through formal study deliberately (conscious process), the formal study is meant by the writer here is school.

When children start to enter the school and become students, they will continue with other process, namely language ‘learning’. Under the teacher monitoring the students start to learn the language. They learn how to build a good sentence by grammar, learn how to pronounce the word correctly, and increase their vocabulary with memorizing, all the process well planned and organized by the school. The students start to analyze whether the language they used both spoken or orally are correct according to language rule. The function of ‘learning’ as a monitoring process is started at this time.

The monitoring process is the repository process of conscious grammatical knowledge about language that is learned through formal instruction and that is called upon in the editing of utterances produced through the acquired system. Therefore monitoring process of language learning is always planned and organize well, it is conducted in order to make sure that the process in line with the learning objective.

When the students learn their mother tongue, it will be easier because they ‘acquired’ it first, they got many input and exposure of Indonesian language before their entered the school. Different with learning English as a foreign language, particularly in Indonesia, most of the student faced many difficulties in learning it because they lack of acquiring process of English. As a new thing, the students have to learn all about English from basic, and it need a lot of time, meanwhile the time

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in learning English in most of Indonesian school is still insufficient, and the foreign language exposure they got is very limited, whereas all the factors above is very important for English learning process.

There are two factors influenced students’ ability in learning English as a foreign language; they are linguistics and non-linguistics factors. The first is linguistics factor, English and Indonesian language is two kinds of different languages, and they have different system in sound, vocabulary, structure and culture.

For sure, the Indonesian language became the second nature of Indonesian including the students, they speak, even think in Indonesian language, unconsciously when they have to learn a new language, the knowledge of their mother tongue will interfered the new (foreign) language, and it will affect the process of internalize the foreign language. The second factors is non-linguistics factor, it is consisted of seven points, they are students, teacher, objective, method, environment, evaluation and time.

Talked about linguistics factor, the similarities between English and Indonesian language made students easier when they study English, but the differences made student faced some difficulties in learning English. Most of Indonesians’ students still found some difficulties in using and constructing English both oral or written, because of some differences of grammatical rules and features in English grammar which is no exist in Indonesian language, such as tenses, be form (to be) and verbal conjugation.

Although the process of teaching and learning English in Indonesia have been spending a lot of time, and the government has been developing many programs to improve teachers’ competency and students’ ability in learning English, especially in learning grammar, but the students still face some difficulties, some errors are still appeared. Actually, it is very normal, because learning itself is a process that leads people from not having knowledge or skill to having it.

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7 Rangkuman Mata Kuliah; Tefl IV, (http://pustaka.ut.ac.id/puslata/online.pjp.menu?), accessed on July 5th, 2010
8 Rangkuman Mata Kuliah Tefl IV, … , accessed on July 5th, 2010
Analyzing the students’ difficulties through error analysis in learning English both oral and written can help the teachers to explore what are the causes and how to minimize the student’s errors in learning, especially in learning English. Error analysis is done to identify, to describe, and to explain the errors made by the students, so the teacher will know did the student understand the material or not.

One of the linguistic competencies that must be mastered by the students in English language is grammar. Grammar is the system of language. Grammar contains the rules of language and the right methods of using it in speaking and writing. It can help students to learn a language more quick and efficient, because it is contained the rules that direct the students to build a good and meaningful spoken and written language. For the students learn the grammar help them to construct a sentence which is correct grammatically and meaningfully. There are many rules that must be followed and many features that should be known in grammar by the students.

In order to construct a good sentence they also have to learn parts of speech (parts of sentence). Parts of speech consist of eight elements, they are, Nouns, Verbs, Pronouns, Auxiliaries, Adjectives, Articles, Adverbs, Preposition and Conjunctions. A sentence minimally must consist of two elements of part of speech, they are noun and verb.

The verbs is the most complex part of speech, it also has several other grammatical properties that are shared with no other part of speech, these properties are, tense, voice, mood and aspect. Meanwhile this ‘Skripsi’ will discuss about Voice. Voice are special forms of verb that is arranged in certain position with noun to modified whether the grammatical subject of a sentence is performing an action (Active voice) or itself being acted upon (Passive voice).

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10 Grammar, ..., accessed on juni 28th, 2010
12 Marcella Frank, Modern English; A practical Reference Guide, …, p. 1
13 Kathryn Riley and Frank Parker, English Grammar; Prescriptive, Descriptive, Generative Performance, (Boston: Allyn and Bacon, 1998), p. 119
Similar to Indonesian language, English also has active and passive voice concept namely ‘kalimat aktif’ and ‘kalimat pasif’, but it is simpler than English’s active and passive voice, because Indonesian language does not have concept of tenses, be form and verbal conjugation. Active sentence is more usual to use because it is more clear and more active than the passive one. The active sentence also use less word than passive, so people preferred to choose active sentence. Inspite of that studying passive voice is also important, in some occasion the student need to use passive sentence.

In school based curriculum passive voice is taught with each of possible tense in second semester of X grade senior high school to state the main information of a sentence.

As the writer presented above active voice is used when the subject of the sentence is spotted as the focus of the sentence, in the active sentence the relationship between subject and verb is straightforward,\(^{14}\) the subject is the be-er or do-er.

In the passive voice, the subject of the grammatical is not the be-er or the do-er, it is the recipient that is acted as grammatical subject of the sentence.

A passive construction occurs when speaker made the object of an action become the subject of a sentence.\(^{15}\) It is called passive because it is impressed that the doer doing nothing, whereas the doer is still as the agent, but the position is moved into the object. Only a sentence that has transitive verb can be changed from active voice into passive one, why? Because intransitive verb does not has object and it will be the subject in the passive.

In this ‘Skripsi’ the writer wouldn’t focus on the active voice, but on the passive one, particularly passive voice in the simple past tense.

As the writer mentioned above, Indonesian language does not have the concept of tenses, to be and verbal conjugation, the student does not have to change the form of verb and adding or transforming to be. Thus, when the student deal with


English grammar, in this case passive voice in the simple past tense, the student who do not understand and memorized the concepts above, often faced some difficulties in constructing passive voice, because tense is one element that should be paid much of attention in constructing passive voice.

Some error in constructing passive voice is happened because most of the students are still patterned on grammar of Indonesian language. The Indonesian language grammar does not have the concept of to be and verbal conjugation. So when they try to construct a passive voice sometimes they missed them, the error is started appeared, when they translate the active sentence into Indonesian language word by word in order to make it easier, so when they translate it back into passive sentence of English they missed those things.

Some errors in constructing passive voice is also happened because the students don’t understand the concept of transitive and intransitive verb, only the sentence which has the transitive verb that can be changed into passive form. The writer will give some examples of error sentences done by the students in the passive voice test in the simple past tense which was conducted by the writer on August 2010, and analyzed them to know why the errors in constructing passive voice are happened by following examples:

1. The history of modern communication began when the electric telegraph invented by the American Samuel Morse in the 1830s.

2. The history of modern communication began when the electric telegraph was invented by the American Samuel Morse in the 1830s.

In the first sentence, the student tried to construct a passive voice in the simple past tense. The problem here is the student did not add to be that agreed with the subject. The second sentence is the correct one. Here are the other examples:

3. The message were sent by my mother.

4. The message was sent by my mother.

In the third sentence, the student failed to transform to be, and the correct is the fourth sentence.

5. The house was build in 1972.
6. *The house was built in 1972.*

In the fifth sentence, the student did not make the correct *verbal conjugation*; she/he should use the *past participle* form of *build* that is *built*, so the correct one is the sixth sentence.

From analysis above the writer concluded that, firstly, the students failed in change the *verbal conjugation*, second, the students failed to transform *to be*, and third they missed to add *to be* which is required by passive voice formulation. Based on the statement above, the writer takes a title of this “Skripsi” that is “An Analysis on the students’ difficulties in learning passive voice in the simple past tense (A case study at XI grade student of IPA Class of SMAN 1 Kabandungan).

