SOME DIFFICULTIES FACED BY THE STUDENTS IN LEARNING PASSIVE VOICE
(A case study at the second year of SMA Negeri 11 Kota Tangerang)

A “skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training
In a Partial Fulfillment of the Requirements
for the Degree of S.Pd. (Bachelor of Arts) in English Language Education

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH
STATE ISLAMIC UNIVERSITY
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Approved by the Advisor

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AKNOWLEDGEMENT

In the name of Allah, the Beneficent the Merciful

All praise be to Allah, Lord of the world who has bestowed upon the writer in completing this skripsi. Peace and blessing be upon to our prophet Muhammad SAW, his family, his companion, and his follower.

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Jakarta, 15 February 2008
CHAPTER I
INTRODUCTION

A. Background of Study

Languages have important roles in intellectual, emotional, and social life time of human life. People use language for social interaction as stated by William: “Language is paramount; we use it to define who we are and to shape our place in life. We use it to learn, to socialize, to dream, to think, etc”.¹ According to Raja T. Nasr “Language is a part of culture; it is a part of human behavior. Language is an acquired habit of systematic vocal activity representing meanings coming from human experiences”.² It is true that language is an acquired vocal symbol for communicating meanings.

Language as a communication means is necessary to be mastered; in the era of globalization the need of mastering foreign language, especially English as an international language, is very urgent for Indonesia as a developing country to communicate with other countries that use English language. No matter what your goals, language learning takes a long time, much longer than you may have ever anticipated. This is true in part because languages are complex systems of sounds, words, grammar, and ways of expressing meaning. Each system is different and requires reorganization of your thinking, lots of exposure, and a tremendous

amount of practice. As a matter of fact many people faced difficulties in understanding English weather as their first language or secondary language.

English is the language that used by almost every people in the world. In Indonesia English is the first foreign language. As Hartoyo said, that : "At least, three major roles are played by this foreign language: (1) as a means of communication with other nations; (2) as an aid to develop Indonesian into a modern language; and (3) as an instrument in utilizing science and technology for national development (Depdikbud, 1975a:37)". Therefore, the Indonesian government has decided that English is the first foreign language which is officially taught in Indonesia, virtually at secondary students are required to study English and it becomes a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution.

As we know, the goal of teaching English in Indonesia is to enable students to use English as a means of communication with other people. If the students want to have mastery of English well, they have to master four language skills: listening, speaking, reading and writing. Besides the four language skills, they should have a capability of grammar. English is different from Indonesian language, especially in grammar. The differences between the grammars of those languages may become one of the factors that can trigger students to make mistake.

As stated above learning a language consists of four skills that must be mastered by the students. Those skills are: listening, speaking, reading and writing. In order to mastery all the skills,

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3 Joan Rubin and Irene Thomson, *How to be a more successful language learner, 2nd edition*, (USA: Heinle and Heinle Publisher, 1994), p.9
students need to learn language components which is consist of vocabulary, grammatical structure, pronunciation, spelling, etc. The mastery of vocabulary just one of the language components that the students need to learn. The other language components that are important to be mastered by the students is grammatical structure.

Grammar is one of the language aspects which are taught to every language learner. It has an important role in understanding the English language. Grammar according to Marianne Celce-Murcia is a subset of those rules which govern the configuration that the morphology and syntax of a language assume.\textsuperscript{5} Grammar accuracy is only part of communication to convey a message, where grammar is merely a tool.

Meanwhile, students who learn English meet a number of problems, one of them is grammar. Some students think of grammar as rather boring subject. When they learn English they try to avoid the grammar because it is confusing and hard to understand. For some students who have lack of knowledge in grammar, of course they will get confused why the verb of a sentence must change, either in present, past or future. Beside that, they will also wonder why there is a sentence which is in passive form, etc. in order to make them not confused anymore, they have to master grammar. By mastering grammar, they will understand the rules and know how the sentences are constructed.

From the statements above we can say that grammar is not only about the ability of a person to make a sentence with a correct pattern but also we have to see the forming of the words or the position of the words has fulfill the right and correctly in grammar of a language.

Grammar has always had a central role in language education. Different approaches to grammar instruction have been proposed, tried out, discarded, and later on reintroduce in language curricula. According to Penny Ur "there is no doubt that a knowledge – implicit or explicit – grammatical rules is essential for mastery of a language: you cannot use words unless you know how they should be put together".⁶ But grammar structure is a crucial problem faced by students in learning English.

There are many aspect discussed in English grammar. One of them is passive voice. According to Dixon “The passive voice is formed from the verb to be, used as an auxiliary and the past participle of the main verb”.⁷ Azar said that “Passive voice is used when it is known or not important to know exactly who perform an action”.⁸

The following is an example of a sentence where the agent or the performer of an action is not mentioned because the agent or the performer of an action is not known or not important to be known: This house was built in 1895.

The action in the sentence above is was built, the agent is not mentioned because it is not important to know a person or people who did the action which is in the sentence above, built the house.⁹

The English passive is a problem for non-English speakers, mainly with regard to usage. Event though English foreign language students can easily learn from the form of the passive, they have problems learning when to use it. The passive voice is often used both in spoken and written form. Passive are very common in

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scientific writing and other kinds of expression where the writers are most interested in events and processes in things that happen. Therefore, it is important for English learners to have a good understanding on it.

There are many students who still have difficulties in learning the passive voice. As said by Martin Parrott “Learner may fail to recognize a passive construction, thinking that the subject of a sentence is the agent when it is not, auxiliary verb (e.g. *was*), and distinguishing the past tense form and the past participle are the same e.g. *attacked* (but not *bit/bitten*)

Another source said that the passive voice presents two problems, there are: (1) the normal reader expectation of [actor--action--thing acted upon], which fits the expected English order of subject, verb, object, is subverted. Instead, it becomes [thing acted upon--action--actor] or, we can leave out the actor: [thing acted upon--action]. (2) the passive voice emphasizes the thing acted upon and obscures the actor.

Based on the statements above, the writers are interested in doing a research about difficulties students in learning passive voice in this paper. That why the writers choose "Some Difficulties Faced by the Students’ in Learning Passive Voice", as the title.

**B. Limitation and Formulation of the Study**

The writer limits the problem in learning passive voice at the second grade students of SMAN 11 Tangerang. The writer will

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discuss the passive voice in different tenses which are divided into the passive voice in the simple present form, simple past, present progressive, past progressive, present perfect and past perfect, the passive voice with modal auxiliaries and the passive voice with two objects.

The formulation of problem in this paper is: “What are the students’ difficulties in learning passive voice?”

D. Objective of the Study

Based on the statement of the problem above, the objectives of the study are to identify the students' difficulties in learning passive voice.

E. Method of the Study

The methods of this research and in collecting data are taken from two ways: Primary research and secondary research.

1. Primary research, which used to collect data by taking some sample from the school. The ways to analyze this experiment are: observation, interview and Written test. Then the data will be analyzed.

2. Secondary research, that used to find out some supporting material that taken from theories related to the topic discussed.
CHAPTER III
RESEARCH METHODOLOGY AND FINDING

A. Research Methodology

1. The Objective of Research

The writer would like to identify the students’ difficulties in learning passive voice for the second year students of SMA Negeri 11 Kota Tangerang.

2. The Place and Time of Research

The research was held at the eleventh year students of “SMU Negeri 11 Kota Tangerang”, which is located on Jl. Gatot Soebroto Perum Pacific Jatake Tangerang.

The writer was conducted this research from May 21st until May 29th 2008. On May 21st 2008, she asked for permission with the headmaster to do research. On May 22nd 2008, she continued her research to observe the learning process by review about passive voice. On may 28th 2008 she continued review the material and then she continued her research by interviewing with the English teacher. She gave a test about passive voice on May 29th to the second year students of SMA Negeri 11 Kota Tangerang.

