AN ANALYSIS ON THE STUDENTS’ DIFFICULTIES IN APPLYING PASSIVE VOICE

(A Case Study at the Second Grade Students of SMKN 2 Cikarang Barat)

A “Skripsi”
Presented on the English department
In partial fulfilment of requirment of degree of strata I

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2010
ACKNOWLEDGEMENT

In the Name of Allah the Beneficent the Merciful

May Peace and Blessing of Allah be upon all of us

All praise be to Allah, lord of the worlds, Who gives the writer guidance and strength, so she could finish this “skripsi”. Peace and blessing be upon the Prophet Muhammad SAW, his family, his relatives, and his followers.

The writer realizes that she could not finish this “skripsi” well without both material and spiritual help from others. Thus, in this occasion, the writer would like to address her greatest thanks and gratitude to her beloved father in a heaven (A. Darja Baginto), her beloved mother (Een Umniyah), her beloved husband (Yudhi Aryestia), who always helped her in finishing this “skripsi”, her beloved sister (Yeni A. Yanti), and to all her relatives who have given their love, support, advice, understanding, contribution, and encouragement to her.

The writer also would like to address her greatest thanks and gratitude to her advisor, Drs. Syauki, M.Pd., for his time guidance kindness, contribution, and patience to guide the writer until she finish her “skripsi”.

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3. H. Asep Saepudin, S.Pd as the headmaster of SMKN 2 Cikarang Barat, administration staffs, and especially Astri Irmayanti, S.Pd the English teacher for their generosity to give the writer opportunity to do a research at the school. All the students of second year (Class XI AK) for their cooperation in helping the writer did the research.

4. All of her friends in the 2004 & 2005 English Department (A & B) for sharing their knowledge and for being good friends.

5. All of persons whose names cannot be mentioned one by one.

May Allah, the Almighty bless them all, amien.
Finally, the writer realizes that this “skripsi” is still far from being perfect. Therefore, the writer would like to accept any contributive suggestion to make this “skripsi” better.

Jakarta, 25th March 2010

The writer

Gayah Andaryanti
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is an important thing in connection with human being because people are social creatures who can not live alone and always need interaction with others. In making relationship with others, people use language for communication. Language can be defined in general as a means of communication.\(^1\) With language, people can communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages. In other words, we may shortly define that a language is a means of communication.

There are two kinds of communication, formal communication and informal communication. Formal communication usually uses written form while informal one usually uses oral form. Each form has its own advantage and disadvantage. An advantage of written form is that the reader can read the information at a face that suits them. A disadvantage of it is that we may have immediate response or feedback. While in oral form we may have that one from which a person we communicate with. While a disadvantage of oral form is difficulty in finding words to correctly convey meaning in a short period of time.\(^2\)

Nowadays, it is acknowledge that English is one of the well known languages in the world. It has become the most widely studied foreign language on the earth.\(^3\) English language is an international language mostly utilized by the world society to get interracial interaction and communication. Its mastery is compulsory for anyone who wants to compete in this modern era. However, there


\(^2\) [http://www.saching.com](http://www.saching.com), taken at 01.24 p.m. on November 19, 2009

are many people who slip English verbal and written communication because they have certain rules agreed by the world society as the world communication language.

As we know, the goal of teaching English in Indonesia is to enable the students to use English as a means of communication with other people. If the students want to master 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, vocabulary and pronunciation. English is different from Indonesian language, especially in grammar. The difference between those two languages in grammar may become one of the factors that can trigger students to make a mistake.

Grammar is one of the language aspects, which is taught to every language learners. It is a basic knowledge in understanding the language. Penny Ur said in *a Course in Language Teaching Practice and Theory* that “grammar is a set of rules that define how words (part of words) are combined or changed to form acceptable units of meaning within a language.”\(^4\) Meanwhile, Cook and Sutter said that “grammar is a written description of the rules of a language.”\(^5\)

The 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. Besides 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.

---

\(^4\) Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University, 1999), p. 87

There are many aspects discussed in English grammar, one of them is passive voice. According to Dixon “the passive voice is formed from the verb to be, used an auxiliary and the past participle of the main verb.”6 Azar said that “passive voice is used when it is known or not important to know exactly who perform then action.”7

Besides that, it is also used when the action is obvious from the context. In learning activity, the students use passive voice to make generic statements, announcements, explanations, and to connect ideas in different clauses more clearly, et cetera.”8

Many Indonesian students still find some difficulties in learning passive voice. As said by Martin Parrot “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).9

Making errors during the process of language learning is considered as a natural process. As John Norrish said “the error is natural”.10 However it still can not be neglected. The English teacher should be aware of those errors and do something to prevent the students do the same errors again. One of the strategies to prevent the students from making the same errors is by analyzing the learners’ error. Error analysis is done to identify, to describe, and to explain the errors made

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8 http://international.ouc.bcca/chalkandtalk/whypassive, taken at 10.21 a.m. on 1st December 2009

9 Martin Parrot, Grammar for English Language Teachers, (UK: the Press Syndicate of The University of Cambridge, 2004), p. 294

by the learners. It can help the teachers to minimize the learners’ errors in their learning.

One of the difficulties that causes the students make mistakes or errors in learning passive voice is it is difficult for the students to understand the teachers’ explanation. One of the causes of this is caused by the unqualified teachers. As we know, the teachers’ role on learning process is important. But in the reality, there are many teachers who do not have international standard. So, it needs a high learning standard and suitable method from the teachers.

The students usually find some difficulties in using ‘to be (am, is, are, was, and were)’ as a main verb or auxiliary verb corresponded with the subject as its antecedence in a sentence. Therefore, when they change an active sentence into a passive one, they have to be more careful with the transformation of ‘to be’ because there is no such ‘to be’ in their native language (Indonesian language) in ‘to be’ transformation from the active voice into the passive one.

Based on the description above, the writer intends to analyze the students’ difficulties in learning passive voice. Because passive voice in English is different from passive voice in Indonesian language. Passive voice in English has some forms of *be* which is followed by the past participle of the main verb. Each tense in the active voice has a corresponding tense in the passive voice. And they have to be able to distinguish the past tense form and the past participle. Passive voice in Indonesian language is not like that. It does not have any *to be* or auxiliary verb and tense.

For example: In Bahasa Indonesia

Ibuku membeli buku. (Active)

Buku dibeli oleh ibuku. (Passive)

In English language:

My mother buys a book. (Active)
A book is bought by my mother. (Passive)

Most passive voice sentences in English have lost the original active voice subject because it is not necessary. The real purpose of the passive voice is to bring the much more interesting predicate of the sentence to the front, because this is the most important part of the sentence in English.\textsuperscript{11}

During PPKT (Praktik Profesi Keguruan Terpadu), the writer was mandated to teach second grade students of SMP PGRI 2 CIPUTAT. While teaching them the writer found that they had some problems in learning passive voice. So, the writer was interested in doing a research about their problems and gave them a test expectively the writer could help them learn passive voice.

Based on the exercise on the passive voice given by the writer to the second grade students of SMP PGRI 2 CIPUTAT, there are still may students who make mistakes or errors in constructing passive voice.

Therefore, to have a good ability in constructing passive voice, the students have to master \textit{be} transformation, tenses, sentence pattern, past participle and verbal conjugation.

From the explanation above, the writer concludes that it is very difficult for the students to gain the passive voice comprehension well and all specific abilities in passive voice. It needs concern more in teaching learning activity. Because in the reality not all students can understand passive voice, they do not get a good comprehension yet. They still find difficulty to master passive voice.