By analyzing the students’ difficulties in learning passive in the simple past tense, it is expected that the kinds and the causes of difficulties can be identified, then the teacher and all side that concern with this issue can determine what kind of treatment should they choose toward this problem.

B. Statement of the Study

After underlying the long discussion above, in this part the writer concluded that the general question of this study is: “What are the difficulties faced by the XI grade students of IPA class of SMAN 1 Kabandungan in learning passive voice in the simple past tense?

The main problem above can be formulated into specific problems as stated below:

1. What kind of errors are made by the students as the effect of difficulties faced by XI grade students of SMAN 1 Kabandungan in learning passive voice in the simple past tense and how it can be happened?
2. What are the factors that causing XI grade students of SMAN 1 Kabandungan difficult to learn passive voice in the simple past tense?
C. Objective of the Study

According to the statement above, the objectives of the study are:

1. To describe & analyze some errors that are occurred because some difficulties in learning passive voice in the simple past tense.
2. To describe & analyze the factors, which causing students’ errors in learning passive voice in the simple past tense.

D. Method of the Study

This research paper is written based on library and field research; in this case, she takes SMAN 1 Kabandungan as a place for investigation to be discussed. She analyzes some difficulties faced by the students in learning passive voice in the simple past tense. In this study the writer uses qualitative approach and analytical descriptive method.

To get knowledge of writing, the writer reads some books, which is related to the topic in the library of campus, such as ‘Library of State Islamic University Syarif Hidayatullah Jakarta’, Library of American Corner and the Library of Tarbiya and Teacher’s Training Faculty. In addition, the writer also took some articles related to the topic from the Internet.

E. Significance of the Study

It is expected that these results of the study can contribute and provide some useful information for three main groups of people they are; (1) for the English teachers of Senior High School level, (2) for the students, and (3) for the further researchers. The writer hoped that:

1. The results of this study are useful for the English teachers at senior high school level in providing clear information about learning passive voice in the simple past tense, preparing to handle some difficulties faced by the students in learning it. It is hoped that this study can provide some information that is useful to improve their teaching quality and as an evaluation tool to measure, the students in passive voice in the simple past tense.
2. The result of this study is useful for the students to improve their understanding and be able to construct the passive voice with the simple past tense correctly.

3. For further researchers who are interested in analyzing the difficulties in passive voice in the simple past tense at senior high school level can get the basics information and as a reference in conducting similar topic of the studies in the next time.

   Furthermore, the results of this study can bring positive impact in teaching-learning process at senior high school level.

F. Organization of the Study

The writer systematically divided this ‘Skripsi’ into five chapters. The following is a brief description about what each chapter included.

Chapter I is Introduction – it is consisted of Background of the study, Statement of the Study, Objective of the study, Method of the Study, Significance of the study and Organization of the study.


Chapter III is Research Methodology – it is consisted of Research Design, Time and Location, Population and Sample and Instrument of the Research.

Chapter IV is Research Finding – it is contained of Data Description which is consisted of Data Analysis and Data Interpretation – Data Analysis presents the data found during the research; Some Difficulties Faced by the XI Grade Students of SMAN 1 Kabandungan in learning Passive Voice in the Simple Past Tense and the Causes of Students’ Errors in Learning Passive Voice in the Simple Past Tense. While the Data Interpretation presents the writer interpretation about the data that she has got during the research.

Chapter V is Conclusion and Suggestion – The writer divided it into two parts, those are Conclusion of the Research and Suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer presents the theoretical framework. The subtitle A is about Learning Difficulties. The Subtitle B is about Passive Voice, which is included the Nature, the Usage, and the Form of Passive Voice. The subtitle C discusses about Passive Voice in the Simple Past Tense, which is included the Usage and the Form of Passive Voice in the Simple Past Tense and the subtitle D is about Common Errors in Learning Passive Voice in the Simple Past Tense

A. Learning Difficulties

Consciously or unconsciously, people learn continually, this is related to Skinner’s statement about learning; he said learning is an adaptation process of attitude that is running progressively.¹ The writer assumed that the Skinner’s statement about learning is not only about learning in the school or other formal institute of education, but also learning in the real life to be ‘a survivor’.

While Thomas J. Shuell concludes from some statements about learning, that learning has two main characteristics in common. The first is learning involves a change in behavior or performance, or at least a change in the potential for a certain behavior to occur. The first limitation then completed by the second statement of learning, that the change is the result of practice or experience. The temporary changes in behavior as a result from such things like drugs, fatigue, coercion, etc. are excluded from the definition of learning because they are not involving practices.² Such things is only as automatic response, for example if someone consumes some kinds of drugs especially kinds of drugs that’s grouped into narcotic. After consume the drugs that person will act strange and that attitude is not the result of some practices rather automatic physical response.

¹ Muhibbin Syah, M.Ed. Psikologi Pendidikan dengan Pendekatan Baru, (Bandung: PT Remaja Rosda Karya, 2008), p. 90
² Thomas J. Shuell, Learning and Instruction, (California: Wadsworth Publishing Company, 1971), p. 3-4
According to the statements above, the writer concludes that learning is the process of acquiring the value, knowledge, and skill to be a property of the learner and became response potentially and it is happened by the process of practices.

There are some factors that influence the learning process and the impact has two sides: good and bad effects. The good effect means that the factor causing the objective learning is achieved, while the bad effect means that the factors causing the objective of learning is not achieved because the students faced difficulties in learning.

The instruction in formal education like school certainly have the objective, the object is determine to know where the process of education would go. It is need a hard work from the all side of school to fulfill the entire objective was determined before. Many aspects that made the objective is not reached, maybe the cause come from the method that is used by the teacher, the students motivation, insufficient time, or maybe the objective itself is too high to reach. When the objective is not reached means there something wrong in learning process and it means the students experience learning difficulties. In this chapter, the writer not only discusses the internal factors that causing the learning difficulties causes, but also the external causes.

The learning difficulty is indicated by the gap between learning objective and students’ achievement. While the low achievement is not always because the intellectual factors, there are other factors causing it. Even the teacher has prepared the teaching and learning process as well as he/she can. Other factors also causing it.

According to M. Dalyono, the kinds of learning difficulties are grouped into four, those are:

1. Based on types of learning difficulties
   - Serious Learning Difficulties
   - Average/Moderate Learning Difficulties
2. Based on the Subject
   - The learning difficulties on entire subjects
• The learning difficulties on some of subjects

3. Based on the characteristic of difficulties

• Permanent learning difficulties
• Temporary learning difficulties

4. Based on the causes factors

• Intelligence factor
• Non-intelligence factor

While the teaching methods should be suit to students need and condition, there are no the most right method. The teachers are expected to choose the method that appropriate with the students condition and need. If the teacher too fanatic to one or some method in spite of the method is not appropriate for his/her students it will cause learning difficulties.

The learning difficulties can be seen if the students show some indications below:

• The learning achievement is lower than the group average achievement
• Their achievement is not balance with the effort
• Become a slower in finishing the task that is given by teacher compared to his/her group
• Show some immoderate behavior like pretending, lie, irresponsive, resistant
• Doing some factious behavior like, coming late, annoyed the other students, etc.

It is clearly that learning difficulties have to overcome by teacher, parent and all side that responsible for the process of students’ education. Especially for teacher as the controller of students learning process in the class, he/she has to take some actions as soon as possible. After see some indication that was mentioned above, firstly, the teacher has to diagnose what kind of difficulties faced by the students, secondly analyze what the causes and finally determine what kind of

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treatment that can cope with the difficulties. But in this skripsi the writer only does diagnosing and analyzing the difficulties.