3. The Population and Sample of Research

The population of the study is the second year of “SMA Negeri 11 Kota Tangerang”. They consists of seven classes, each of them consists of 37 students. Therefore, there are 259 students in number.
The writer did not take the total population as sample. The writer only took one class from the whole classes and taken randomly as samples which have 35 students.

4. The Instrument of Research

The writer uses a written test as the instrument for collecting the data. For the test the writer gave selected item from the grammar book. The test is essay form. This test consists of three items which are asking about difficulties in using appropriate tenses, changing object in active into subject in passive, using the right form of be, as main areas of the difficulties in passive voice.

Besides that the writer use observation and also interview to complete the data needed.

B. Research Finding

1. The Technique of Data Collecting

There are three techniques of collecting data, the writer uses observation, written test, and interview.

a. Observation.

It is done to get real and accurate data about location and population where the research is carried out.

b. Written test.

Written test is a technique in collecting the data to find out and identify the students’ difficulty in constructing passive voice.

c. Interview.
This technique is used to supplement the data needed which are not covered by two techniques previously. The writer asked some questions to the English teacher, to know how the English teaching-learning process is done in the class. This technique was used to interview a teacher of “SMA Negeri 11 Kota Tangerang”.

2. The Description of Data

In this occasion, to process the data the writer analyzes the student written test. Then she marks the sentence containing the error to identify the difficulties.

The writer gave the test to the thirty five students to take an appropriate sample of the whole population. The test consists of 26 items about difficulties in using appropriate tenses, using the right form of be (8 items) and changing object in active into subject in passive (one paragraph). The instrument of the test can be seen in appendix.

She counts the kinds of difficulty made by the students’ by tabulating and calculating the result of difficulty in constructing passive voice. Then, she processes the calculation of result of the test by changing the result of difficulties into percentage.

The following tables are the students’ score and the distribution of passive voice test.

**Table 1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
</tr>
</thead>
</table>


### Table 2

**Difficulties in Passive Voice and Its Distribution**

<table>
<thead>
<tr>
<th>No.</th>
<th>Kinds of Difficulty</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Changing active voice into passive by supplying correct form of be in some tenses</td>
<td>A1 – A8</td>
</tr>
<tr>
<td>2.</td>
<td>Using appropriate tense in passive voice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Simple present</td>
<td>C2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C1, C10</td>
</tr>
</tbody>
</table>
3. The Technique of Data Analysis

The technique of data analysis used by the writer in this research is descriptive analysis technique (percentage), which is described in the table percentage. In this table percentage the writer used the formula:

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

\( P \) = angka persentase (percentage)  
\( f \) = frekuensi yang sedang dicari persentasenya (total error)  
\( N \) = jumlah frekuensi/banyaknya individu (total error)\(^{13}\)

After having percentage and frequency, the writer looked for the average mark by using the formula:

\[\text{Average Mark} = \frac{\sum f \times \text{Mark}}{N}\]

\(^{13}\) Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2005) p. 42
\[ P = \frac{F \times 100\%}{N \times n} \]

- \( P \) = Percentage
- \( F \) = Frequency
- \( N \) = Number of students
- \( n \) = Number of item test

4. The Analysis of Data

From the data collected, the writer would like to identify the difficulties in constructing passive voice. The frequency of difficulty in changing form of “be” in some tenses could be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Form of “be”</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple present</td>
<td>A1</td>
<td>5</td>
<td>29.43 %</td>
</tr>
<tr>
<td>2.</td>
<td>Simple past</td>
<td>A5</td>
<td>1</td>
<td>5.88 %</td>
</tr>
<tr>
<td>3.</td>
<td>Present continuous</td>
<td>A4</td>
<td>1</td>
<td>5.88 %</td>
</tr>
<tr>
<td>4.</td>
<td>Past continuous</td>
<td>A2</td>
<td>2</td>
<td>11.76 %</td>
</tr>
<tr>
<td>5.</td>
<td>Present perfect</td>
<td>A3</td>
<td>2</td>
<td>11.76 %</td>
</tr>
<tr>
<td>6.</td>
<td>Past perfect</td>
<td>A6</td>
<td>1</td>
<td>5.88 %</td>
</tr>
<tr>
<td>7.</td>
<td>Modal Auxiliary</td>
<td>A7</td>
<td>2</td>
<td>11.76 %</td>
</tr>
<tr>
<td>8.</td>
<td>Two object</td>
<td>A8</td>
<td>3</td>
<td>17.65 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>8</td>
<td>17</td>
</tr>
</tbody>
</table>

To find out the whole average is using the formula:
\[ P = \frac{F}{N \times n} \times 100\% \]

\[ = \frac{17}{35 \times 8} \times 100\% \]

\[ = \frac{1700}{280} \times 100\% \]

\[ = 6.07\% \]

The table above is told about the students’ difficulty in changing the correct form of “be” in active sentence into passive sentence in some tenses. The test consists of 8 questions. First, the writer will discuss the difficulty made by the students in changing the correct to be in simple present tense, there are 5 students or 29.43 % who made errors in this item. In question number 2, 3 and 6, there are only 1 student who made errors.

For question number 4, 5 and 7, in changing the correct form of “be” in past continuous, present perfect and modal auxiliary there are 2 students who made errors or 11.76 % from the whole. For changing the correct “be” by using two object there are 3 students or 17.65 % who made errors. So, we can find the whole average from the data that there are 6.07 % students who still get difficulty in changing the correct form of “be” in some tenses.
Table 4
Frequency of the difficulty in using appropriate tenses

<table>
<thead>
<tr>
<th>No.</th>
<th>Tenses</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Past continuous</td>
<td>B3</td>
<td>2</td>
<td>0.62 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C6</td>
<td>11</td>
<td>3.42 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C12</td>
<td>9</td>
<td>2.80 %</td>
</tr>
<tr>
<td>2.</td>
<td>Present perfect</td>
<td>B2</td>
<td>11</td>
<td>3.42 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4</td>
<td>4</td>
<td>1.24 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C13</td>
<td>19</td>
<td>5.90 %</td>
</tr>
<tr>
<td>3.</td>
<td>Sative</td>
<td>B1</td>
<td>19</td>
<td>5.90 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B4</td>
<td>12</td>
<td>3.73 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B5</td>
<td>8</td>
<td>2.48 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B6</td>
<td>17</td>
<td>5.28 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B7</td>
<td>11</td>
<td>3.42 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B8</td>
<td>21</td>
<td>6.52 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B9</td>
<td>24</td>
<td>7.45 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B10</td>
<td>11</td>
<td>3.42 %</td>
</tr>
<tr>
<td>4.</td>
<td>Simple past</td>
<td>C1</td>
<td>1</td>
<td>0.31 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C10</td>
<td>20</td>
<td>6.21 %</td>
</tr>
<tr>
<td>5.</td>
<td>Simple present</td>
<td>C2</td>
<td>12</td>
<td>3.73 %</td>
</tr>
<tr>
<td>6.</td>
<td>Present continuous</td>
<td>C3</td>
<td>1</td>
<td>0.31 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C7</td>
<td>17</td>
<td>5.28 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C11</td>
<td>6</td>
<td>1.86 %</td>
</tr>
<tr>
<td>7.</td>
<td>Past perfect</td>
<td>C5</td>
<td>3</td>
<td>0.93 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C14</td>
<td>17</td>
<td>5.28 %</td>
</tr>
<tr>
<td>8.</td>
<td>Modal auxiliary</td>
<td>C8</td>
<td>18</td>
<td>5.59 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C16</td>
<td>9</td>
<td>2.79 %</td>
</tr>
<tr>
<td>9.</td>
<td>Two objects</td>
<td>C9</td>
<td>18</td>
<td>5.59 %</td>
</tr>
</tbody>
</table>
To find out the whole average is using the formula:

\[
P = \frac{F}{N \times n} \times 100% \\
= \frac{322}{35 \times 26} \times 100% \\
= \frac{32200}{910} \\
= 35.38% 
\]

In this difficulty area, the students are asked to change active sentence into passive sentence by using appropriate tenses there are simple present (1 question), simple past (2 questions), present continuous (3 questions), past continuous (3 questions), present perfect (3 questions), past perfect (2 questions), with two object (2 questions), stative passive (8 questions) and modal auxiliary (2 questions).