The writer chooses a vocational high school (SMK) at the second grade students as the location of the research because the students of this level should be able to have a good ability in constructing passive voice well and have a good comprehension.

So, the writer would like to discuss it in her “skripsi” under the title “An Analysis on the Students’ Difficulties in Applying Passive Voice” (A Case Study at the Second Grade Students of SMKN 2 CIKARANG BARAT).

B. Limitation and Formulation of the Study

1. Limitation of the Study

The writer would like to limit the problem on the students’ difficulties in the form and in the usage of passive voice, and the subject of this research is the second grade students of SMKN 2 CIKARANG BARAT.

2. Formulation of the Study

The formulation of the study on this “skripsi” is: (1) What difficulties are faced by the students in applying passive voice? (2) Why do the students face difficulties in applying passive voice?

C. Significance of the Study

The finding (results) of this study are expected to provide useful information about the problems encountered by the second grade students of SMKN 2 CIKARANG BARAT in learning passive voice. It is expected that these results can contribute for all students who find the problems in learning passive voice.

For the teacher, it can an evaluation tool to measure the quality of students in learning structure and help him/her to improve the strategy in teaching structure to them. And for further researchers, it can be as a reference in conducting similar studies in the next time.

D. Method of the Study

In doing this study, the writer uses field research. In the field research, the writer gives the test and does the interview to the English teacher and the second grade students of SMKN 2 CIKARANG BARAT.
CHAPTER II
THEORETICAL FRAMEWORK

A. Passive Voice

Passive is used for a variety of reasons in everywhere and to help out of tight situation. One important reason is that “people frequently feel the need to use a sentence form that does not require them to identify the subject”.  

As it was stated in chapter one, that passive voice is used when it is not 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 definition of passive voice, the usage of passive voice and, the form passive voice.

1. Definition of Passive Voice

According to Conlin, Herman and Martin that “a verb is in the active voice when it expresses an action of performed by its subject and a verb is in the passive voice when the action it expresses is performed upon its subject”.  

In line with the definition above, it can be said that in an active sentence, the primary focus is on the subject (the agent or doer of the action). In a passive sentence, the subject is the receiver of an action rather than the doer of it. In passive Constructions, the subject of the verb does not perform the action. Instead, the subject receives the action.


According to Rachmat Effendi P. that “passive voice is a sentence whose subject is treated by others or by acting-object of sentence”.\textsuperscript{16}

The following is the example of an active sentence where the agent or the subject performs the action:

\textit{Mary helped the boy}.\textsuperscript{17}

In the sentence above, Mary is the subject who performs the action, which is helped. It will be different if the active sentence above is changed into the passive voice. Mary as the subject of the active sentence will become an object who receives the action. Thus, the passive voice from the sentence above is:

\textit{The boy was helped by Mary.}

2. Usage 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 Horrell and Laird “the passive has very 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”.\textsuperscript{18} The following explanations are about the uses of passive voice:

a. According to Murcia and Freeman, the passive is used when the agent is not to be mentioned because:\textsuperscript{19}

\begin{itemize}
\item \textsuperscript{16} Rachmat Effendi P., \textit{Cara Mudah Menulis dan Menerjemahkan}, (Jakarta: Yayasan Bina Edukasi dan Konsultasi Hapsa et Studia, 2004), p. 90
\item \textsuperscript{17} Betty Schramfer Azar, \textit{Understanding and Using English Grammer}, 2\textsuperscript{nd} ed, (New Jersey: Prentice-Hall Inc., 1989), p. 120
\item \textsuperscript{19} Mariane Celce Murcia and Diane Larsen – Freeman, \textit{The Grammer Book}, An ESL/EFL Teacher Course, 2\textsuperscript{nd} ed, (New York: Heinle and Heinle Publisher, 1999), p. 353
\end{itemize}
1) It is redundant easy to supply; it means 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 is no agent in the sentence above. The reason for not mentioning the agent is easy to supply. If the agent of the sentence above is mentioned, the sentence will become:

*Pineapples are grown in Hawaii by everyone.*

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

*The bank was robbed yesterday.*

From the sentence above, it can be known that there is nobody knew 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 somebody yesterday.*

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:

*Margareth was given some bad advice 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:

*Margareth was given some bad advice about selecting course by the lecturer.*
4) It is being evasive; the agent is being evasive, therefore, it is not mentioned. In the sentence below is the example:

*An error was made in the budget.*

There is no agent in the sentence above because as stated before the agent 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 voice construction is desirable for stylistics reason

One the elements of the actor-action pattern must be moved from its normal position for stylistic reason.²⁰ 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.

Different from the sentence above, there is the complicated material between the subject and the 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.

Besides, passive are “very common in scientific writing and other kinds of expression where the writers are most interested in events and processes in things that happen.”

3. 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. Azar, the passive voice is formed by using the appropriate form of verb be (am, is, are, was, been, being) with the past participle of the main verb.

The Following points should be noted about the passive voice: (1) the passive is formed with be and the past participle, (2) only a transitive verb (i.e. a verb which has an object) can be changed to the passive voice, (3) the object of the active sentence is made the subject (called “grammatical subject”) of the passive

---


(4) Each tense in the active voice has a corresponding tense in the passive voice.

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

*Tom wrote the book*

The verb in the sentences above is written is in the simple past tense. Beside, the verb is transitive which is followed by an object. Thus, the sentence above has fulfilled the requirements needed to be able to be changed into the passive voice. The tense used in this sentence also proves that the passive voice can occur in tense.

To change the sentence above into the passive voice, first, is by placing the object of an active sentence into the subject of the passive voice, than the main verb is changed using *be + past participle* which is appropriate with the tense used in the sentence which is in this sentence simple past tense.

*The book was written by Tom.*

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

1) The receiver is moved to the beginning of the sentence and so it becomes the subject.

2) The actor is moved to the end of the sentence and *by* is added to it.

3) The active verb is changed into a passive verb phrase. The passive verb phrase is formed with *be + past participle.*

---


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 a passive voice to tell who or what performed the action of the verb. However, many sentences in the passive voice do not have a *by* phrase; no performer of the action is named after the verb. There are at least two such situations:

1) The performer of the action is either unknown or not named:

   *Corn is grown extensively in Illinois.*

2) An impersonal approach is appropriate:

   *Seemingly an error has been made.*

The passive voice can be presented in affirmative or positive, negative 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 subject in those three formulations are derived from the object of the active sentence.

The following are the example of the transformation of active voice into passive voice into 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 transformation happened on each sentence:

<table>
<thead>
<tr>
<th>ACTIVE VOICE</th>
<th>PASSIVE VOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>Tom eats an apple.</td>
</tr>
<tr>
<td>Negative</td>
<td>Tom does not eat an apple.</td>
</tr>
<tr>
<td>Interrogative</td>
<td>Does Tom eat an apple?</td>
</tr>
</tbody>
</table>

However, those three formulations may only be applied when the sentence is in the simple present and simple past tense. 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 come after modal.

b. The Passive Voice in Different Tense

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

---

1) The Passive Voice in the Simple Present Tense

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

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

**Subject + to be (am/is/are) + past participle + by agent**

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

**Subject + to be (am/is/are) + not + past participle + by agent**

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

**To be (am/is/are) + subject + past participle + by agent?**

Notice that 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 whether it is singular or plural. If the subject is first 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.