Some experts mentioned several factors that causing learning difficulties, Muhibbin Syah in his book\(^5\) mentioned that the factor causing learning difficulties is consist of two factors that are internal factors and external factors. Internal factors usually factors that come from students themselves and the external factors come from outside of students. Here they are:

- **Internal factors**
  - Cognitive
  - Affective
  - Psychomotor
- **External factors**
  - Family,
  - School (factors that are included here: teacher, school facilities, curriculum, learning time etc.)
  - and Society

Brueckner and Bond, Cooney, Davis and Henderson grouped the causing factors of learning difficulties into 5 grouped those are:\(^6\)

- Physiology factors, this related with the human organs that support learning activities,
- Social factors is related to environment influence like family, school and environment,
- Emotional factors
- Intellectual factors,
- and pedagogical factors like teaching methods, curriculum, learning facility, etc.

\(^5\) Muhibbin Syah, M.Ed. *Psikologi Pendidikan dengan Pendekatan Baru* …, p. 90
While Peter Westwood focusing on curriculum and teaching methods as extrinsic factors which causing learning difficulties.

What kind of curriculum that made students difficult in learning:

- Presenting concept that are pitched too far ahead of the cognitive level of the students
- Moving forward too quickly compared to students’ rate of learning
- Using topics and materials that are of no interest or relevance to students of that age
- Overloading the program with too much content

From the explanation above, the writer concludes that to formulate a curriculum it is need comprehensive research and observation of students’ needs and conditions toward the subject, so it will not give bad effect on the students in the implementation later.

Basically the statements above is completing each other, so the writer concludes that the causing factors of learning difficulties is grouped into two main group that is internal and external factors:

1. **Internal factors**
   - Cognitive: intelligence, memory
   - Affective: emotional factors like fear, anxiety, etc
   - Psychomotor: this related to students’ organ that is used for learning activity like eyes for visual, ear for audio etc.

2. **External factors**
   - Social factors: family, school and society influence
   - Pedagogical factors: curriculum, teaching method and learning facility

**B. Passive Voice**

1. **The Nature of Passive Voice**

Part of speech is word classification based on how the word is used. Part of speech consisted of the verb, the noun, the pronoun, the adjective, the adverb, the

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preposition, the conjunction and the interjection. In fact, the same word can be a noun in one sentence, a verb or adjective in the next.\(^8\) Each parts of speech have their own functioned and positioned depend on the sentence context.

Verb or compound verb usually determines the subject. In sentence the verb is functioned as the predicate of the sentence, it is the grammatical center of the sentence.\(^8\) The grammatical center here means that verb has significant function in sentence building; in some spoken sentence the speaker can implied the subject but cannot the verb. The position of verb usually after subject before object or complement.\(^9\) In Indonesian language grammar, it is called kata kerja. Similar to English grammar it has the same functions; positions and it also have the concept of transitive and intransitive verb. Nevertheless, in grammar of Indonesian language there is no regular and irregular verb, because Indonesian language grammar does not have the concept of tenses. Indonesian language verb has only one form, the similar form uses in every kind of tenses; on the other hand, the form of an English verb that used in a sentence must be suitable with the tense. These are some forms of English verb: the simple form/ to infinitive (verb 1), the past tense (verb 2) and the past participle (verb 3).

Viewing a sentence from the syntactical operation, it is consisted of NP (noun phrase) + VP (verb phrase), the speaker can imply NP in a sentence but cannot for VP, for instance in command sentence below:

1. Go!

Sentence above showed although the speaker can imply the noun phrase you or other subject pronoun that might be used in the sentence, but she/he cannot imply the verb phrase, it clearly showed that the verb is perhaps the most important part of sentence.

Besides sharing with other parts of speech, verb also has several other grammatical properties, it shared with other than part of speech. These properties

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\(^8\) Heather MacFayden, *The Parts of Speech*, (http://www.writingcentre.uottawa.ca/hypergrammar/partsp.html), accessed on July 20th, 2010


are, **Tense, Voice, Mood and Aspect**.\(^{11}\) **Voice** is a particular verb form that is arranged in certain position with nouns to indicate whether the grammatical subject of a sentence is performing an action (**Active Voice**), or itself being acted upon (**Passive Voice**).\(^{12}\) It means that the function of voice is to determine the focus of the sentence.

In this ‘Skripsi’ she will present about Voice, especially Passive Voice. Passive voice is verb or compound verb that is grouped into special form of verb.\(^{13}\) Barbara F. Matthies and Betty Schrampfer Azar suggests before the students learn about the conversion of voice, the students have already understood about the positions and functions of each part of speech and able to differentiate between transitive and intransitive verbs,\(^{14}\) since the process will frequently related to those things. The active and passive voice can be conjugate with any tense, so the students have also to comprehend the concept of tenses.

Indonesian language grammar also has the concept of active and passive voice, they are called ‘kata kerja aktif’ and ‘kata kerja pasive’ or when they are included in a sentence, the sentence became ‘kalimat aktif’ and ‘kalimat pasif’. They have similar function to active and passive voice that indicates the focus of sentence. The active showed that focus of the sentence is the **doer**, while the passive chooses the **recipient** and the **action** (direct object) as the focus of the sentence,\(^{15}\) it amount to this that they have same meaning but different in focus.

In order to narrowing the topic of discussion, the writer will concern only on passive voice, while the writer includes **active voice** as comparator in this ‘Skripsi’.

Check the following sentence!

2. **Someone stole my laptop**

A sentence is said to be active when the grammatical subject serves as the **agent** of the verb (the doer of the action) and the object follows the verb. While in

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passive, the grammatical subject of the sentence is not *the doer of the action* but rather *being acted upon* (the recipient) and *the action*. It can be said that the focus of the sentence is not the doer of the action but the recipient.

In the second sentence (active sentence) the writer talked about *someone*, *someone* who performs the action *stolen*, *someone* is the doer of the action and it is positioned as the grammatical subject of the sentence, compared with the sentence below:

3. *My laptop was stolen*

The third sentence talked about *my laptop*, the sentence showed that the focus of the sentence is changed from *someone* to *my laptop*; actually, *my laptop* is the recipient of the *stolen* action. Because the sentence is changed into passive, *my laptop* became the grammatical subject and *someone* (which is unnamed in the sentence, because in passive voice it is not necessary to mention the doer if it is not obvious, this issue will clearly discusses in the subtitled 2; the usage of passive voice) became the grammatical object of the sentence.

The sentence is passive because the subject is not doing anything, even though it is the grammatical subject of the sentence. The subject of passive sentence is still the focus of the sentence but something else performs the action.

It amount to this that the usage of passive voice is when the speaker want to emphasize the action and the recipient as the focus of the sentence. While the the formula of passive voice itself will be explained in the following section.

2. **The Form of Passive Voice**

As the writer knows *the formulation of passive voice* is consisting of two important elements, the main verb in a passive sentence is always *past participle*, while *be form* and *auxiliary* is always *to be*.

**To be + Past Participle**
The form of *to be* used in a passive voice depend on the subject and tense that is required by the sentence. The next table shows the uses of passive voice in some tenses.