The writer found there are many students still have difficulties to change the sentences into passive one. From the table above we can saw the data. The table shown that the most difficult to change active sentence into passive by using appropriate tense is the question number B9, 24 students or 7.45 % who made errors, then 21 students still get difficulty or 6.52 % in question number B8 and C15. 20 students or 6.21 % who made an error in question number C10.
In question number B1 and C13 there are 5.59 % who still find difficulties, 5.28 % or 18 students made errors in question number C8 and C9, 17 students made errors in question number B6, C7 and C14, 3.73 % or 12 students made mistake in question number B4 and C2, in question number B2, B7, B10 and C6 there are 11 students or 3.42 % made an error, 2.80 % made an error in question number C12 and C16, 8 students or 2.48 % in question number B5, 6 students made an error in question number C11, 4 students or 1.24 % made errors in question number C4, 3 students in question number C5, 2 students in question number B3, and 0.31 % or only 1 student who still made error in question number C1 and C3.

The whole average from this area is there are 35.38 % students who still get difficulty to change active sentence into passive sentence by using appropriate tenses.

Table 5

<table>
<thead>
<tr>
<th>No.</th>
<th>Changing Object into Subject in Some Tenses</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple present</td>
<td>Sentence 1</td>
<td>25</td>
<td>19.23 %</td>
</tr>
<tr>
<td>2.</td>
<td>Simple present</td>
<td>Sentence 2</td>
<td>29</td>
<td>22.31 %</td>
</tr>
</tbody>
</table>
3. Simple present  
Sentence  
3  
13  
10 %

4. Present perfect  
Sentence  
4  
29  
22.31 %

5. Simple present  
Sentence  
5  
21  
16.15 %

6. Modal auxiliary  
Sentence  
6  
13  
10 %

Total  
6  
130  
100 %

To find out the whole average is using the formula:

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

\[ = \frac{130}{35 \times 6} \times 100 \% \]

\[ = \frac{13000}{210} \times 100 \% \]

\[ = 61.90 \% \]

Sometimes, the students’ feels confused when changing object in active into subject in passive sentence. There are 25 students that find difficulty when changing object into subject in sentence 1, in sentence 2 and 4 there are 22.31 % or 29 students who made an error, in sentence 3 and sentence 6 there are 13 students or 10 % from the whole students, 21 students or 16.15 % that still find difficulty in changing object become subject in sentence 5. So, the whole average is there are 61.90 % students who are still get
difficulty in changing object in active sentence into subject in passive sentence.

After identifying each student’s error in constructing passive voice, the writer would like to conclude the most errors done by the students in using appropriate tenses, using the right form of be and changing object in active into subject in passive when constructing passive voice.

Table 6
Difficulty in using appropriate tense (stative)

<table>
<thead>
<tr>
<th>No.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can’t open the window. It <em>may be blocked</em>.</td>
</tr>
<tr>
<td>2.</td>
<td>I can’t open the window. It <em>can be blocked</em>.</td>
</tr>
<tr>
<td>3.</td>
<td>I can’t open the window. It <em>might be blocked</em>.</td>
</tr>
<tr>
<td>4.</td>
<td>Sarah is wearing a blouse. It <em>was made</em> of cotton.</td>
</tr>
<tr>
<td>5.</td>
<td>Sarah is wearing a blouse. It <em>is being made</em> of cotton.</td>
</tr>
<tr>
<td>6.</td>
<td>Sarah is wearing a blouse. It <em>was made</em> of cotton.</td>
</tr>
<tr>
<td>7.</td>
<td>Sarah is wearing a blouse. It <em>was being made</em> of cotton.</td>
</tr>
<tr>
<td>8.</td>
<td>That’s hard work! I <em>can be confused</em>. I need to rest for a while.</td>
</tr>
<tr>
<td>9.</td>
<td>That’s hard work! I <em>must be confused</em>. I need to rest for a while.</td>
</tr>
<tr>
<td>10.</td>
<td>That’s hard work! I <em>was confused</em>. I need to rest for a while.</td>
</tr>
<tr>
<td>11.</td>
<td>Where’s my wallet? It <em>was gone!</em> Did you take it?</td>
</tr>
<tr>
<td>12.</td>
<td>Where’s my wallet? It <em>will be gone!</em> Did you take it?</td>
</tr>
<tr>
<td>13.</td>
<td>Where’s my wallet? It <em>is be gone!</em> Did you take it?</td>
</tr>
</tbody>
</table>
14. Yesterday it was hot in this room because the window was being closed.

15. Yesterday it was hot in this room because the window is closed.

16. Yesterday it was hot in this room because the window were closed.

17. Are you sure? Do it plug in.

18. Are you sure? does it plug in.

19. Are you sure? was it plug in.

20. Carolyn and Joe were married to each other for five years, but now they were divorced.

21. Carolyn and Joe were married to each other for five years, but now they are divorcing.

22. Carolyn and Joe were married to each other for five years, but now they was divorce.

23. Carolyn and Joe were married to each other for five years, but now they was divorce.

24. He is being born in 1969.

25. He is bear in 1969.

26. He is birth in 1969.

27. He is born in 1969.

28. He is beared in 1969.

Table 7

Difficulty in using appropriate tense (two objects)

<table>
<thead>
<tr>
<th>No.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The police has been reported by them about the robbery.</td>
</tr>
<tr>
<td>2.</td>
<td>The police about the robbery has been reported by them.</td>
</tr>
</tbody>
</table>
3. The police *has been reported* by them about the robbery.

4. A car *is given* to her sister by him.

5. Her sister will be *gaven* a car by his.

6. Her sister will be *gaven* a car by her.

<table>
<thead>
<tr>
<th>Table 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in using appropriate tense (present perfect)</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in changing form of “be” in some tenses (simple present)</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in changing object in active into subject in some tenses</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>
5. Data Interpretation

After classifying the items into area tested and explaining the frequency and percentages of error on each items, the writer formulated the difficulty in learning passive voice based on the highest frequency of error as follow:

There are 29.43 % students who still get difficulty in changing the correct form of be in item simple present. 22.31% still get difficulty in changing object in active into subject in passive voice in item sentence two and sentence four, and 7.45 % who still get difficulty in using appropriate tenses in item stative and the whole percentage of average error from the difficulty in changing the correct form of be of passive voice is 6.07 % students. The second is the difficulty in using appropriate tenses there are 35.38 % students who made an errors in this area. The last is the difficulty in changing object in active into subject in passive voice there are 61.90 % students who made an errors.
CHAPTER II
THEORETICAL FRAMEWORK

A. Passive Voice

Passives are used for a variety of reasons in everyday world. One important reason is that people frequently feel the need to use a sentence form that does not require them to identify the subject.¹⁴

As it was stated in chapter one, that passive voice is used when it is known or not important to know who exactly performs the action. In this section, the writer will give more explanation about passive voice which is divided into the meaning of passive voice, the use of passive voice, the form of passive voice.