Here are some examples of the transformations of active voice into passive voice in the simple present tense using 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:

2) The Passive Voice in the Simple Past Tense

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

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

Subject + to be (was/were) + past participle + by agent

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

Subject + to be (was/were) + not + past participle + by agent

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

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

Notice that all subjects in those three formulations are derived from the object of the active sentence and 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.

Here are some examples of the transformations of active voice into passive voice in the simple past tense using 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:

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<td><strong>Passive Voice</strong></td>
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<tr>
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</tr>
<tr>
<td><strong>Negative</strong></td>
<td><strong>Passive Voice</strong></td>
</tr>
<tr>
<td>Tom did not eat an apple.</td>
<td>An apple was not eaten by Tom.</td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td><strong>Passive Voice</strong></td>
</tr>
<tr>
<td>Did Tom eat an apple?</td>
<td>Was an apple eaten by Tom?</td>
</tr>
</tbody>
</table>

*Be* used in the example above is *was* because *an apple* as a subject is singular. If the subject is plural, for instance: *the apples, 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 on affirmative, negative and interrogative forms.

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

\[
\text{To be (am/is/are)} + \text{subject} + \text{being} + \text{past participle} + \text{by agent}^{19}
\]

Notice that 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 whether it is singular or plural. If the subject is first person, *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.

---

Here are some examples of the transformations of active voice into passive voice in the present progressive tense using 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:

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</tbody>
</table>

*Be* used in the example above is *is* because *an apple* as a subject is singular. If the subject is plural, for instance: *the apples, be to be used is are.*

4) The Passive Voice in the Past Progressive Tense

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

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

Subject + to be-(was/were) + being + past participle + by agent

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

Subject + to be (was/were) + not + being + past participle + by agent

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

To be (was/were) + subject + beine + past participle + by agent?

Notice that all subjects in those three formulations are derived from the object of the active sentence and 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 (he/she/it), was is used. If the subject is plural are is used.

Here are some examples of the transformations of active voice into passive voice in the past progressive tense using 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><strong>Affirmative</strong></td>
<td><strong>Passive Voice</strong></td>
</tr>
<tr>
<td>Tom was eating an apple.</td>
<td>An apple was being eaten by Tom.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td></td>
</tr>
<tr>
<td>Tom was not eating an apple.</td>
<td>An apple was not eaten by Tom.</td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td></td>
</tr>
<tr>
<td>Was Tom eating an apple?</td>
<td>Was an apple being eaten by Tom?</td>
</tr>
</tbody>
</table>

*Be* used in the example above is *was* because *an apple* as a subject is singular. If the subject is plural, for instance: *the apples*, *be* to be used is *were.*

5) The Passive Voice in the Present Perfect Tense

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

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

**Subject + (have/has) + been + past participle + by agent**

To make a passive voice in the present perfect tense using negative form of sentence, the following formula is used:
**Subject** + (have/has) + not + been + past participle + by agent

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

(have/has) + subject + been + past participle + by agent? \(^{20}\)

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

Here are some examples of the transformations of active voice into passive voice in the present perfect tense using 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><strong>Affirmative</strong></td>
<td></td>
</tr>
<tr>
<td>Tom has eaten an apple.</td>
<td>An apple has been eaten by Tom.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td></td>
</tr>
<tr>
<td>Tom has not eaten an</td>
<td>An apple has not been eaten by Tom.</td>
</tr>
<tr>
<td>apple.</td>
<td></td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td></td>
</tr>
<tr>
<td>Has Tom eaten an apple?</td>
<td>Has an apple been eaten by Tom ?</td>
</tr>
</tbody>
</table>

*Be* used in the example above is *has* because *an apple* as a subject is singular. If the subject is plural, for instance: *the apples, be* to be used is *have.*

---

6) The Passive Voice in the Past Perfect Tense

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

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

(had) + subject + been + past participle + by agent ?

Notice that all subjects in those three formulations are derived from the object of the active sentence and usage of be which are in this form had must be in line with the subject of a passive voice whether it is singular or plural.

Here are some examples of the transformations of active voice into passive voice in the past perfect tense using 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>Affirmative</td>
<td></td>
</tr>
<tr>
<td>Tom had eaten an apple.</td>
<td>An apple had been eaten</td>
</tr>
<tr>
<td></td>
<td>by Tom.</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Tom had not eaten an apple.</td>
<td>An apple had not been eaten</td>
</tr>
<tr>
<td></td>
<td>by Tom.</td>
</tr>
<tr>
<td>Interrogative</td>
<td></td>
</tr>
<tr>
<td>Had Tom eaten an apple ?</td>
<td>Had an apple been eaten</td>
</tr>
<tr>
<td></td>
<td>by Tom ?</td>
</tr>
</tbody>
</table>
Be used in the example above is had. Both of singular and plural subject.

c. The Passive Voice with Modal Auxiliaries

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

Here are the formulations of passive voice construction with modal auxiliary.

1) Subject + Modal Auxiliary + be + past participle. (affirmative sentence)
2) Subject + Modal Auxiliary + not + be + past participle. (Negative sentence)
3) Modal Auxiliary + subject + be + past participle? (interrogative sentence)

Here are some examples of passive voice with modal auxiliary:

1) Tom will be invited to the picnic.
2) The window can't be opened
3) May I be excused from class? 21

d. The Passive Voice with Two Objects

Fairly common verbs have two objects, a direct object (usually a thing) and an indirect object (usually a person). If the direct object is placed before the indirect, they are joined by the preposition "to" (occasionally "for") 22

Here is the example:

He gave a book to his brother.

In the sentence above, there are two objects, which are a book and his brother. A book is as a direct object and his brother as an indirect object.

---


When the verb is used in the passive, it becomes:

*A book was given to his brother.*

If the indirect object is placed first, no preposition is needed to join it. Here is the example:

*He gave his brother a book.*

In the sentence above, there are two objects, which *are his brother* as an indirect object and *a book* as a direct object. When the verb is used in the passive, it becomes:

*His brother was given a book.*

According to W. Stannard Allen, in the passive voice it is more usual to make the indirect objects the subject of the passive (perhaps because we have a greater interest in persons than things). If the direct object is of special interest, it can also become the subject of the passive voice, the preposition "to" (or "for") being retained.

**e. Stative Passive**

When the passive form expresses an existing state rather than an action, it is called the "stative passive". The passive form may be used to describe an existing situation or state. No action is taking place. The action happened before. There is no "by phrase". The past participle functions as an adjective.

Here are the examples:

*Now the door is locked.*

*Now the window is broken.*

**B. Learning Passive Voice**

**1. Definition of learning**

There were many experts who have defined the definition of learning. Brown in *principles of language learning* stated that, "learning is acquiring or

---

getting of knowledge of a subject or a skill by study, experience or instruction." 24

Furthermore, Kingsley and Barry defined that learning as the process by which the changes in performance were brought about, and it is not restricted to such skill as counting reading and motor skills, but also includes such functions and perceptions, emotion, and through process. 25 Learning is a change in human disposition or capability which can be retained, and which is not simply ascribable to growth 26

In addition, other definition of learning is stated by Lester D. Crow and Alice D. Crow in educational psychology, "learning is the acquisition of habits, knowledge, and attitudes. It involves new ways of doing things, and it operates individual's attempts to overcome obstacles or to adjust new situations. It represents progressive change in behavior as the individuals reacts effectively to a situation or situations in an effort to adapt his behavior. 27

2. **Learning difficulty**

In teaching and learning activity, we often find some students who have difficulty in their learning. It can be showed by their low score or achievement in several objects. In English matter, some students may be difficult in learning grammar especially tense. As we know that there is no tense in Indonesia.