Table 2.1
**Passive Voice with Most Possible Tenses**

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Passive Voice</th>
<th>Passive Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinitive</td>
<td>To be cleaned</td>
<td>The table need to be cleaned</td>
</tr>
<tr>
<td>Simple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>It is cleaned.</td>
<td>The table is cleaned every morning</td>
</tr>
<tr>
<td>Past</td>
<td>It was cleaned.</td>
<td>The table was cleaned yesterday</td>
</tr>
<tr>
<td>Future</td>
<td>It will be cleaned.</td>
<td>The room will be cleaned soon</td>
</tr>
<tr>
<td>Conditional</td>
<td>It would be cleaned</td>
<td>The room would be cleaned</td>
</tr>
<tr>
<td>Continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>It is being cleaned</td>
<td>The room is being cleaned</td>
</tr>
<tr>
<td>Past</td>
<td>It was being cleaned</td>
<td>The room was being cleaned</td>
</tr>
<tr>
<td>Future</td>
<td>It will be being cleaned</td>
<td>The room will be being cleaned</td>
</tr>
<tr>
<td>Conditional</td>
<td>It would be being cleaned</td>
<td>The room would be cleaned</td>
</tr>
<tr>
<td>Perfect simple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>It has been cleaned</td>
<td>The room has been cleaned</td>
</tr>
<tr>
<td>Past</td>
<td>It had been cleaned</td>
<td>The room had been cleaned</td>
</tr>
<tr>
<td>Future</td>
<td>It will have been cleaned</td>
<td>The room will have been cleaned</td>
</tr>
<tr>
<td>Conditional</td>
<td>It would have been cleaned</td>
<td>The room would have been cleaned</td>
</tr>
<tr>
<td>Perfect continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>It has been being cleaned</td>
<td>The room has been being cleaned</td>
</tr>
<tr>
<td>Past</td>
<td>It had been being cleaned</td>
<td>The room had been being cleaned</td>
</tr>
<tr>
<td>Future</td>
<td>It will have been being cleaned</td>
<td>The room will have been being cleaned</td>
</tr>
<tr>
<td>Conditional</td>
<td>It would have been being cleaned</td>
<td>The room would have been being cleaned</td>
</tr>
</tbody>
</table>

*Adapted from grammar.ccc.commnet and modifying by the writer*

Only a sentence that containing *transitive verb* (verb that takes direct object; object that receive the action) that can be convert from the active voice into the passive one or vice versa. Why only transitive verbs? Because to form a passive voice the speaker needs *direct object* that become the grammatical subject in the passive voice, while intransitive verbs do not have it.
To make the statement clear, let’s see the examples\textsuperscript{16} below:

1. *The train from Gambir arrived four hours late.*

The intransitive verb *arrived* takes no direct object, and the noun *four hours late* acts as an adverb modifying *the train arrival*, many verbs can be transitive or intransitive depend on their context in the sentence. In the first sentence, the speaker chooses *arrived* as an intransitive verb, here are the other examples:

2. *According to the instruction, we must leave this conditioner in our hair for 20 minutes.*

The verb *leave* in the second sentence takes a direct object *this conditioner*, so the sentence can be changed into passive like in the third sentence. Compare with the use of *leave* in following sentence:

3. *We would like to stay longer, but we must leave.\textsuperscript{17}*

The verb *leave* in the sentence takes no direct object, while the speaker need direct object to change the active verb into the passive one.

To change the active voice into the passive one, firstly, the speaker needs to identify the subject and object of the sentence, for example:


*Leonardo da Vinci* and *Monalisa* are the subject and object of the fourth sentence. Then reverse the position, the subject in the active sentence become the object in the passive and the object of active sentence become the subject in the passive. The main verb of the sentence is *painted*. Because the verb 2 of *paint* is *painted* similar to its **past participle form**, so the speaker use *painted* as the past participle in the next, add **to be** which is suitable with subject of the sentence above, in this case is simple past tense. Because the subject is *Monalisa* and the tense is past so the proper to be is **was**. The last step; change the past tense verb (verb 2) in the active sentence with the past participle verb (verb 3). It is important to note that the speaker can mention the doer if necessary, the form is **by + the noun or pronoun**.

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\textsuperscript{16} Heather MacFadyen, *Transitive and Intransitive Verbs*, http://www.arts.uottawa.ca/writcent/hypergrammar/trnsintr.html, accessed on June 2\textsuperscript{nd}, 2010
The passive sentence from the active sentence above is:

5. *The Monalisa was painted by Leonardo da Vinci.*

Passive sentence can contain two objects, these are the example of passive sentence with two object:

**Table 2.2**

Active sentence with two objects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object 1</th>
<th>Object 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noneng</td>
<td>sent</td>
<td>an email</td>
<td>to me</td>
</tr>
</tbody>
</table>

Adapted from www.umw.edu and modifying by the writer

**Table 2.3**

Passive sentence with two objects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be</th>
<th>Past participle</th>
<th>Object 1</th>
<th>Object 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>An email</td>
<td>was</td>
<td>sent</td>
<td>to me</td>
<td>by Noneng</td>
</tr>
</tbody>
</table>

Adapted from www.umw.edu and modifying by the writer

In passive sentence with two objects, one object acts as subject and another remained as object.

3. **The Usage of Passive Voice**

Unless the passive voice is less usual and less used than the active one, but the student should know how to construct a passive sentence, because sometimes the student will need it. Here are some situations when the passive voice is chosen in a sentence:

1. When *the Doer* is not known

   Example: My laptop was stolen.

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2. When it is not important to know, who is the doer of the action, because the doer is obvious.
   Example: He was arrested. People already know that someone who has right to arrest somebody is police, so it is not necessary to mention it.

3. When the action is more interested than the doer
   Example: A computer was bought by my father a week ago. The speaker wants to focus on the computer than his father in the sentence.

4. To avoid placing ‘direct blame’ on the Doer
   Example: Too many long - distances calls were made this month. Instead of: You made too many long - distance calls this month.

In most passive sentences, the speaker does not have to mention the doer, but if necessary, she/he may mention it. The form of passive voice grammatical object is preposition by + a noun or pronoun (the doer). It is better for speaker to not including them in a passive sentence when the information is unimportant.

Here are some situations when the prepositional by + noun or pronoun is necessary to mention in a passive sentence:

1. When the phrase is necessary to the meaning of the sentence
   Example: TV signals are carried to homes by radio waves. If the radio wave is implied in the sentence, the information wants to be given by the speaker become unclear.

2. When the phrase includes a name or idea that is important in the context
   Example: JFK was killed by Lee Harvey Oswald.

3. When the phrase introduces new or unusual information.
   Example: Many sales calls are made by computers. The speaker wants to inform unusual information that is sales calls are made by computers.

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Generally, active voice is more used than passive voice in the sentences because it is need less word, less ambiguous, more active because the doer of the action is the focus of the attention, and easier to read than the passive one.

C. Passive Voice in the Simple Past Tense

1. The Form of Passive Voice in the Simple Past Tense

To make the form of passive voice in the simple past tense discussion clearer, the writer will compare the formulation of passive voice in the simple past tense in the formulation of active voice in the simple past tense.

The form of active sentence in the simple past tense is most usual and most used because it is more simple. That is:

**Subject + V2 + Object**

Example:

1. The Greeks destroyed the Troy.

The grammatical subject above is **the Greeks** and the function is as the doer of the action. The sentence above is named active because the subject doing the action to the object **the Troy**. To convert the sentence into passive, the speaker can follow some steps below:

- Move the position of **the Greeks** (the grammatical subject of the active sentence) to the position of object in the passive.

- Move the position of **the Troy** (the grammatical object in the active sentence) to the position of object in the passive, because the focus of the passive sentence will be change to **the recipient**.

- Add **to be**, because the subject is **the Troy** so the proper **to be** for the **Troy** is **was**.

- Then conjugate the verb into **the past participle form** of **destroyed**. Because the form of **destroy** in **past tense** similar with the form of **destroy** in **past participle**, the verb uses here is **destroyed**. So the sentence will be:

2. The Troy was destroyed by the Greeks.

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21 Active/Passive Voice, (http://staff.jccc.net/pmcqueen/tips/voice.htm), accessed on June 2nd, 2010
Form the explanation above, the writer conclude that to convert active sentence into passive one, the student have to pay attention on the following steps and the student can use these following steps to form a passive voice with any kind of tenses, including the simple past tense:

- The object in the active sentence became the subject in the passive.
- The form of verb is changed by using the same tense of verb ‘to be’ together with the past participle of verb.
- The subject in the active becomes the object of the word ‘by’, but when the subject is a word like people or someone (the doer is not obvious, or if the word is not containing important information for the sentence it is better to left it out).