1. The Meaning of Passive Voice

A verb is in the active voice when it expresses an action performed by its subject and a verb is in the passive voice when the action it expresses is performed upon its subject.¹⁵

In line with the definition above, it can be said that in an active sentence, the subject performs the action. In a passive sentence, the subject receives the action.¹⁶ In passive constructions, the subject of the verb does not perform the action. Instead, the subject “receives” the action. In other words, something happens to the subject. Something or someone else is responsible for forming the action.

According to Marianne Celce-Murcia, the passive is a focus construction that exist to put the patient, i.e., the receiver or undergoer of an action, is a subject position. The subject is acted upon and is thus “passive”. Indeed, Shibitani (1985) has shown that the passive “defocus” the agent.¹⁷

Passive voice is a voice that indicates that the subject is the patient or recipient of the action denoted by the verb.¹⁸ The following is the example of an active sentence where the agent or the subject performs the action:

**John studied only his Algebra course that year.** ¹⁹

In the sentence above, John is the subject who performs the action which is **studied**. It will be different if the active sentence above is changed into the passive voice. John as the subject of active sentence will become an object who receives the action or in the other word, it can be said that the action it expresses which is **studied** is performed upon its subject which is John. Thus, the passive voice from the sentence above is: **Algebra was the only course studied by John.**

### 2. The Use of Passive Voice

As it has already indicated in the previous section, that the passive is used when the writer wants to defocus the agent. According to Gorrell and Laird “the passive has vary definite uses, it is properly used when: (1) the agent is not mentioned, (2) desirable

---


for stylistic reason, and (3) the receiver is so much more important than the actor”. The following are the uses of passive voice:

a. According to Murcia and Freeman, **the passive is used when the agent is not mentioned because:**

   1). It is redundant or easy to supply; it’s mean that the agent of the action is not to be mentioned because the number of the agent is redundant. Everyone could be the agent of the action. See the example of passive voice below:

   **Pineapples are grown in Hawaii.**

   There was no agent in the sentence above. The reason for not mentioning the agent is because the agent is redundant. If the agent of the sentence above mentioned, the sentence will become:

   **Pineapples are grown in Hawaii by everyone.**

   2). It is unknown; it’s mean that the actor or the agent of the sentence is unknown. Thus, the agent is not to be mentioned. See the following example of passive voice:

   **The bank was robbed yesterday.**

   From the sentence above, it can be known that there was nobody knows who robbed the bank yesterday. Thus, the agent is not mentioned. If the agent of the sentence above is mentioned, the sentence will become:

   **The bank was robbed by someone yesterday.**

   Sometimes the actor may be known but there may be reason for not mentioned him. Below is an example of a passive voice where the actor is known but is not to be mentioned to avoid some troubles:

---

21 Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar*........, p.353
A newspaper reporter might be telling the truth if he were to write the following statement which is in the active form:

**John A. Scrogum murdered Joseph Meek at 7:45 this morning in the Hot Spot Lunch.**

The statement above is libelous, because John A. Scrogum which is considered as the agent of the action; the doer or murder has not been legally convicted as the man of murder. Thus, the reporter and the newspaper which published the sentence can be sued for accusing a man of murdered and they will get trouble. Therefore, in this kind of statement, the agent is not to be mentioned although it has already known. Accordingly, the reporter should use passive voice and write something like the following:

**Joseph Meek was shot and killed at 7:45 this morning in the Hot Spot Lunch.**

The actor in the sentence above which is John A. Scrogum has now been deleted or is not mentioned, and the reporter or the newspaper is able to publish the statement without getting trouble. Thus, the passive voice is used in this statement.

3). It is being tactful; the agent of the action is considered being tactful, therefore, it is not mentioned. Below is the example of passive voice where the agent is not mentioned because it is being tactful:

**Margaret was given some bad advices about selecting courses.**

There was no agent in the sentence above, because as stated before the agent is being tactful. If the agent is mentioned the sentence will become:

---

Margaret was given some bad advices about selecting courses by the lecturer.

4). It is being evasive. The agent is being evasive, therefore, it is not mentioned in the sentence below is an example of a passive voice where the agent is not mentioned because it is being evasive:

An error was made in the budget.

There is no agent in the sentence above because as stated before the agent is being evasive. If the agent of the passive is written the sentence will become:

An error was made in the budget by the accountant manager.

b. A passive construction is desirable for stylistic reason. One of the elements of the actor-action pattern must be moved from its normal position for stylistic reason.23 For instance, when a writer wants to avoid inserting complicated material between the subject and the verb to make it easier to understand the sentence, see the following example of passive voice desirable for stylistic reason:

The hearing was opened by the chairman of the committee, who was known for his ruthlessness in smirching the reputation of innocent witnesses and for his cleverness in beclouding the issue by his own witticisms and innuendoes.

In the sentence above, there is nothing between the subject and the verb. The subject, which is the hearing is exactly followed by its verb which is was opened. Thus, it is easy to understand because there is no complicated material between the subject and the verb.

23 Robert M. Gorrell and Charlton Laird, Modern English ..., , p.288
Different from the sentence above, there is a complicated material between subject and verb in the following sentence:

The chairman of the committee, who was known for his ruthlessness in smirching the reputation of innocent witnesses and for his cleverness in beclouding the issue by his own witticisms and innuendoes, opened the hearing.

The complicated material between the subject and the verb of the sentence above is in the bold type. It can make the reader confuse to distinguish the subject and the verb of the sentence and difficult to understand the sentence because of its length. Thus, it will better to use the first sentence than the second one.

c. The passive is used when the receiver of the action is so much more important than the actor that emphasis properly belongs on the receiver.²⁴

Besides, passive are very common in scientific writing and another kind of expression where the writers are most interested in events and processes in things that happen.²⁵

3. The Form of Passive Voice

a. The rules of passive voice construction

To form the passive voice, be + past participle is used as the main verb. According to Betty Schramfer Azar, the passive voice is formed by using the appropriate form of verb be (am, is, are, was, were, been, being) with the past participle of the main verb.²⁶

²⁴ Robert M. Gorrell and Charlton Laird, Modern English ..., , p.289
The following facts should be noted about the passive:
(1) The passive is formed with be and the past participle. (2) Only verbs which are transitive in the active can be constructed in the passive. (3) The agent, the performer of the action, is expressed by a prepositional phrase with by. (4) The passive, in fact, occurs in all tenses, with all the verb phrase combinations and with all the modal auxiliaries and idiomatic verb phrases.27

When someone wants to make a passive voice, he/she should know first whether the sentence can be changed into passive voice or not. Therefore, ones who want to make a passive voice must keep notice on the facts of passive voice as stated above. Below is an example of a sentence that can be changed into passive voice:

The teacher is teaching English.
The verb in the sentence above which is is teaching is in the present progressive tense. Besides, the verb is transitive where it is followed by object. Thus, the sentence above has fulfilled all the requirements needed to be able to be changed into passive voice. The tense used in this sentence also proves that the passive voice can occur in tense.

To change the sentence above into passive voice, firstly, is by placing the object of an active sentence into the subject of passive voice, then the main verb is changed using be + past participle which is appropriate with the tense used in the sentence which is in this sentence present progressive form. Thus, the passive voice from the sentence above is:

English is being taught by the teacher.

From the example above, it can be known that there are several steps which have to be followed to make an active sentence into a passive sentence, the steps are:

1) Switch the subject and direct object.
2) Insert the appropriate form of *be* immediately in front of the verb.
3) Change the verb to its past participle form.
4) Insert the word *by* immediately in front of the subject.

And there you have it. The active sentence has been successfully converted into its passive form.

The passive voice subject determines whether the verb “be” is singular or plural. The agent can be included in the passive sentence in a phrase with “by + agent” used in passive voice to tell who or what performed the action of the verb. However, many passive sentences do not include by + agent.