Many factors contribute learning difficulty, those factors are divided into two categories, and they are:


a. Internal factor

This factor comes from inside of the students; it is divided into two aspects; physiological and psychological aspect.

1) Physiological aspect,

This aspect is about the conditions of the students' body from every part of the body. For instance, when the students got headache they could not study well. The condition of the body can influence students' intensity and spirit in studying. So, if their bodies are healthy they can study well; can receive the information about what they are learning and can get a good achievement.

However, if they are not, it will influence too.

2) Psychological aspect,

This factor emphasizes on the inside condition of the students. It consists of students' intelligence, talent, interest, motivation, mental health and special types of learner.

a) Intelligence

The level of intelligence, which the students have, give the influence in their learning. If the students have to resolve their problems, which are over than their competences or their potentials, they will face the difficulties, especially in their learning. The higher IQ that students have, the smarter they are. And the higher intelligence that students have, the higher achievement.

b) Talent

Talent is the basic potential or basic competence, which is gotten from born. Everyone has different talent. Someone will be easy learning something that is suitable with her talent. And someone who learns something that is not suitable with their talent will get bored, give up and unhappy.

c) Interest

Interest is a tendency and a high spirit or a big desire to something. The students' interest can be seen by the way students follow the learning process, complete or incomplete their note and pay attention to the italic word in those learning. Without interesting to the learning process, they will get learning
difficulties. So, for those who have high interest in learning process, they will study hard to get what they want happily. Nevertheless, for those who have less interest in learning process, they will study just as long as they want.

d) Motivation

Motivation is an inner factor that functions for making basing and pointing to the learning. Students' motivation can determine good or bad them in their learning achievement. The higher motivation they have, the higher learning success they will get.

e) Mental health

In learning process, there is not only about intelligence but also the mental health and their emotion. The quiet emotion and the mental health will make the good result in learning process. In addition, if the students get successful in their learning, they will have self-esteem.

b. External factor

1) Social Environment

The social environment here is the human environment outside students who have contact directly with them such as family, in their school, neighbor and mass media.

Family is the first center of education. But it can be the cause of learning difficulty if the family gives less intention to their children.

Social environment in school such as teachers, staff administration and classmates can influence the students. The teacher can be a cause for learning difficulties when:

a. Unqualified teacher,

b. Relationship, between the teacher and students,

c. The high learning standard from the teacher,
d. Has no skill in diagnosing the students' learning difficulties,

e. The unsuitable method.

2) Non Social Environment

The factors, which include the nonsocial environment, are the location of the students' house, school's building, learning instruments, curriculum, and school timing.28

3. Difficulty in Learning Passive Voice

As it has been mentioned in chapter one, students usually find the difficulties when they learn passive voice. Martin Parrot in his book, grammar for English 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 one. Learners sometimes end up with the impression that passive constructions are some kind of optional, deviant version of active constructions" 29 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.30

28 M. Dalyono, Psikologi Pendidikan, (Jakarta:PT Rineka Cipta, 1997)....., p. 230

29 Martin Parrot, Grammar for English....., p. 257

30 Martin parrot, Grammar for English...., p. 294-295
Based on the description above, the writer concludes that there are two main difficulties in learning and constructing passive voice, there are: the difficulty in using of verb *be* (auxiliary verb) and distinguishing the past tense form and the past participle.

### a. 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, comments, and exclamations. A verb is a word that asserts something about persons, things or ideas and is essential to sentence meaning.31

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.

The special verb be (am, is, are, was, were, been) can be used as verb itself and as auxiliary verb. Auxiliary verb forms 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, certain adverbials) with their subject and serves as a carrier for tense and subject-verb agreement.32

\[
\text{Copula : } \{ \text{A teacher is tall in Boston} \}
\]

\[
\text{Auxiliary : John is talking to Susan. (Progressive aspect)}
\]

---


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 tense.
   
   Compare:
   
   He was calling. (Active-past progressive)
   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 while learners sometimes use the wrong form of the verb *be* in their speech or writing.33

b. Distinguishing Past Tense Form and The Past Participle

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

The passive voice is a form of the verb *be* (am, is, are, was, were, been, being) and a past participle (usually 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

33 Marianne Celce-Murcia and Diane Larsen freeman, *The Grammar Book*..., p.53

usually identical to the verbs preterit (past tense) form; though in irregular verbs the two usually differ.34

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 tense and the past participle can be formed in variety of ways: e.g., drink, drank, drunk.35
In another source stated that "most verbs in English form their various 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.\textsuperscript{36}

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 called 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.\textsuperscript{37}

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

\textsuperscript{34}http://en.wikipedia.org/wigi/pastparticiple, 23 Maret 2009


\textsuperscript{36}http://grammar.ccc.commnet.edu/grammar/verbs.htm#irregular,

\textsuperscript{37}http://www.onestopenglish.com/section.asp?docid=146360,
A. RESEARCH METHODOLOGY

1. Purpose of the Research

The purpose of the research is to find out the difficulties faced by the second grade students of SMKN 2 Cikarang Barat, and to analyze the reason why the students face difficulties in applying passive voice.

2. Place and Time of the Research

The research was held at the second grade students of SMKN 2 Cikarang Barat, which is located on Jl. Fatahillah No. IA Cikarang Barat - Bekasi 17841. The writer was doing the research from 20 January until 10 February 2010. On January 20, she asked permission to the headmaster to do a research. On January 22, she continued a research to observe the learning process by reviewing about passive voice. On January 29, she continued reviewing the material. She gave a test about passive voice on February 5, 2010, to the second grade students of SMKN 2 CIKARANG BARAT. Then she continued a research by interviewing the students and the English teacher on February 10, 2010.

3. Population and Sample of the Research

The population of the research is all of the second grade students of SMKN 2 CIKARANG BARAT. They consist of 14 Classes. Therefore, there are 882 students in numbers. The school gave the writer 1 class to be observed, because the students of the other classes were not complete, they were doing "Pendidikan Sistem Ganda".

The sample is taken by using purposive random sampling technique, the determining of class that will be researched based on the policy and human ease from the school.
4. Instruments of the Research

The writer gave a test as the instrument for collecting the data. For the test, the writer made selected items from the grammar book. It is an essay test. This test consists of three main areas asking about difficulties in changing active voice into passive voice by supplying the correct form of be on some tenses, in using appropriate tense, in changing object into subject in passive voice.

Table 3.1

<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 into passive voice by supplying the 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 tense</td>
<td>C2</td>
</tr>
<tr>
<td></td>
<td>b. Simple past tense</td>
<td>C1, D2</td>
</tr>
<tr>
<td></td>
<td>c. Present continuous tense</td>
<td>C3, C7, D3</td>
</tr>
<tr>
<td></td>
<td>d. Past continuous tense</td>
<td>B3, C6, D4</td>
</tr>
<tr>
<td></td>
<td>e. Present perfect tense</td>
<td>B2, C4, D5, C7, D3</td>
</tr>
<tr>
<td></td>
<td>f. Past perfect tense</td>
<td>C5, D6</td>
</tr>
<tr>
<td></td>
<td>g. Modal auxiliary</td>
<td>C8, D8</td>
</tr>
<tr>
<td></td>
<td>h. Two object</td>
<td>131, D7</td>
</tr>
<tr>
<td></td>
<td>i. Stative passive</td>
<td>131, B4 - B 10</td>
</tr>
<tr>
<td>3.</td>
<td>Changing object in active voice into subject in passive voice.</td>
<td>E (one paragraph) Six sentences</td>
</tr>
</tbody>
</table>
each part. And the last in part E there are 6 sentences and she gave 4 points for correct answer. So, the total score given by the writer is 100 points.