Similar to active voice, the passive also can use in three kind of sentence, they are assertive (usually known as positive), negative and interrogative sentence. In order to make the process of conversion clear, the writer will give the example of active of sentence as comparator:

1. **Affirmative - Passive**
   
   Active: *He wrote a letter.*
   
   Passive: *A letter was written by him.*

2. **Negative - Passive**
   
   Active: *Tomy did not obey the rule.*
   
   Passive: *The rule was not obeyed by Tomy.*

   Active: *She did not do the homework.*
   
   Passive: *The homework was not done by her.*

   Active: *She did not write a story.*
   
   Passive: *A story was not written by her.*

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3. Interrogative - Passive

If the active sentence begins with a question word, the passive sentence will also begin with a question word. If the active sentence begins with **who** or **whose**, the passive sentence will begin with **by whom** or **by whose**. If the active sentence begins with **whom**, the passive sentence will begin with **who**.

Active: *Did your mother buy martabak?*
Passive: *Was the martabak bought by your mother?*
Active: *Why did you steal my pen?*
Passive: *Why was my pen stolen by you?*
Active: *Who threw the rubbish?*
Passive: *By whom was the rubbish threw?*

2. The Usage of Passive Voice in the Simple Past Tense

As the writer mentioned above, the passive voice can be formed with any tense, including the simple past tense.

The simple past tense used to denote an action that started and completed in the past in specific time, whether a time signal is given or not. Following example are took from an internet article about passive voice:

Active : *The resident of Sukajadi renovated the mosque.*
Passive : *The mosque was renovated by the resident of Sukajadi.*
Active : *In the age of Jahiliyah, local people worshipped ancient statue.*
Passive : *The ancient statue was worshipped by local people in the age of Jahiliyah.*
Active : *Resti did not like the king fruit before.*
Passive : *The king fruit was not like by her before.*

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24 Active and Passive Voice – Simple Past Tense, …, accessed on August 3rd, 2010
Generally, the usage of passive voice in the simple past tense is similar to the usage of passive voice in other tense. The passive voice in the simple past tense can be used when:

1. The doer is not known
   Example: My pen was taken.
   The speaker did not mention the doer/the agent because she/he does not know who stole her/his laptop so the speaker emphasizes on the object.

2. It is not important to know who the doer (subject) of a sentence is, because the doer is obvious.
   Example: He was arrested.
   The speaker emphasize on He (who being acted upon) and did not mention who arrested (the doer) because the speaker assumed that people already know that someone who has right to arrest somebody is police.

3. The action is more interested than the doer
   Example: A computer was bought by my father a week ago.
   The speaker more interests in a computer than my father.

4. To avoid placing ‘direct blame on a Doer
   Example: Too many inter - local calls were made this month. Instead of:
   You made too many inter - local calls this month.
   The passive voice in the simple past tense offered more polite sentence, like President Reagan popular quotation: A mistake were made.

Most of passive voice especially passive voice in the simple past tense commonly used in:

1. In public notice, with the part of to be left out.
   Examples: English spoken here!

   Children under 14 not omitted!

2. In scientific writing
   Example: ...The idea was first developed in the sixties. The first serious experiments were carried out in California in 1973...

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3. In addition, whenever the agent is not important.

Example: Paper was created in China something around 90 A.D.

The speaker did not mention the creator because the doer is unknown.

Passive voice is found frequently in scientific or journalist writing than in fictional and conversational English.\textsuperscript{27} It is because the passive voice is emphasizing on the result or the action, and the kinds of writing is usually used the kinds of sentence.

D. Common Errors in Learning Passive Voice in the Simple Past Tense

As the writer mentioned above, one of indications shows that the students experience the learning difficulties is when the students get low learning achievement. Test is one of the instruments to know the result of student learning achievement. From the test result the teacher will know the students weakness toward a material. Here, the teacher needs to do error analysis.

In this section the writer tries to formulate what kinds of error commonly occurred when the students have to dealing with passive voice in the simple past tense. Here is the brief explanation about common errors in learning passive voice in the simple past tense.

The different system of sounds, vocabulary, structure and culture between Indonesian language and English affected student ability in learning English grammar. The absence of some features and grammatical operations of English grammar in Indonesian language will cause some difficulties in learning grammar especially in learning passive voice in the simple past tense. Why it is happened? Because when the students learn the L2 structure (Foreign language/Target language), they may be based on their experience of structures previously taught in the L1 that became a hypotheses, which the process of adopting the hypotheses usually happen unconsciously,\textsuperscript{28} this issue is called as

\textsuperscript{27} Marianne Celce Murcia et. al., The Grammar Book; an ESL/EFL Teacher’s Course (USA: Heinle & Heinle Publishers, 1999), p. 354

\textsuperscript{28} Peter Hubbard et.al., A Training Course for TEFL, (Oxford: Oxford university Press, 1993), p. 132
L1 Interference, other expert named it as First Language Interference or Mother Tongue Interference.

The L1 interference usually occurs when adult students learn a foreign language. The L1 interference process is unavoidable, especially when adult students learn a foreign language. Unless the range of age of senior high school that is about 14 to 18 years old is not grouped into adult learner yet, but the Indonesian students L1 that is Indonesian language being learnt since they in elementary school and acquired before it. The grammar, pronunciation, intonation and other linguistic skills and competencies have become their second nature. Therefore, when they learn English as a foreign language the skill and knowledge of mother tongue will influence process of learning foreign language, they will face some difficulties.

The process of English passive voice learning is also influenced by Indonesian passive voice that was learned by the students before. It can be said that the process of English passive voice learning also experience L1 interference. To figure out how the L1 interference process happens in passive voice learning, the writer tries to describe by following explanation.

Although Indonesian language have also the concept of passive voice, but the passive of Indonesian language is simpler. The student only need to replace the object in active sentence became the subject in passive, the subject in the active becomes the object in the passive, and the student does not need to conjugate the verb or add to be.

As mentioned above, there are the two important elements in passive voice formula those are to be and verbal conjugation and it is absence in Indonesian language grammar. The habit of Indonesian students is not using the two features above when they construct sentence including passive sentence. Even though the two features were taught by teacher at school, but the fossilized habit is difficult to remove. The problem made some students faced difficulties in construct the usage of passive voice. The writer discusses the two important elements of passive voice in the simple past tense, by analyzing some sentence below:
**a. To be**

Indonesian language grammar does not have the concept of **to be**, while English grammar have some **to be** form, they are, am and is for present tense and was, were for past tense. Are usually uses with They and We, Am usually uses with I and is usually uses for He, She and It. Some students who do not understand the feature will find some difficulties in use and construct **to be**. Automatically they have done some errors in constructing passive voice in the simple past tense. Here is the example:

1. *My laptop stolen.*
2. *My laptop was stolen.*

In the first sentence, the speaker tried to make a passive sentence with simple past tense. She/he changed the grammatical subject from a person (the doer of the action) with my laptop (the object/the recipient of the action), as the writer mentioned above that the passive voice occur when the object of the action become the subject of the sentence. The problem here is the speaker did not add **to be** that agreed with the form of passive voice with the simple past tense, it happened because the speaker literally translate it from Indonesian language. The second sentence is the correct one. Here are the other examples:

3. *The message were sent by my mother.*
4. *The message was sent by my mother.*

In the third sentence the speaker failed to transform **be form** into the correct form, the message is singular and if the message changed into the prepositional form, it will be take the form of it, so, she/he should used was not were. The eighth sentence is the correct one.