Passive voice can be presented in affirmative or positive sentence, negative sentence and interrogative sentence. The rule of “be + past participle” can be formulated as follows:

To make a passive voice in the affirmative sentence, the following formula is used: **Subject + to be + past participle + by agent.**

To make a passive voice in the negative sentence, the following formula is used: **Subject + to be + not + past participle + by agent.**

To make a passive voice in the interrogative sentence, the following formula is used: **To be + subject + past participle + by agent.**

---


For a notice, all subjects in those three formulations are derived from the object of the active sentence.

The following are the examples of the transformations of active voice into passive voice in the simple present tense using the affirmative, negative and interrogative forms of sentence based on the formulations above, the active voices are written first then followed by the passive voice, this is done to make it clear to know the transformations happened on each sentence:

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Passive voice</strong></td>
</tr>
<tr>
<td>Bill opens the window</td>
<td>The window is opened by Bill</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td><strong>Passive voice</strong></td>
</tr>
<tr>
<td>Bill does not open the window</td>
<td>The window is not opened by Bill</td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td><strong>Passive voice</strong></td>
</tr>
<tr>
<td>Does Bill open the window?</td>
<td>Is the window opened by Bill?</td>
</tr>
</tbody>
</table>

However, those three formulations may only be applied when the sentence is in the simple present and simple past form. Therefore, they can not be applied when the sentence is in the perfect tense because it must be has/have (present perfect tense) or had (past perfect tense) before be + past participle and they can not also be applied when the sentence contains one modal auxiliary because be + past participle come after modal. The writer will give more explanation about this on the next section.

b. The Passive Voice in Different Tenses

In this section, the writer will explain about the passive voice in different tenses which are divided into the passive voice in the simple present tense, the passive voice in the simple past tense, the passive voice in the progressive tense, the passive voice in the past
The passive voice in the present perfect tense and the passive voice in the past perfect tense, also the passive voice with modal auxiliary and the passive voice with two objects according to Lado.  

1). The Passive Voice in the Simple Present Tense

The passive voice in the simple present tense can be presented in affirmative, negative and interrogative forms.

To make a passive voice in the simple present using the affirmative form of sentence, the following formula is used:

\[
\text{Subject} + \text{to be (am/is/are)} + \text{past participle} + \text{by} \quad \text{agent}
\]

To make a passive voice sentence in the simple present using the negative form, the following formula is used:

\[
\text{Subject} + \text{to be (am/is/are)} + \text{not} + \text{past participle} + \text{by} \quad \text{agent}
\]

To make a passive voice in the simple present using the form of interrogative sentence, the following formula is used:

\[
\text{To be (am/is/are)} + \text{subject} + \text{past participle} + \text{by} \quad \text{agent}
\]

For a notice, all subjects in those three formulations are derived from the object of the active sentence and usage of be which are in this form am/is/are must be in line with the subject of a passive voice weather it is singular or plural. If the subject is first person singular, am is used. If the subject is third person singular or singular noun (he/she/it), is is used and if the subject is plural, are is used.

30 M.J. Lado, A guide to ..., p.108-109
The example for this part has been given in the previous section (see page 13).

2). The Passive Voice in the Simple Past Tense

The passive voice in the simple past tense can be presented in affirmative, negative, and interrogative forms.

To make a passive voice in the simple past using the affirmative form of sentence, the following formula is used:

\[ \text{Subject} + \text{to be (was/were)} + \text{past participle} + \text{by agent} \]

To make a passive in the simple past using the form of negative sentence, the following formula is used:

\[ \text{Subject} + \text{to be (was/were)} + \text{not} + \text{past participle} + \text{by agent} \]

To make a passive voice in the simple past using the form of interrogative sentence, the following formula is used:

\[ \text{To be (was/were)} + \text{subject} + \text{past participle} + \text{by agent} \]

For a notice, all subjects in those three formulations are derived from the object of the active sentence and the usage of be which are in this form was/were must be in line with the subject of a passive voice whether it is singular or plural. If the subject is first person and third person singular or singular noun, was is used. If the subject is plural, were is used.

The following are the examples of the transformations of active voice into passive voice in the simple past tense using the affirmative, negative and interrogative forms of sentence based on the formulation above, the active voices are written first then followed by the passive voice, this is done to make it clear to know the transformations happened on each sentence:

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Affirmative | Bill opened the window | The window was opened by Bill
---|---|---
Negative | Bill did not open the window | The window was not opened by Bill
Interrogative | Did Bill open the window? | Was the window opened by Bill?

Be used in the examples above is was because the window as a subject is singular. If the subject is plural, for instance: the windows, be to be used is were.

3). The Passive Voice in the Present Progressive Tense

The passive voice in the present progressive tense can be presented in affirmative, negative and interrogative forms.

To make a passive voice in the present progressive using the affirmative form of sentence, the following formula is used:

$$\text{Subject} + \text{to be (am/is/are)} + \text{being} + \text{past participle} + \text{by agent}$$

To make a passive voice in the present progressive using the negative form of sentence, the following formula is used:

$$\text{Subject} + \text{to be (am/is/are)} + \text{not} + \text{being} + \text{past participle} + \text{by agent}$$

To make a passive voice in the present progressive using the affirmative form of sentence, the following formula is used:

$$\text{to be (am/is/are)} + \text{subject} + \text{being} + \text{past participle} + \text{by agent}$$
For a notice, all subjects in those three formulations are derived from the object of the active sentence and the usage of **be** which are in this form **am/is/are** must be in line with the subject of a passive voice weather it is singular or plural. If the subject is first person and third person singular, **am** is used. If the subject is third person singular or singular noun (he/she/it), **is** is used. If the subject is plural, **are** is used.

The following are the examples of the transformations of active voice into passive voice in the present progressive tense.

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>The windows are being opened by Bill</td>
</tr>
<tr>
<td>Bill is opening the windows</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>The windows are not being opened by Bill</td>
</tr>
<tr>
<td>Bill is not opening the windows</td>
<td></td>
</tr>
<tr>
<td>Interrogative</td>
<td>Are the windows being opened by Bill?</td>
</tr>
<tr>
<td>Is Bill opening the windows?</td>
<td></td>
</tr>
</tbody>
</table>

**Be** used in the examples above is **are being** because the windows as a subject is plural. If the subject is singular, for instance: the window, **be** to be used is **is being**.

4). The Passive Voice in the Past Progressive Tense

The passive voice in the past progressive tense can be presented in affirmative, negative and interrogative forms.

To make a passive voice in the past progressive using the affirmative form of sentence, the following formula is used:

\[
\text{Subject + to be (was/were) + being + past participle + by agent}
\]

To make a passive voice in the past progressive using the negative form of sentence, the following formula is used:
To make a passive voice in the past progressive using the affirmative form of sentence, the following formula is used:

**To be (was/were) + subject + being + past participle + by agent**

For a notice, all subjects in those three formulations are derived from the object of the active sentence and the usage of *be* which are in this form *was/were* must be in line with the subject of a passive voice whether it is singular or plural. If the subject is first person and third person singular or singular noun, *was* is used. If the subject is plural, *were* is used.

**Example:**

<table>
<thead>
<tr>
<th></th>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>Bill was opening the</td>
<td>The windows were being</td>
</tr>
<tr>
<td></td>
<td>windows</td>
<td>opened by Bill</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Bill was not opening</td>
<td>The windows were not</td>
</tr>
<tr>
<td></td>
<td>the windows</td>
<td>being opened by Bill</td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td>Was Bill opening the</td>
<td>Were the windows being</td>
</tr>
<tr>
<td></td>
<td>windows?</td>
<td>opened by Bill?</td>
</tr>
</tbody>
</table>

*Be* used in the examples above is *were being* because the windows as a subject is plural. If the subject is singular, for instance: the window, *be* to be used is *was being*.