**Table 3.2**

**Instrument of Interview for the English Teacher**

<table>
<thead>
<tr>
<th>No.</th>
<th>Kinds of Question</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>The question which is related to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The time in teaching English.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>b. The students' enthusiasm in English lesson.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c. The school's facilities for English lesson.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d. Source of English book.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>e. The method and strategy I teaching passive voice.</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td></td>
<td>f. The difficulties in teaching passive voice.</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>g. The students' difficulties and their causes in learning passive voice.</td>
<td>10, 11</td>
</tr>
<tr>
<td></td>
<td>h. The priority in teaching English.</td>
<td>12</td>
</tr>
</tbody>
</table>

**Table 3.3**

**Instrument of Interview for the Students**

<table>
<thead>
<tr>
<th>No</th>
<th>The Kind of Question</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The question which is related to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students’ opinion about English lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The students’ understanding to the teacher’s in passive voice</td>
<td>1</td>
</tr>
</tbody>
</table>
c. The students’ difficulties and their causes in learning passive voice.
d. Overcoming the difficulties
e. Test or evaluation given by the English teacher.
f. The ways in the learning passive voice.
g. The students’ opinion about the most difficult number of the test.
h. The students’ seriousness in class in passive voice material.

5. Techniques of Data Collecting

a. English test

The writer prepared the test and gave it to the students to know the frequency of difficulty in the form and usage of passive voice.

b. Interview

The writer did interview to some students who got bad, middle and good
score in order to know the reason why the students face difficulties in learning passive voice. For reinforcing the data, she also interviewed the English teacher.

6. Technique of Data Analysis

The writer used the descriptive analysis technique (percentage) to analyze the data. She used formula as follow:

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

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

B. RESEARCH FINDINGS

1. Description of Data

To process the data the writer analyzed the students' test. Then she marked the sentence containing the error to identify the difficulties.

The writer gave the test to 32 students to take an appropriate sample. The test is about using the right form of *be* (8 items), difficulties in using appropriate tenses (26 items), and changing object in active into subject in passive voice (one paragraph). Then she counted the kinds of difficulty made by the students by tabulating and calculating the result of difficulty in passive voice. The following table is the students' score.

<p>| Table 3.4 |
| The Students' Score of the Test |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>41</td>
<td>17.</td>
<td>Student 17</td>
<td>57</td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td>43</td>
<td>18.</td>
<td>Student 18</td>
<td>68</td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td>45</td>
<td>19.</td>
<td>Student 19</td>
<td>65</td>
</tr>
<tr>
<td>4.</td>
<td>Student 4</td>
<td>60</td>
<td>20.</td>
<td>Student 20</td>
<td>53</td>
</tr>
<tr>
<td>5.</td>
<td>Student 5</td>
<td>46</td>
<td>21.</td>
<td>Student 21</td>
<td>49</td>
</tr>
<tr>
<td>6.</td>
<td>Student 6</td>
<td>49</td>
<td>22.</td>
<td>Student 22</td>
<td>50</td>
</tr>
<tr>
<td>7.</td>
<td>Student 7</td>
<td>44</td>
<td>23.</td>
<td>Student 23</td>
<td>20</td>
</tr>
<tr>
<td>8.</td>
<td>Student 8</td>
<td>61</td>
<td>24.</td>
<td>Student 24</td>
<td>61</td>
</tr>
</tbody>
</table>

Average: 53.44
Highest Score: 79
Lowest Score: 20

2. Analysis of Data
From the data collected, the writer would like to identify the difficulties in learning passive voice. The frequency of difficulty in changing form of *be* in some tenses, using appropriate tenses, and changing object in active into subject in passive voice could be seen in the following tables.

**Table 3.5**  
**Frequency of the Difficulty in Changing Form of *be* in some Tenses**

<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>A 1</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>2.</td>
<td>Simple Past</td>
<td>A 5</td>
<td>4</td>
<td>10.81 %</td>
</tr>
<tr>
<td>3.</td>
<td>Present Continuous</td>
<td>A 4</td>
<td>4</td>
<td>10.81 %</td>
</tr>
<tr>
<td>4.</td>
<td>Past Continuous</td>
<td>A 2</td>
<td>7</td>
<td>18.92 %</td>
</tr>
<tr>
<td>5.</td>
<td>Present Perfect</td>
<td>A 3</td>
<td>6</td>
<td>16.22 %</td>
</tr>
<tr>
<td>6.</td>
<td>Past Perfect</td>
<td>A6</td>
<td>2</td>
<td>5.40 %</td>
</tr>
<tr>
<td>7.</td>
<td>Modal Auxiliary</td>
<td>A8</td>
<td>3</td>
<td>8.11 %</td>
</tr>
<tr>
<td>8.</td>
<td>Two Objects</td>
<td>A8</td>
<td>11</td>
<td>29.73 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>8</td>
<td>37</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above is 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 correct to be in simple present tense, there is no student who made error in this item. In question number 2 and 3, there are 10.81% or 4 students who made errors. There are 7 students or 18.92% who made errors for question number 4. In question number 5, there are 6 students or 16.22% who made errors. There are 2 students or 5.40% who made errors for the question number 6. In changing the correct form of be using modal auxiliary, there are 3 students or 8.11% who made errors. There are 11 students or 29.73% who made errors for the question number 8. So, we can find the highest and the lowest frequency made by the students in changing the correct form of be in some tenses, for the highest frequency there are 11 students who made errors and no student for the lowest frequency from 32 students.

Table 3.6

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>27</td>
<td>6.68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4</td>
<td>13</td>
<td>3.22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D4</td>
<td>18</td>
<td>4.46%</td>
</tr>
<tr>
<td>2.</td>
<td>Present Perfect</td>
<td>B2</td>
<td>23</td>
<td>5.69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4</td>
<td>5</td>
<td>1.24%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D5</td>
<td>11</td>
<td>2.72%</td>
</tr>
<tr>
<td>3.</td>
<td>Stive</td>
<td>B1</td>
<td>25</td>
<td>6.19%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B4</td>
<td>23</td>
<td>5.69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B5</td>
<td>26</td>
<td>6.44%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B6</td>
<td>13</td>
<td>3.22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B7</td>
<td>24</td>
<td>5.94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B8</td>
<td>8</td>
<td>1.98%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B9</td>
<td>24</td>
<td>5.94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B10</td>
<td>23</td>
<td>5.69%</td>
</tr>
<tr>
<td>4.</td>
<td>Simple Past</td>
<td>C1</td>
<td>3</td>
<td>0.74%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2</td>
<td>24</td>
<td>5.94%</td>
</tr>
</tbody>
</table>
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 who still have difficulties to change the sentences into passive ones. The table shown that the most difficult to change active sentence into passive voice using appropriate tenses, there are 5.14 % still get difficulties in stative passive, 14.79 % in past continuous tense, then 3.72 % still get difficulties in modal auxiliary, 3.34 % in simple past, and there are 3.22 % in present perfect tense who made errors. In past perfect there are 3.10 % still get difficulties, 2.85 % who made errors in two objects, 2.72 % in present continuous, and in simple present tense there are 0.74 % who still get difficulties.