**b. Verbal conjugation**

Maybe the student knew what is ‘verb’ and how the ‘verb’ is functioned and positioned in a sentence. However, English also required verbal conjugation to modify the tense that used in sentence. The verbal conjugation that is needed in passive voice in the simple past tense is the conjugation from the past tense verb to past participle verb. Some of the students do not understand about it, or maybe they do not memorize the conjugation, so they
made some error in constructing passive voice with the simple past tense. Let us see the example below:

5. The house was build in 1972.

6. The house was built in 1972.

In the fifth sentence, the speaker did not construct the correct verbal conjugation of build. Build is a verb that is grouped into ‘irregular verb’. The speaker should use the past participle form of build that is built. The problem happened because the speaker does not know or does not memorize the verbal conjugation. So, the correct one is the sixth sentence. Besides irregular, the verb also has regular verb form, the regular verb usually formed by adding the suffix –d, or –ed.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the writer presents the description of the research method used in this study. It consists of research design, place and time of the study, population and sample, research instrument, techniques of collecting data, and techniques of data analysis.

A. Research Design

The research approach that is used by the writer in this research is Qualitative Approach. In terms of data collection, this research is categorized as non-experimental, since the data obtained previously existing in the sense of not deliberately caused. The design itself is Analytical Descriptive Research: that is by analyzing data were acquired as information related to the topic. The descriptive study used to obtain the status of a phenomenon, and is directed toward determining the nature of situation as it exists at the time of the study. Analytical means the writer tries to analyze about ‘the XI grade students of SMAN 1 Kabandungan difficulties in learning passive voice with the simple past tense’.

The aim of this study are: (1) to locate the students’ errors are caused by difficulties in learning passive voice with the simple past tense, (2) to identify the factors causing students’ difficulties in learning passive voice in the simple past tense.

B. Time and Location

This Research was conducted at SMAN 1 Kabandungan, which is located at Jalan Tirta Atmaja km. 1, Kecamatan Kabandungan-Kabupaten Sukabumi, from May to August 2010.

C. Population and Sample

The population of this study is XI grade students of IPA class of SMAN 1 Kabandungan 2010-2011 academic year. The sample of this study consisting of 30 students. It means that the writer takes the whole population. Refers to Suharsimi Arikunto if the sample less than one hundred respondents, the researcher have to take
the total population. In other word, she has to take the whole population as sample because the population of XI IPA class of SMAN 1 Kabandungan is only 30.

D. Instruments of the Research

The writer used questionnaire, and evaluation test to collect the data as the instruments of the research.

The writer also conducting an interview to English teacher of XI grade of SMAN 1 Kabandungan and she asked following subjects:

1. The teaching learning process of English subject especially in learning passive voice in the simple past tense in XI grade of SMAN 1 Kabandungan.
2. The Attitude of XI grade student of SMAN 1 Kabandungan toward English subject, especially in learning passive voice in the simple past tense.
3. Some difficulties faced by XI grade students of IPA class of SMAN 1 Kabandungan in learning passive voice in the simple past tense.
4. The factors causing XI grade students of IPA class of SMAN 1 Kabandungan difficult in learning passive voice in the simple past tense.

The questionnaire was conducted to find out the causes of students’ difficulties in learning passive voice with the simple past tense. The kind of questionnaire that is used in this study is ‘closed questionnaire’ in the form of ‘direct questionnaire’.

The test was conducted to locate the students’ area of difficulties in learning passive voice in the simple past. The test was also used to find out how well the students’ comprehension in learning passive voice in the simple past tense. It consists of three parts, part A, B and C. Each part consists of five items. Each correct answer in part A has 8 point, while part B and C has 6 point. All accumulated to 100 points.

The list of questions in the questionnaire, the test of passive voice in the simple past tense and the transcript of the interview can be seen in the appendices.

---

F. Data Analysis

The data were analyzed by the writer using some techniques as presented below:

1. Data from Interview

The data from the teachers’ interview was used to locate the students ‘area of difficulties and the causes of the students’ errors in learning passive voice in the simple past tense. Therefore, interview was used to answer the first and second research questions.

2. Data from Questionnaires

This data obtained from the students by distributing the questionnaire related to the topic. The data from questionnaire which is aimed to know the causes of the students’ difficulties in learning passive voice in the simple past tense. Therefore, the questionnaires were used to answer the second research question.

3. Data from Test

The data obtained from the evaluation test is used to locate the students ‘area of errors caused by the difficulties in learning passive voice in the simple past tense. The data is used to answer the first research question.

To find out the effectiveness of analysis on students’ difficulties in learning passive voice in the simple past tense, the researcher used distribution frequency relative or descriptive analysis technique (percentage) formula. In the table of percentage, the writer uses following formula:  

\[ P = \left( \frac{F}{N} \right) \times 100\% \]

Notes:

\( P \) = Percentage  
\( F \) = Frequency of error occurred  
\( N \) = Number of sample which is observed

After having the frequency and percentage of error, the writer analyzed the average score by using following formula:

\[
P = \frac{F}{N \times n} \times 100\%
\]

Notes:
- \(P\) = Percentage
- \(F\) = Frequency of error occurred
- \(N\) = Number of sample which is observed
- \(n\) = Number of item test
CHAPTER IV
RESEARCH FINDING

This chapter presents and discusses findings of the research based on the data obtained during the research. This chapter consists of two parts those are: (A) Data Description and the subchapter is (1) Data Analysis and (2) Data Interpretation.

A. Data Description

In this chapter, the writer describes some data that is obtained during her research in SMAN 1 Kabandungan. She obtained data of the students’ result on passive voice in the simple past tense test and the students’ respond on some question in questionnaire from XI grade students of IPA Class of SMAN 1 Kabandungan as object of the research, which the total population is 30. It is obtained by conducting an evaluative test of passive voice in the simple past tense, which is concerned on *formula, be formation and verbal conjugation of passive voice in the simple past tense*.

Given test material total fifteen items, part A consisted of five items that focused on *passive voice in the simple past tense formula*, part B consists of five items that focused on *be formation* and part C consists of five items that focus on *verbal conjugation*. The test material itself in accordance with the material that has been taught by English teachers for XI grade students.
To present clearer description about the classification of the test items about passive voice in the simple past tense, the writer presents in the table 4.1 below:

### Table 4.1

**The Distribution of Passive Voice in the Simple Past Tense Formula, Be Formation, Verbal Conjugation**

<table>
<thead>
<tr>
<th>No</th>
<th>Grammar area</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Form of Passive Voice with the Simple Past Tense</td>
<td>1 – 5</td>
</tr>
<tr>
<td>2.</td>
<td>Be Formation</td>
<td>6 – 10</td>
</tr>
<tr>
<td>3.</td>
<td>Verbal Conjugation</td>
<td>10 – 15</td>
</tr>
</tbody>
</table>

Once the test was conducted, the writer evaluated the results and gave the score. The writer gives eight point for each correct answer in part A, six point for each correct answer in part B and C. So if it sum up will get 100 points, which mean the biggest score is 100.

The scores later became the part of data that will be analyzed in this chapter. To provide a clear description about how well the student-comprehend passive voice in the simple past tense, the writer describes the score of each student and the average score of the class on the following table:

### Table 4.2

**The XI Grade Students of IPA Class of SMAN 1 Kabandungan score in Passive Voice in the Simple Past Tense Test**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>68</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>76</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
<td>76</td>
</tr>
<tr>
<td>6.</td>
<td>6</td>
<td>44</td>
</tr>
<tr>
<td>7.</td>
<td>7</td>
<td>46</td>
</tr>
</tbody>
</table>

*Continue to the next page*
After describing the students’ score that was gained during the research, the writer would like to analyze the data.
The table below describes students’ responses to the questions on the questionnaire as one of the instruments, which is used by the writer in this research. The list of the questions can be seen in appendices.