**5). The Passive Voice in the Present Perfect Tense**

The passive voice in the present perfect tense can be presented in affirmative, negative and interrogative forms.
To make a passive voice in the present perfect using the affirmative form of sentence, the following formula is used:

\[
\text{Subject + to be (have/has) + been + past participle + by agent}
\]

To make a passive voice in the present perfect using the negative form of sentence, the following formula is used:

\[
\text{Subject + to be (have/has) + not + been + past participle + by agent}
\]

To make a passive voice in the past progressive using the affirmative form of sentence, the following formula is used:

\[
\text{To be (have/has) + subject + been + past participle + by agent}
\]

For a notice, all subjects in those three formulations are derived from the object of the active sentence and the usage of be which are in this form have/has must be in line with the subject of a passive voice weather it is singular or plural. If the subject is plural, have is used. If the subject is singular, has is used.

The following are the examples of the transformations of active voice into passive voice in the present perfect tense using the affirmative, negative and interrogative forms of sentence based on the formulation above, the active voices are written first then followed by the passive voice, this is done to make it clear to know the transformations happened on each sentence:

<table>
<thead>
<tr>
<th></th>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>Bill has opened the</td>
<td>The window has been opened by Bill</td>
</tr>
<tr>
<td></td>
<td>window</td>
<td></td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Bill has not opened</td>
<td>The window has not been opened by Bill</td>
</tr>
<tr>
<td></td>
<td>the window</td>
<td></td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td>Has Bill opened the</td>
<td>Has the window been</td>
</tr>
<tr>
<td></td>
<td>window</td>
<td></td>
</tr>
</tbody>
</table>
The example above use has instead of have because the subject which is the window is singular. If the subject is plural, for instance: the windows, the windows, the sentences will use have.

6). The Passive Voice in the Past Perfect Tense

The passive voice in the past perfect tense can be presented in affirmative, negative and interrogative forms.

To make a passive voice in the past perfect using the affirmative form of sentence, the following formula is used:

Subject + had + been + past participle + by agent

To make a passive voice in the past perfect using the negative form of sentence, the following formula is used:

Subject + had + not + been + past participle + by agent

To make a passive voice in the past perfect using the affirmative form of sentence, the following formula is used:

had + subject + been + past participle + by agent

For a notice, all subjects in those three formulations are derived from the object of the active sentence and had is used for either singular or plural noun.

The following are the examples of the transformations of active voice into passive voice in the past perfect tense using the affirmative, negative and interrogative forms of sentence based on the formulation above.

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill had opened the window</td>
<td>The window had been opened by Bill</td>
</tr>
</tbody>
</table>
c. The Passive Voice with Modal Auxiliaries

Someone can use modal auxiliary (will, shall, can, must, may) in the passive construction. “be” is added after modal and past participle follows after it.

The following are the formulations of passive voice construction with modal auxiliaries in the positive, negative, and interrogative sentence.

To make a passive voice with modal auxiliary in the positive form of sentence, the following formula is used:

Subject + modal auxiliary + be + past participle + by agent

To make a passive voice with modal auxiliary in the negative form of sentence, the following formula is used:

Subject + modal auxiliary + not + be + past participle + by agent

To make a passive voice with modal auxiliary in the interrogative form of sentence, the following formula is used:

Modal auxiliary + subject + be + past participle + by agent
Below are the examples of the transformations of active voice into passive voice with modal auxiliary using the affirmative, negative and interrogative forms of sentence based on the formulations above, the active voices are written first then followed by the passive voice, this is done to make it clear to know the transformations happened on each sentence.

<table>
<thead>
<tr>
<th></th>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>You must finish the report in time</td>
<td>The report must be finished in time by you</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>You must not finish the report in time</td>
<td>The report must not be finished in time by you</td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td>Must the report finish in time?</td>
<td>Must the report be finished in time by you?</td>
</tr>
</tbody>
</table>

d. The Passive Voice with Two Objects

Many verb such as give, send, show, lend can be followed by two objects. The objects are direct and indirect. The direct object usually refers to a thing. While, the indirect object usually refers to a person.\(^{31}\)

Below is the example of a sentence which consists of a verb that can be followed by two objects:

*My mother gave me some advices.*

In the sentence above, there are two objects which are *me* as the indirect object and *some advices* as the direct object. To change the sentence above into passive voice there are two possibilities. First possibility is to put the

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\(^{31}\) Michael Swan, *Practical English....*, p.460
indirect object which is me as a subject. Thus, the passive voice of the sentence above becomes:

I was given some advices by my mother.

Me, in the active sentence is the indirect object, it is called objective pronoun. When it is moved to subject position it must be changed become I, which is called subjective pronoun.

Second possibility is to put the direct object which is some advices as a subject. For a notice, when the direct object becomes the subject of passive voice to is used in front of the indirect object. Thus, the passive voice of the sentence above becomes:

Some advices were given to me by my mother.

From the sentence above, it can be seen that the direct object which is some advices is moved from the object position into the subject. Therefore, it must be to before the indirect object which is me.

According to W. Stannard Allen, it does not matter which of the two objects is placed first, most often in such cases the person (usually a direct object) becomes the subject of the passive voice.\(^{32}\)

In line with the statement above Otto Jespersen in his book stated that during the last few centuries there has been a growing tendency to make the indirect object the subject in the passive. The explanation is that the greater interest felt for person that for things naturally leads to the placing of the indirect before the direct object.\(^{33}\)

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e. Stative Passive

Not all verbs have passive forms; intransitive verbs cannot be used in the passive: since they do not have objects, there is nothing to act as the subject of a passive verb. “Some transitive verbs cannot be used in passive, at least in certain in their meanings”, most of these are “stative” verbs (verbs which refer to states, not actions, and which often have no progressive form). Examples are fit, have, lack, etc.\textsuperscript{34}

My shoes don’t fit me. (But not: I am not fitted by my shoes.)

I was having a bath. (But not: A bath was being had …)

Most of the time the distinction between a past participle functioning as a passive verb and one serving as an adjective will be obvious. However the distinction is not always clear cut. Below is the example of a sentence in stative passive (Will 1994):\textsuperscript{35}

The house was a mess. The paintwork was peeling and the windows were broken. (The past participle is stative and thus adjectival).

The passive form may be used to describe an existing situation or state, for example: Now the window is broken. There is no action is taking place, and the action happened before.\textsuperscript{36}

B. Learning Passive Voice

1. The Definition of Learning

\textsuperscript{34} Michael Swan, \textit{practical English ……..}, p.464
\textsuperscript{35} Marianne Celce-Murcia and Diane Larsen-Freeman, \textit{The Grammar ……..}, p.349
\textsuperscript{36} Betty Schramfer Azar, \textit{Understanding ……..}, p.135
Learning is a key process, some would say the key process in human behavior; it pervades everything we do and think. It plays a central role in the language we speak, our customs, our attitudes and beliefs, our goals, our personality traits, and even our perceptions.

There are many experts who have defined of learning. As it stated by Clifford T. Morgan and Richard A. King that, “learning can be defined as any relatively permanent change in behavior which occurs as a result of practice or experience. This definition has three important elements: (1) Learning is a change in behavior, for better for worse. (2) It is a change that takes place through practice or experience: changes due to growth, maturation, or injury are not learning. (3) Before it can be called learning, the change must be relatively permanent: it must last a fairly long time. This rules out changes in behavior due to motivation, fatigue, adaptation, or sensitivity of the organism.37

According to Richard M. Gorman in The Psychology of Classroom Learning, “learning is accomplished basically through activity of the learner, e.g., practice, observation, thinking, and sometimes with the help of another (a teacher). It is distinguished from growth and development which is a process in which our abilities change mainly as a result of the natural process of maturation, rather than through our own efforts.”38

In technical term, learning is “a relatively permanent change in behavior resulting from rewarded practice. Real learning involves a change that is both sustained-for not every

new change in behavior lasts and rewarded”\textsuperscript{39} When we learn, a new or changed response becomes part of our repertory of responses, to be called upon as needed.