The highest frequency of difficulty in using appropriate tenses is 5.14 % passive voice using stative passive. For the lowest frequency is 0.74 % students who made errors in learning passive voice in using simple present tense.
Table 3.7
Frequency of the Difficulty in Changing Object in Active into Subject in Some Tenses

<table>
<thead>
<tr>
<th>No.</th>
<th>Changing Object</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>Sentence 1</td>
<td>13</td>
<td>11.51%</td>
</tr>
<tr>
<td>2.</td>
<td>Present Perfect</td>
<td>Sentence 2</td>
<td>29</td>
<td>25.66%</td>
</tr>
<tr>
<td>3.</td>
<td>Simple Present</td>
<td>Sentence 3</td>
<td>8</td>
<td>7.08%</td>
</tr>
<tr>
<td>4.</td>
<td>Simple Present</td>
<td>Sentence 4</td>
<td>30</td>
<td>26.55%</td>
</tr>
<tr>
<td>5.</td>
<td>Simple Present</td>
<td>Sentence 5</td>
<td>21</td>
<td>18.58%</td>
</tr>
<tr>
<td>6.</td>
<td>Modal Auxiliary</td>
<td>Sentence 6</td>
<td>12</td>
<td>10.62%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Some times, the students feel confused in changing object in active into subject in passive. There are 13 students or 11.51 % that find difficulties when changing object into subject in sentence 1, in sentence 2, there are 29 students or 25.66 % who made errors, in sentence 3, there are 8 students or 7.08 % still get difficulties, in sentence 4, there are 26.55 % or 30 students still get difficulties, in sentence 5, there are 21 students or 18.8 % who made errors, in sentence 6, there are 10.62 % or 12 students who still find difficulties.

From the table above the writer found the highest frequency of difficulty in changing object in active into subject in passive voice, there are 30 students or 26.55 % from the whole sample and for the lowest frequency in this area there are 8 students.
or 7.08 % from 32 students as a sample.

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

### Table 3.8
Errors Made by the Students in Changing Form of *be* in Some Tenses
(Two Object)

<table>
<thead>
<tr>
<th>No.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A telegram <em>is</em> sent to his wife by Judy.</td>
</tr>
<tr>
<td>2.</td>
<td>His wife <em>can be</em> sent a telegram by Judy.</td>
</tr>
<tr>
<td>3.</td>
<td>A telegram <em>was be</em> sent to his wife by Judy.</td>
</tr>
<tr>
<td>4.</td>
<td>His wife <em>been</em> sent a telegram by Judy.</td>
</tr>
<tr>
<td>5.</td>
<td>A telegram <em>were</em> sent to his wife by Judy.</td>
</tr>
<tr>
<td>6.</td>
<td>A telegram <em>may be</em> sent to his wife by Judy.</td>
</tr>
</tbody>
</table>

### Table 3.9
Errors Made by the Students in Changing Form of *be* in Some Tenses
(Past Continuous)

<table>
<thead>
<tr>
<th>No.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The car <em>was been</em> painted by Judy</td>
</tr>
<tr>
<td>No.</td>
<td>Example</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>1.</td>
<td>Sarah is wearing the blues. <em>It is being</em> made of cotton.</td>
</tr>
<tr>
<td>2.</td>
<td>I Sarah is wearing the blues. <em>It is being maked</em> of cotton.</td>
</tr>
<tr>
<td>3.</td>
<td>I can't open the window. <em>It can be</em> blocked.</td>
</tr>
<tr>
<td>4.</td>
<td>He <em>is beared</em> in 1969.</td>
</tr>
<tr>
<td>5.</td>
<td>He <em>been beared</em> in 1969.</td>
</tr>
<tr>
<td>6.</td>
<td>He <em>is bearing</em> in 1969.</td>
</tr>
<tr>
<td>7.</td>
<td>He is born in 1969.</td>
</tr>
<tr>
<td>8.</td>
<td>That's hard work! <em>I was been</em> confused. I need to rest for a while.</td>
</tr>
<tr>
<td>9.</td>
<td>That's hard work! <em>I was</em> confused. I need to rest for a while.</td>
</tr>
<tr>
<td>10.</td>
<td>Where's my wallet? <em>It was gont!</em> Did you take it?</td>
</tr>
<tr>
<td>11.</td>
<td>Where's my wallet? <em>It is being</em> gone! Did you take it?</td>
</tr>
<tr>
<td>12.</td>
<td>Yesterday it was hot in this room because the window <em>been</em> closed.</td>
</tr>
<tr>
<td>13.</td>
<td>Are you sure? Is it <em>plug in</em>?</td>
</tr>
<tr>
<td>14.</td>
<td>Are you sure? Is it <em>plug ined</em>?</td>
</tr>
</tbody>
</table>
15. Carolyn and Joe were married to each other for five years, but now they is being divorced.

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

### Table 3.11

Errors Made by the Students in Using Appropriate Tense (Past Continuous)

<table>
<thead>
<tr>
<th>No.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The room <em>is being</em> cleaned by Susan when Ben came.</td>
</tr>
<tr>
<td>2.</td>
<td>The room <em>was</em> cleaned by Susan when Ben came.</td>
</tr>
<tr>
<td>3.</td>
<td>The room <em>was cleaning by</em> Susan when Ben came.</td>
</tr>
<tr>
<td>4.</td>
<td>Coffee <em>was</em> made by someone when I walk into the kitchen.</td>
</tr>
<tr>
<td>5.</td>
<td>The farmer's wagon <em>was not</em> pulled by two horses.</td>
</tr>
<tr>
<td>6.</td>
<td>The farmer's wagon <em>are not being</em> pulled by two horses.</td>
</tr>
<tr>
<td>7.</td>
<td>This letter <em>may be send</em> by you tomorrow.</td>
</tr>
<tr>
<td>8.</td>
<td>The work <em>must be not</em> finished by you today.</td>
</tr>
</tbody>
</table>

### Table 3.12

Errors Made by the Students in Changing Object in Active into Subject in Some Tenses

<table>
<thead>
<tr>
<th>No.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>The vines</em> are growed <em>by our</em> mainly in the west of the country ......</td>
</tr>
</tbody>
</table>
2. **The vines** are grew by *we* mainly in the west of the country......

3. **The vines mainly** is growed by *we* in the west of the country......

4. *Them* have been picked by *they* at.....

5. *Some wines* is keeped by *we* for a long time ...

6. *Some wines* are keeped by *our* for a long time ..

7. *My country's wines* can be bought by *we* in many other countries.

8. *My country's wines* can be buyed by *we* in many other countries.

9. *Very good quality wine* is produced by *we* in my country.

To know the reasons why the students get difficulties in applying passive voice, the writer did the interview the students and the English teacher. The interview for the students consists of 13 questions. She took 9 students from class XI AK 1 where she did the written test. They consist of 3 students who got high score, 1 student in middle score, and 5 students who got low score.

After interviewing some students and the English teacher, the writer got information that the causes of the students' learning difficulties are from the internal and external factors. They have low interest and motivation in applying passive voice. Besides that, they have not understood yet the explanation given by the teacher because they gave less attention to the teacher's explanation.

### 3. Interpretation of Data

After classifying the items into area tested and explaining the frequency percentages of difficulty on each item, the writer formulated the difficulty in learning passive voice based on the highest frequency of the errors as follows.