**Table 4.3**

**The Distribution of Respondents’ Answer From Questionnaires**

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondents' Names</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>L</td>
<td>GE</td>
<td>L</td>
<td>Ø</td>
<td>NO</td>
<td>V</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td>L</td>
<td>GE</td>
<td>L</td>
<td>O</td>
<td>E</td>
<td>V</td>
<td>Y</td>
<td>MIX</td>
<td>N</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td>L</td>
<td>LG</td>
<td>L</td>
<td>Ø</td>
<td>D</td>
<td>V</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>4.</td>
<td>Student 4</td>
<td>NO</td>
<td>GR</td>
<td>NO</td>
<td>Ø</td>
<td>D</td>
<td>TV</td>
<td>N</td>
<td>MIX</td>
<td>Y</td>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>5.</td>
<td>Student 5</td>
<td>L</td>
<td>LG</td>
<td>NO</td>
<td>Ø</td>
<td>NO</td>
<td>V</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>6.</td>
<td>Student 6</td>
<td>L</td>
<td>LG</td>
<td>L</td>
<td>Ø</td>
<td>NO</td>
<td>V</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>7.</td>
<td>Student 7</td>
<td>L</td>
<td>GE</td>
<td>L</td>
<td>O</td>
<td>NO</td>
<td>TV</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>8.</td>
<td>Student 8</td>
<td>D</td>
<td>LG</td>
<td>D</td>
<td>Ø</td>
<td>NO</td>
<td>T</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>NV</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>9.</td>
<td>Student 9</td>
<td>L</td>
<td>GE</td>
<td>NO</td>
<td>Ø</td>
<td>NO</td>
<td>TV</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>10.</td>
<td>Student 10</td>
<td>L</td>
<td>LG</td>
<td>NO</td>
<td>Ø</td>
<td>NO</td>
<td>V</td>
<td>N</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>UN</td>
</tr>
<tr>
<td>11.</td>
<td>Student 11</td>
<td>L</td>
<td>LG</td>
<td>NO</td>
<td>O</td>
<td>NO</td>
<td>V</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>UN</td>
</tr>
<tr>
<td>12.</td>
<td>Student 12</td>
<td>L</td>
<td>GE</td>
<td>L</td>
<td>Ø</td>
<td>NO</td>
<td>V</td>
<td>N</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>13.</td>
<td>Student 13</td>
<td>L</td>
<td>GE</td>
<td>L</td>
<td>O</td>
<td>NO</td>
<td>TV</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>14.</td>
<td>Student 14</td>
<td>L</td>
<td>GE</td>
<td>NO</td>
<td>Ø</td>
<td>NO</td>
<td>TV</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>15.</td>
<td>Student 15</td>
<td>L</td>
<td>GE</td>
<td>L</td>
<td>O</td>
<td>NO</td>
<td>T</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>UN</td>
</tr>
<tr>
<td>16.</td>
<td>Student 16</td>
<td>L</td>
<td>GE</td>
<td>L</td>
<td>O</td>
<td>NO</td>
<td>V</td>
<td>N</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>17.</td>
<td>Student 17</td>
<td>L</td>
<td>LG</td>
<td>NO</td>
<td>O</td>
<td>NO</td>
<td>TV</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>18.</td>
<td>Student 18</td>
<td>L</td>
<td>LG</td>
<td>NO</td>
<td>O</td>
<td>NO</td>
<td>TV</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>19.</td>
<td>Student 19</td>
<td>L</td>
<td>GE</td>
<td>NO</td>
<td>Ø</td>
<td>NO</td>
<td>V</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>20.</td>
<td>Student 20</td>
<td>L</td>
<td>GE</td>
<td>L</td>
<td>O</td>
<td>NO</td>
<td>V</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>21.</td>
<td>Student 21</td>
<td>L</td>
<td>LG</td>
<td>D</td>
<td>Ø</td>
<td>NO</td>
<td>TV</td>
<td>N</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>22.</td>
<td>Student 22</td>
<td>L</td>
<td>LG</td>
<td>L</td>
<td>O</td>
<td>NO</td>
<td>TV</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
<tr>
<td>23.</td>
<td>Student 23</td>
<td>L</td>
<td>LG</td>
<td>L</td>
<td>O</td>
<td>NO</td>
<td>TV</td>
<td>Y</td>
<td>MIX</td>
<td>Y</td>
<td>SO</td>
<td>Y</td>
<td>Y</td>
<td>SO</td>
<td>LZ</td>
</tr>
</tbody>
</table>

*Continue to the next page*
A. Data Analysis

1. The students’ difficulties in learning passive voice in the Simple Past Tense

Based on the following tables, the writer presents her analysis about the frequency of error in using **passive voice in the simple past tense formula**.
Table 4.4
Frequency and Percentage of Error of XI Grade Students’ SMAN 1 KABANDUNGAN in using Formula of Passive Voice in the Simple Past Tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Items Number</th>
<th>Frequency of Error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>6</td>
<td>20 %</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>11</td>
<td>36.7 %</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>24</td>
<td>80 %</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>15</td>
<td>50 %</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
<td>28</td>
<td>93.3 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>84</td>
<td>280 %</td>
</tr>
</tbody>
</table>

Adapted from the students’ questionnaire

The table describes the test items related to passive voice in the simple past tense formula, which is include in part A of the test. Part A consists of five items of question. The column of frequency of errors showed that there are six students or 20 % have done errors in answering item number 1. 11 students or 36.7 % in item number 2. 24 students or 80 % in item number 3. 15 students or 50 % in item number 4, and 28 students or 93.3 % in item number 5. The total frequency of errors that mentioned above is calculated using the following formula to find out the percentage the total average of error frequency:

\[
P = \frac{F}{N \times n} \times 100\%
\]

\[
P = \frac{8400}{150} = 56\%
\]

\[
P = \frac{84}{30 \times 5} \times 100\%
\]

= 56 %
The writer concludes that most of the students have done errors in using passive voice in the simple past tense formula because there are 56% of total students on the average have done errors in using passive voice in the simple past tense formula.

On the following table, the writer presents frequency of error in forming to be in passive voice in the simple past tense.

### Table 4.5

**Frequency and Percentage of Error of XI Grade Students’ of IPA Class of SMAN 1 Kabandungan in forming to be in Passive Voice in the Simple Past Tense**

<table>
<thead>
<tr>
<th>No.</th>
<th>Items Number</th>
<th>Frequency of Error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6</td>
<td>4</td>
<td>13.3 %</td>
</tr>
<tr>
<td>2.</td>
<td>7</td>
<td>3</td>
<td>10 %</td>
</tr>
<tr>
<td>3.</td>
<td>8</td>
<td>2</td>
<td>6.7 %</td>
</tr>
<tr>
<td>4.</td>
<td>9</td>
<td>8</td>
<td>26.7 %</td>
</tr>
<tr>
<td>5.</td>
<td>10</td>
<td>2</td>
<td>6.7 %</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td></td>
<td><strong>63.4 %</strong></td>
</tr>
</tbody>
</table>

*Adapted from the students’ questionnaire*

Table above presented percentage of errors that have been done by the students in using and forming to be in passive voice in the simple past tense. It consists of five questions. The columns of frequency error shows that there were 4 students or 13.3% have done errors in item number 1, 3 students or 10% in item number 2, 2 students or 6.7% in item number 3, 8 students or 26.7% in item number 4, and 2 students or 6.7% in item number 5. Then, the total of frequency mentioned above is calculated by using the same formula, which is used in the previous data to find out the total average.
The writer concludes that there only 12.7% of the students have done errors in using and forming to be in passive voice in the simple past tense. It means that most of the students have good understanding in using and forming to be in the simple past tense.

On the following table, the writer presents the frequency of error in conjugating the verb in passive voice in the simple past tense.