Lester D. Crow and Alice Crow in their book say that learning is “the acquisition of habits, knowledge, and attitudes. It involves new ways in doing things, and it operates in an individual's attempt to overcome obstacles or to adjust to new situations”\textsuperscript{40}

All definitions of learning above have two main characteristics in common. First, they agree that learning involves a change behavior or performance, or at least change in the potential for certain behavior to occur. Second, all definitions of learning agree that this change in behavior is the result of practice or experiences.

Learning is an active process that needs to be stimulated and guided toward desirable outcomes. There are no absolutes of “easy” and “difficulty” in language learning. Difficult to learn refers both to time students takes to learn a particular structure and the consistency with which she/he uses it. As stated in the chapter one that language learning takes a long time (energy, support, input and opportunities for output).

2. The Learning Process

During our lifetime we learn many things, including more directly observable behaviors, as acquired in motor and verbal performances, and less observable behaviors, which are associated with emotions, values, and attitudes.

Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems.

There are two theories about learning that explain how people acquire skills, knowledge, and attitudes. First is the behaviorism and second is the cognitive theory.\textsuperscript{41}

The behaviorism provides the teacher with ways to manipulate students with stimuli, induce the desired behavior or response, and reinforce the behavior with appropriate rewards. In general, the behaviorist theory emphasizes positive reinforcement rather than no reinforcement or punishment. Unlike behaviorism, the cognitive theory focuses on what is going on inside the student's mind. Learning is not just a change in behavior; it is a change in the way a student thinks, understands, or feels.

Both the behaviorist and the cognitive approaches are useful learning theories. A reasonable way to plan, manage, and conduct aviation training is to include the best features of each major theory. This provides a way to measure behavioral outcomes and promote cognitive learning. The combined approach is not simple, but neither is learning.

The purposes from two theories above in education are, Behaviorism produce behavioral change in desired direction, and cognitive develop capacity and skills to learn better.\textsuperscript{42}

3. Retention and Forgetting

Learning comes from perceptions which are directed to the brain by one or more of the five senses: sight, hearing, touch, smell, and taste. Psychologists have also found that learning occurs most rapidly when

\textsuperscript{41} http://www.dynamicflight.com/avcfibook/learning_process/
\textsuperscript{42} http://www.infed.org/biblio/b-learn.htm
information is received through more than one sense. 43

Perceptions result when a person gives meaning to sensations. People base their actions on the way they believe things to be. Our sensory systems (sight, hearing, taste, touch, and smell) are sensitive to an overwhelmingly wide range of stimulation.44

Memory is an integral part of the learning process and has references to the relatively permanent effects of experience. “There are several theories on how the memory works; a widely accepted view is the multi-stage concept which states that memory includes three parts: sensory, working or short-term, and long-term systems”.45

The sensory register receives input from the environment and quickly processes it according to the individual's preconceived concept of what is important. However, other factors can influence the reception of information by the sensory system. Within seconds the relevant information is passed to the short-term memory where it may temporarily remain or rapidly fade, depending on the individual's priorities. Several common steps help retention in the short-term memory. These include rehearsal or repetition of the information and sorting or categorization into systematic chunks. The sorting process is usually called coding or chunking. A key limitation of the working memory is that it takes 5-10 seconds to properly code information. If the coding process is interrupted, that information is lost after about 20 seconds.

“The working or short-term memory is not only time limited, it also has limited capacity, usually about seven bits or chunks of information”.46 A seven-digit telephone number is an example. As indicated, the time limitation may be overcome by rehearsal. This means

43 http://www.dynamicflight.com/avcfbook/learning_process/
45 http://www.dynamicflight.com/avcfbook/learning_process/
46 Guy R. Lefrancois, Psychology for ..., ..., p.94
learning the information by a rote memorization process.

Another process for permanent storage is long-term memory.\(^{47}\) This is where information is stored for future use. For the stored information to be useful, some special effort must have been expended during the coding process in short-term memory.

The coding should have provided meaning and connections between old and new information. If initial coding is not properly accomplished, recall will be distorted and it may be impossible. The more effective the coding process, the easier the recall. However, it should be noted that the long-term memory is a reconstruction, not a pure recall of information or events. It also is subject to limitations, such as time, biases, and, in many cases, personal inaccuracies. This is why two people who view the same event will often have totally different recollections.

Each of the theories implies that when a person forgets something, it is not actually lost. Rather, it is simply unavailable for recall. Retention of the effects of experience is essential to the learning processes. Without retention there could be no learning, and without learning there would be nothing to retain. Learning refers to the modifications (presumably neural) resulting from experience, and memory has reference to the persistence of these modifications. “Forgetting refers to the failure to retain or to recall what has been learned”.\(^{48}\)

Retention and forgetting are terms used to describe the same process. Whereas retention refers to what is remembered and can be determined by measuring the difference between the amount originally learned and the amount forgotten, the amount forgotten is equal to the amount learned minus the retained.\(^{49}\)

\(^{47}\) http://www.dynamicflight.com/avcfibook/learning_process/
\(^{49}\) Robert N. Singer, Motor Learning ..., ..., p.479
Each of the theories implies that when a person forgets something, it is not actually lost. Rather, it is simply unavailable for recall. There are five principles about retention:\(^{50}\)

a). Praise Stimulates Learning; Responses which give a pleasurable return tend to be repeated. Absence of praise or recognition tends to discourage, and any form of negativism in the acceptance of a response tends to make its recall less likely.

b). Recall is promoted by Association; each bit of information or action which is associated with something to be learned tends to facilitate its later recall by the student. Unique or disassociated facts tend to be forgotten unless they are of special interest or application.

c). Favorable Attitudes Aid Retention; People learn and remember only what they wish to know. Without motivation there is little chance for recall. The most effective motivation is based on positive or rewarding objectives.

d). Learning with all our senses is most effective; although we generally receive what we learn through the eyes and ears, other senses also contribute to most perceptions. When several senses respond together, a fuller understanding and greater chance of recall is achieved.

e). Meaningful Repetition Aids recall; each repetition gives the student an opportunity to gain a clearer and

http://www.dynamicflight.com/avcfibook/learning_process/
more accurate perception of the subject to be learned, but mere repetition does not guarantee retention. Practice provides an opportunity for learning, but does not cause it.

As implied, one of the major responsibilities of the teacher is to help students use their memories effectively. At the same time, an associated phenomenon, forgetting, cannot be ignored.

There are several theories about forgetting.51

a). Disuse; the theory of disuse suggests that a person forgets those things which are not used. The high school or college graduate is saddened by the lack of factual data retained several years after graduation.

b). Interference; the basis of the interference theory is that people forget something because a certain experience has overshadowed it, or that the learning of similar things has intervened.

c). Repression; that is unpleasant or produces anxiety may be treated this way by the individual, but not intentionally. It is subconscious and protective.

We usually felt that forgetting is a decline in performance caused by the passage of time. Forgetting is not a simple weakening of an impression made by learning. “Dynamic factors, such as one’s wishes and desires (both conscious and unconscious); perceptual sets; and expectancies-as well as one’s entire perceptual and conceptual background-are involved in the omissions, transportations, substitutions, additions, and transformation

51 http://www.dynamicflight.com/avcfibook/learning_process/
that are a part of ordinary retention (or lack of it) and recall (or failure to recall)”.  