They are 29.73 % student who still get difficulty in changing the correct form
of be. 5.14% or 21 students still get difficulty in using appropriate tenses, and 26.55% still get difficulty in changing object in active into subject in passive voice.

From the example of difficulties made by the students, the writer concluded the most of errors made by the students are they did not know which the correct tenses they should used and they are still confused to use the correct form of be, and they have not mastered verb changing in irregular verb yet. Besides that, they did not understand the changing of personal pronoun when changing subject in active sentence into object in passive sentence.

The result of the research is in line with the information are derived from interviewing the students and the English teachers. There are many similarities between the result of the research and the result of the interview. According to the English teacher, the students still find difficulties in applying passive voice because they are confused to determine the subject and the object of the sentence, did not know the correct tenses they should used, to use correct form of be, and to change the verb into the past participle form.

CHAPTER IV
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data analysis above, the writer shows the result of the research of
the students' difficulties in applying passive voice. The whole highest percentage error from the difficulty in changing the correct form of be of passive voice is 29.73%. It means 11 students still find difficulties. The second is the difficulty in using appropriate tenses. There are 5.14% or 21 students who still find difficulties. The last is the difficulty in changing object in active into subject in passive voice there are 26.55% or 30 students who made error from 32 students. So, the most difficulty faced by the students in applying passive voice is in using the correct form of be and in changing object in active into subject in passive voice.

B. SUGGESTION

There are some suggestions that the writer would like to deliver in order that the students do not make an error anytime. The suggestions are:

1. The teacher should give the simple way how to find the right object to be a subject in a passive.

2. The teacher should give more explanation when they explain the use of form of "be".

3. The teacher should give many exercises to their students about forming passive voice in different tenses.

Hopefully this paper will be useful especially for the writer in improving her English mastery and she also has expectation this research can give advantages to everybody who reads this paper.

BIBLIOGRAPHY


http://grammar.ccc.commnet.edu/grammar/verbs.htm#irregular.


**APPENDIX A1**

Name : 

Day/Date : 

**QUESTIONS**
A. Change the active to the passive by supplying the correct form of be.

<table>
<thead>
<tr>
<th>No.</th>
<th>Active Sentence</th>
<th>Passive Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Judy paints the car.</td>
<td>The car ........................................ painted by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judy.</td>
</tr>
<tr>
<td>2.</td>
<td>Judy was painting the car.</td>
<td>The car ........................................ painted by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judy.</td>
</tr>
<tr>
<td>3.</td>
<td>Judy has painted the car.</td>
<td>The car ........................................ painted by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judy.</td>
</tr>
<tr>
<td>4.</td>
<td>Judy is painting the car.</td>
<td>The car ........................................ painted by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judy.</td>
</tr>
<tr>
<td>5.</td>
<td>Judy painted the car.</td>
<td>The car ........................................ painted by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judy.</td>
</tr>
<tr>
<td>6.</td>
<td>Judy had painted the car.</td>
<td>The car ........................................ painted by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judy.</td>
</tr>
<tr>
<td>7.</td>
<td>Judy can sell that car at that</td>
<td>That car ........................................ sold at that</td>
</tr>
<tr>
<td></td>
<td>price.</td>
<td>price.</td>
</tr>
<tr>
<td>8.</td>
<td>Judy sent a telegram to his</td>
<td>A telegram ........................................ sent to his</td>
</tr>
<tr>
<td></td>
<td>wife.</td>
<td>wife. by Judy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>His wife ........................................ sent a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>telegram by Judy.</td>
</tr>
</tbody>
</table>

APPENDIX A2

B. Complete the sentences with the correct brackets.

1. A: How old is John?
   B: He (be, bear) ........ in 1969.

2. I put my watch in the drawer this morning, but it is not here anymore.
It must have (be, take) ............ while I was out.

3. The room (be, clean) ............ by Susan when Ben came.

4. I can't open the window. It (be, block) ............

5. Sarah is wearing the blouse. It (be, make) ............ of cotton.

6. That's hard work! I (be, confused) ............ I need to rest for a while

7. Where's my wallet? It (be, go) ................!Did you take?.

8. Yesterday it was hot in this room because the window close)....................

9. A: The TV set doesn't work.

   B: Are you sure? (be) ............ it (plug in) ............?

10. Carolyn and Joe were married to each other for five years, but now they (be, divorce) ......................

C. Change the following active sentences into passive sentences.

1. Christopher Wren designed this church.

2. Emilio visits his grand father every summer.

3. Alex is preparing that report. 4. Shirley has suggested a new idea.

5. Kathy had returned the book to the library.

6. Someone was making coffee when I walk into the kitchen.

7. Is Mr. John painting your house?

8. You may send this letter tomorrow.
D. Change the following active sentences into passive in negative sentences.

1. She gives me a book.
2. Someone stole my purse.
3. She is typing the letter.
4. Two horses were pulling the farmer's wagon.
5. The headmaster had punished the naughty boys.
6. State Islamic University has awarded Maliqas scholarship.
7. They have reported the police about the robbery.
8. You must finish the work today.

E. Read this paragraph below, change all the sentences that use the active voice into passive voice.

In my country we produce very good quality wine. We grow the vines mainly in the West of the country where the winters are milder. People pick the grapes at the end of the summer -they have to pick them at exactly the right time. We keep some wines for a long time to improve before we put it into bottles. We can buy my country's wines in many other European countries.
APPENDIX B1

A. 1. is
   2. was being
   3. has been
   4. is being
   5. was
   6. had been
   7. can be
   8. was

B. 1. was born
   2. been taken
   3. was being cleaned
   4. is blocked
   5. is made
   6. am confused
   7. is gone
   8. was closed
   9. is, plugged in
   10. are divorced
C. 1. This church was designed by Christopher Wren.
2. His grand father is visited by Emilio every summer.
3. That report is being prepared by Alex.
4. A new idea has been suggested by Shirley.
5. The book had been returned by Kathy to the library.
6. Coffee was being made by someone when I walk into the kitchen.
7. Is your house being painted by Mr. John?
8. This letter may be sent by you tomorrow.

APPENDIX B2

D. 1. A book is given to me by her.
2. My purse was not stolen by someone.
3. The letter is not being typed by her.
4. The farmer's wagon was not being pulled by two horses.
5. The naughty boys have not been punished by the headmaster.
6. Maliqas scholarship has not been awarded by State Islamic University.
7. The police has not been reported about the robbery by them.
8. The work must not be finished by you today.

E. Very good quality wine is produced by us in my country. The vines are grown by us mainly in the west of the country where the winters are milder. The grapes are picked by the people at the end of the summer- the grapes have to be picked at exactly the right time. Some wines are kept by us for a long time to improve before they are put into bottles. My country's wines can be bought by us in many other European countries.
APPENDIX C1

INSTRUMEN WAWANCARA

Interviewee : Siswa kelas XI AK I
Hari / tanggal : Jumat / 10 Februari 2010
Tempat : Ruang kelas

1. Bagaimana pendapatmu tentang pelajaran bahasa Inggris? Apakah kamu menyukainya?

2. Apakah kamu dapat menangkap dan memahami penjelasan guru tentang materi passive voice?

3. Apakah kamu menghadapi kesulitan dalam materi passive voice? Dimana letak kesulitannya?

4. Bentuk penggunaan yang manakah yang menurut kamu sulit?

5. Mengapa kamu merasa kesulitan dalam penggunaan tersebut?

6. Bagaimana kamu mengatasi kesulitan tersebut?

7. Apakah Ibu guru anda memberikan evaluasi/penilaian pada setiap akhir pertemuan?

8. Pada akhir pertemuan apakah guru anda memberikan tugas harian?

9. Dalam bentuk apakah tes evaluasi yang guru anda berikan kepada anda?
10. Dalam belajar passive voice, cara belajar apa yang kamu gunakan selama ini?