Table 4.6
Frequency and Percentage of Error of XI Grade Students’ of IPA Class of SMAN 1 Kabandungan in conjugating the verb

<table>
<thead>
<tr>
<th>No.</th>
<th>Items Number</th>
<th>Frequency of Error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>14</td>
<td>46.7 %</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>30</td>
<td>100 %</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>30</td>
<td>100 %</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>30</td>
<td>100 %</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>21</td>
<td>70 %</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td></td>
<td>416.7 %</td>
</tr>
</tbody>
</table>

Adapted from the students’ questionnaire

These are the items related to passive voice in the simple past tense verbal conjugation. It consists of five questions. In the column frequency of error above,
there are 14 students or 46.7% have done errors in item number 1. 30 students or 100% in item number 2. 30 students or 100% in item number 3, 30 students or 100% in item number 4, and 21 students or 70% in item number 5.

To serve the total average frequency of error, the writer using following formula:

\[
P = \frac{F}{N \times n} \times 100\% = \frac{12500}{150} = 83.3\%
\]

After the writer processed the data she can just sum up that 83.3% of students of XI grade of IPA class of SMAN 1 Kabandungan have done errors in conjugating the verb. In other words, most of the students had not good understanding on it.


After describing the frequency and percentage of students’ error in learning passive voice in the simple past tense, and the result shows that most of the students still faced some difficulties in learning passive voice, the writer continues to the next step; describing the causes of the students’ errors in using and forming passive voice in the simple past tense. There are fourteen questions, which were asked by the writer in the questionnaire to figure out the causes of students’ difficulties in learning passive voice in the simple past tense. The writer then convert the students’ respond into table that presenting the data which is significantly causing the students’ difficulties and the rest is included in the appendices. It is important to note that the title of each table is the
question that was asked by the writer in the questionnaire. To identify the causes firstly the writer present data in the form of table, then explaining it.

**Table 4.7**

When you learn passive voice in the simple past tense, which feature that you think the most difficult?

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To be + Past Participle</td>
<td>11</td>
<td>36.6%</td>
</tr>
<tr>
<td>2.</td>
<td>Verbal Conjugation mastery</td>
<td>17</td>
<td>56.7%</td>
</tr>
<tr>
<td>3.</td>
<td>To be formation</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Adapted from the students’ questionnaire*

In addition to the results of the passive voice in the simple past tense test that show the students get the low average score, the table above about student respond to the questionnaire also show that the students feel difficult in using some features that forming passive voice in the simple past tense, those are **to be** and **past participle**. It is because they do not memorize the features it affects on the difficulties when they have to construct passive voice, mostly when they have to conjugate the verbal.

The absence of **to be** and **verbal conjugation** in Indonesian language grammar forming the habit of not using the two features. It is showed by the percentage of error in conjugating the verbal that is 83.3%. The fact is supported by the total average of difficulty frequency of verbal conjugation test in passive voice in the simple past tense is 56.7% mentioned before. This problem may be caused by L1 interference. L1 interference factors could effect on student ability in learning English language, in this case in learning passive voice in the simple past tense. Actually, if the students doing a lot of practices in using to be and past participle, this problem will not happened.

The following table shows that the teacher gave a little attention to grammar material, she most interested in teaching **Language Gambit** and **Genre**. Meanwhile the grammar materials get the lowest attention. It is showed by the students respond to
question; what is the most material that often give by your teacher when she teaches English?

Table 4.8
What is the most material that often delivered by your teacher when she teaches English?

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Genre</td>
<td>11</td>
<td>36.7 %</td>
</tr>
<tr>
<td>2.</td>
<td>Language Gambit</td>
<td>18</td>
<td>60 %</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>1</td>
<td>3.3 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Adapted from the students’ questionnaire

The table 4.8 above showed there are 36.7 % or 11 students who answered that the most material that often delivered by the teacher in the class is Genre. There are 60 % or 18 students who answered the material that most delivered by the teacher in the class is Language Gambit, and only 3.3 % students who answered the material that most delivered by the teacher in the class is Grammar.

Table 4.9
Do you feel difficult to understand the explanation of passive voice in the simple past tense material in your English text book/work book?

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Always</td>
<td>5</td>
<td>16.7 %</td>
</tr>
<tr>
<td>2.</td>
<td>Sometimes</td>
<td>24</td>
<td>80 %</td>
</tr>
<tr>
<td>3.</td>
<td>Never</td>
<td>1</td>
<td>3.3 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Adapted from the students’ questionnaire
The table above shows that the students faced some difficulties in understanding the explanation of passive voice in the simple past tense material in their textbook or workbook.

The table 4.8 shows that there are 5 students or 16.7% who always feel difficult. 24 students or 80% students who sometimes feel difficult and 1 student or 3.3% who never feel difficult to understanding the explanation of passive voice in the simple past material in their textbook or workbook.

### Table 4.10

**According to you what is the factors that made you difficult in learning passive voice in the simple past tense?**

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Unclear of teacher’s explanation</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>2.</td>
<td>I am Lazy to learn</td>
<td>25</td>
<td>83.3%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Adapted from the students’ questionnaire*

The table above showed, there are 25 students or 83.3% who assumed that the causes of their difficulties in learning passive voice in the simple past tense is because they are lazy to review the material. There are 25 students or 83.3% students assumed that the causes of their difficulties in learning passive voice in the simple past tense is because of the teacher’s unclear explanation about passive voice in the simple past tense.

It can be concluded that the fourth cause of the difficulties is because the students do not reviewing the subject at home or they lack of practices.

### 2. Data Interpretation

After analyzing the data above, the writer interprets that the second grade students of IPA class of SMAN I Kabandungan faced the difficulties in learning
passive voice in the simple past tense, mostly when they have to conjugate the verb one into verb two (past participle). Based on the students’ answer on the passive voice in the simple past test, many students construct the wrong form of past participle, it is caused they do not memorized the past participle form of some English words.

In addition of verbal conjugation the students also faced the difficulties in learning passive voice in the simple past tense formula, some of them said that because they do not comprehend the formula of passive voice in the simple past tense, most of them admit because they not memorized the formula.

The last one they faced the difficulty is when they have to form \textit{to be}, from the answers sheet, the writer interprets that the students usually miss to add \textit{to be} or they put the wrong form of to be that match with the subject.

The difficulty is caused significantly because they do not comprehend some features of grammar that include in passive voice in the simple past tense those are past participle and to be. Why they do not comprehend the material significantly first because of the process of the grading and selecting of instructional material is inappropriate, it is showed by the little attention of teacher to grammar feature compared with language gambit and genre. Second, they feel difficult to understand the explanation of passive voice in the simple past tense in their textbook/workbook and finally because the student is lack of practices. Practice makes perfect, a lot of practices is important in learning grammar, practices grammar just when they in the classroom is not enough to improve grammar. The teacher has to support the student to practice more and more. Reviewing the material regularly will improve to deliver the material to the long-term memory so they will not that easy to forget the material and process of memory calling will be easier.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from the research findings based on the study conducted at SMAN 1 Kabandungan.

A. CONCLUSION

Based on the research that was conducted at SMAN 1 Kabandungan, the writer concludes that the location of the students’ error as effect of the difficulties they faced in learning passive voice in the simple past tense is in conjugating the verb, using the formula of passive voice in the simple past tense, and transforming be form.

The errors occurred because the students do not mastered the prerequisite material of passive voice yet, such as to be and verbal conjugation. This is happened because the students only depend on teacher explanation in the class and lack of grammar practices at home.

A. SUGGESTIONS

In line with the research findings previously, here are some suggestions that can be given in relations to the writer conclusion and hopefully can give benefit to anyone who read this Skripsi. The suggestions are as follow:

1. The English teacher can improve students understanding in passive voice in the simple past tense through choosing, grading and presenting the material carefully and in meticulous care and also it is hoped that the teacher must continually gives more practices through giving the homework or other group based task that can increase students’ frequency in practices especially in grammar. So the students are enforced to reviewing the material in order to improve their competencies.

2. The students are hoped to improve their English skills and competencies by practices continually.
It is necessary for the students to understand well the grammatical features such as to be and verbal conjugation, in addition as the elements of passive voice these features will also use in other grammar formula.