4. Learning Style

A learning style is the method of educating particular to an individual that is presumed to allow that individual to learn best. It is commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information.

Gardner first laid out the theory of multiple intelligences (MI) in his book *Frames of Mind*. Multiple intelligences as an educational theory, describes an array of different kinds of "intelligences" exhibited by human beings. Gardner suggests that each individual manifests varying levels of these different intelligences, and thus each person has a unique "cognitive profile."  

Multiple Intelligences initially consisted of seven dimensions of intelligence:

a). Visual/Spatial Intelligence (People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects)

b). Musical Intelligence (have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music)

c). Verbal/Linguistic Intelligence (People with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words and dates)

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52 James M. Sawrey and Charles W. Telford, *Educational Psychology*…, …, p.207
53 [http://en.wikipedia.org/wiki/Multiple_intelligences](http://en.wikipedia.org/wiki/Multiple_intelligences)
d). Logical/Mathematical Intelligence (can do with logic, abstractions, inductive and deductive reasoning, and numbers)

e). Interpersonal Intelligence (People in this category are usually extroverts and are characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group)

f). Intrapersonal Intelligence (typically introverts and prefer to work alone)

g). Bodily/Kinesthetic Intelligence (people are generally adept at physical activities such as sports or dance and often prefer activities which utilize movement). Gardner has additionally identified an 8th dimension of intelligence.

h). Naturalist Intelligence (this area has to do with nature, nurturing and relating information to one's natural surroundings), and is still considering a possible ninth:

i). Existentialist Intelligence ((the capacity to raise and reflect on philosophical questions about life, death, and ultimate realities).

Another sources stated that there are four learning style, there are: a). active and reflective learners, b). sensing and intuitive learners, c). visual and verbal learners, and d). sequential and global learners.54

5. The Difficulty in Learning Passive Voice

As it mentioned in the chapter one, the students usually find the difficulties when they are learning and constructing passive voice. Martin Parrot in his book Grammar for English

54 http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm
Language Teachers said that, “teaching materials often concentrate on the form of standard passive constructions, and practice activities often involve mechanically transforming active constructions into passive ones. Learners sometimes end up with the impression that passive constructions are some kind of optional, deviant version of active construction”.55 Because the form of passive constructions is quite complex, the most students usually find the difficulties to understanding about the using of auxiliary verb “be” and distinguishing the past tense form and the past participle.56

Based on the description above, the writer concludes that there are two main difficulties in learning and constructing passive voice, they are: the difficulty in using of verb “be” (auxiliary verb) and distinguishing the past tense form and the past participle.

a. The Difficulty in Using of Auxiliary Verb Be

The verb is the most complex part of speech. Its varying arrangements with noun determine the different kinds of sentences-statements, questions, commands, exclamations.57 A verb is a word that asserts something about persons, things, or ideas and is essential to sentence meaning.58

Indonesian students are exposed to the form of the verb be almost immediately in their earliest English classes. The forms are easy to describe and understand, yet they pose problems for learners at all levels.

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55 Martin Parrot, Grammar for English ..., p.287
56 Martin Parrot, Grammar for English ..., p.294-295
Most verbs tell about an action. One special verb, be, does not tell about an action. The forms of be simply say that someone or something is, was, or will be. The verb be is special because it has more forms than any other verb. These forms are am, is, are, was, were, and will be.  

The special verb be (is, am, are, was, were, been) can be used as verb itself and as auxiliary verb. Auxiliary verb forms are arranged in certain positions with verbs signal the time (tense) an event takes place.

Be function as an auxiliary verb as well as a copula. The copula, links nonverbal predicates (i.e., nouns, adjectives, and certain adverbials) with their subjects and serves as a carrier for tense and subject-verb agreement.

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Copula: John is { a teacher tall In Boston }

Auxiliary: John is talking to Susan (progressive aspect)
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Many students often confused in using active and passive verb forms. This is no surprising, because:

1. Be is used to make both passive verb-forms and active progressive tenses.
2. Past participles are used to make both passive verb-forms active perfect tenses.

Compare:

He was calling. (Active – past progressive)

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He was called. (Passive – past simple)
He has called. (Active – present perfect)

The most common problem in the use of auxiliary verb be is that students have a tendency to omit it. Second language learners have been observed to omit the copula regardless of whether or not their native language has an equivalent form. The other problem involves use of wrong form of be. The multiplicity of forms explains why learners sometimes use the wrong form of the verb be in their speech or writing.61

b. The Distinguishing The Past Tense Form and The Past Participle

Other difficulty in learning passive voice for students is the distinguishing simple past and past participle, both in regular or irregular verbs.

The passive voice is a form of the verb "be" (be, am, is, are, was, were, being, been) and a past participle (usually a past-tense verb). If the verb works with "have," as in "have ____," then it is a past participle.

English verbs have two participles. One, called variously the present, active, imperfect, or progressive participle, is identical in form to the gerund, and indeed the term present participle is sometimes used to include the gerund. The term gerund-participle is also used. The other participle, called variously the past, passive, or perfect participle, is usually identical to the verb's preterite (past tense) form; though in irregular verbs the two usually differ.62

61 Marianne Celce-Murcia and Diane Larsen Freeman, The Grammar Book ..., , p.53
According to L.G. Alexander, “for regular verbs the past participle has the same form as the simple past tense: e.g., *arrive*, *arrived*, and *arrived*. For irregular verbs the simple past and the past participle can be formed in a variety of ways: e.g., *drink*, *drank*, *drunk*.\(^{63}\)

In another source stated that “most verbs in English form their various tenses consistently: add *-ed* to the base of a verb to create the simple past and past participle: he *walked*; he was *walked*. There are, however, a number of so-called *irregular verbs*, (including, unfortunately, some very common verbs such as *to be* and *to have*) whose various forms must be memorized.\(^{64}\)

Lindsay Clandfield in one site defined that “…memorizing the list actually works. I have lost count of the number of students I have met who can recall past tense verbs by saying them along with their infinitive forms. Nevertheless, I also know students who could recite the list of all the past tense irregular verbs off by heart and yet have great difficulty putting together in a sentence, at least verbally.\(^{65}\)

Because irregular verbs more difficult than regular verbs, that is way there are many students who still get difficulty in distinguishing simple past and past participle in learning passive voice.

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\(^{64}\) [http://grammar.ccc.commnet.edu/grammar/verbs.htm#irregular](http://grammar.ccc.commnet.edu/grammar/verbs.htm#irregular), 23 maret 2008

A. CONCLUSION

Based on the data analysis above, the writer shows the result of the research of students’ difficulties in learning passive voice. The whole highest percentage of average error from the difficulty in changing the correct form of be of passive voice is 6.07% students. The second is the difficulty in using appropriate tenses there are 35.38% students who made an errors. The last is the difficulty in changing object in active into subject in passive voice there are 61.90% students who made an errors. So, the writer concluded that the students still get difficulty in changing object into subject in learning passive voice, and then still difficult when using appropriate tenses.

B. SUGGESTION

There are some suggestion to the teacher in order to the student do not make an error anytime. The suggestions are:

1. The teacher should pay attention in forming passive voice in many tenses, and how to find the right object.
2. The teacher could explain the form of passive voice in a clear way in order to make the students understand them easily.
3. The teacher should be creative in using the methods of English teaching.
4. The teacher should give many exercises to the students about forming passive voice.
Hopefully this paper will be useful especially for writer in improving her English mastery and the writer also has expectation this research can give advantages to everybody who reads this paper and the teacher gives more attention to the students in teaching grammar especially in constructing passive voice.