11. Apakah dengan cara belajar tersebut, kamu dapat meningkatkan prestasi belajar kamu?

12. Dari soal tes yang diberikan, soal nomor berapa yang kamu anggap paling sulit? Kenapa sulit?

13. Bagaimana pendapatmu tentang keseriusan siswa dalam belajar di kelas ketika guru sedang menerangkan materi passive voice?

APPENDIX C2

1. Bagaimana pendapatmu tentang pelajaran bahasa Inggris? Apakah kamu menyukainya?

The answer of:

Student I : Menurut saya pelajaran bahasa Inggris tidak terlalu sulit. Tetapi mungkin karena saya tidak berbakat dalam bahasa Inggris, saya tidak mampu berbahasa Inggris. Lagi pula dalam diri saya tidak ada kemauan dalam pelajaran tersebut, oleh karena itu saya tidak suka.

Student 2 : Pelajaran bahasa Inggris sulit-sulit mudah, mungkin hal itu terletak pada grammar dan artinya. Sebenarnya saya suka dengan bahasa Inggris, karena saya tidak terlalu bisa, makanya saya mau mengambil jurusan bahasa Inggris.

Student 3 : Kadang-kadang. Kalau mengerti saya suka pelajaran pada saat itu, tetapi kalau tidak mengerti jadi tidak suka.

Student 4 : Bahasa Inggris itu menurut saya sulit, walaupun saya sudah belajar dari sekolah dasar, tetapi saya menyukainya.

Student 5 : Bahasa Inggris itu sebenarnya cukup menyenangkan, tetapi lebih banyak kesulitan yang saya dapat, terutama pada materi tenses. Saya cukup menyukainya.

Student 6 : Bahasa Inggris itu menyenangkan tetapi sulit untuk dipahami. Saya menyukainya.
Student 7: Pelajaran bahasa Inggris cukup menyenangkan. Dahulu saya tidak menyukainya tetapi setelah saya mengikuti kursus saya menyukainya. Ternyata bahasa Inggris itu tidak sulit asalkan ada semangat untuk mempelajarinya.

APPENDIX C3

Student 8: Saya kurang menyukainya karena sulit.

Student 9: Sebenarnya bahasa Inggris itu menyenangkan tetapi saya kurang menyukainya.

2. Apakah kamu dapat menangkap dan memahami penjelasan guru tentang materi passive voice?

The answer of:

Student 1: Ya, penjelasannya dapat dipahami.

Student 2: Saya kurang dapat menangkap dan memahami penjelasan guru tentang materi passive voice. Student 3: Cukup memahami.

Student 4: Cukup memahami.

Student 5: Cukup dapat memahami.

Student 6: Saya menangkap materi passive voice hanya sekilas dan saya tidak memahami penjelasan dari guru.

Student 7: Tidak, karena menurut saya materi passive voice cukup banyak dan sulit.

Student 8: Ya, tidak semuanya. Saya masih bingung dengan tensesnya.

Student 9: Dalam materi passive voice saya dapat mengikutinya.
3. Apakah kamu menghadapi kesulitan dalam materi passive voice? Dimana letak kesulitannya?

The answer of:

Student 1 : Tidak, tetapi kadang masih suka bingung.

Student 2 : Ya. Saya menghadapi kesulitan di stative passive.

APPENDIX C4


Student 4 : Sedikit. Kesulitannya dalam mengubah verb 1 ke dalam verb 3, karena tidak hafal.

Student 5 : Tentu saja. Kesulitannya mengubah kalimat aktif menjadi pasif, terutama untuk penyusunan tensesnya.

Student 6 : Ya sulit. Tenses dan verb 3.

Student 7 : Ya. Tenses dan two object.

Student 8 : Ada. Bentuk tensesnya.


4. Bentuk penggunaan yang manakah yang menurut kamu sulit?

The answer of:

Student 1 : Simple present continuous dan two object.

Student 2 : Stative passive.

Student 3 : Two object.

Student 4 : Stative passive.

Student 5 : Stative passive, two object dan tenses.

Student 6 : Two object, simple past dan present perfect.
Student 7 : Two object dan stative passive.
Student 8 : Bentuk penggunaan two object.
Student 9 : Bentuk penggunaan verb 3.

5. Mengapa kamu merasa kesulitan dalam penggunaan tersebut? The answer of:
   Student 1 : Bingung dengan "to be" nya.
   Student 2 : Saya tidak terlalu mengerti saat guru sedang menjelaskan....
   Student 3 : Karena ada 2 contoh kalimat yang tidak saya mengerti.

APPENDIX C5

   Student 4 : Terlalu rumit.
   Student 5 : Karena saya tidak memahaminya dengan benar.
   Student 6 : Karena saya belum mengerti tenses.
   Student 7 : Tidak mengerti tensesnya.
   Student 8 : Karena saya tertinggal pada saat penjelasan materi tersebut.
   Student 9 : Saya masih belum mengerti apakah setiap kalimat pasif kata kerjanya harus diubah ke bentuk verb 3.

6. Bagaimana kamu mengatasi kesulitan tersebut? The answer of:
   Student 1 : Memahami soal sampai benar-benar paham.
   Student 2 : Bertanya kepada teman yang mengerti.
   Student 3 : Bertanya kepada guru atau kepada teman yang sudah mengerti.
   Student 4 : Berusaha terus sampai mengerti.
Student 5 : Saya menjawab soal sebisa saya. Namun saya berusaha agar saya mengerti.

Student 6 : Mungkin saya akan mencoba menghafal tenses tersebut dahulu, lalu saya mengulang materi passive voice. Student 7 : Mempelajari kesulitan tersebut dan lebih giat lagi belajar serta bertanya kepada teman yang mengerti.

Student 8 : Bertanya kepada teman.

Student 9 : Mencoba untuk membedakan setiap tenses dan bertanya kepada teman yang lebih mengerti.

7. Apakah Ibu guru anda memberikan evaluasi/penilaian pada setiap pertemuan?

The answer of:

APPENDIX C6

Student 1 : Ya.

Student 2 : Ya, setiap akhir pertemuan guru memberikan penilaian.

Student 3 : Ya.

Student 4 : Ya.

Student 5 : Terkadang.

Student 6 : Ya, karena di setiap akhir bab di test lagi.

Student 7 : Ya.

Student 8 : Ya.

Student 9 : Ya, setiap guru memberikan penilaian setiap akhir materi.

8. Pada akhir pertemuan apakah guru anda memberikan tugas harian?

The answer of:
Student 1 : Ya.
Student 2 : Ya, wrint menberikan tugas harian.
Student 3 : Sering bahkan selalu.
Student 4 : Ya, setiap akhir pertemuan kami diberikan tugas rumah (PR).
Student 5 : Ya.
Student 6 : Sering sekali.
Student 7 : Ya.
Student 8 : Ya.
Student 9 : Ya, guru memberikan tugas harian.

9. Dalam bentuk apakah tes evaluasi yang guru anda berikan kepada anda? The answer of:
   Student 1 : Ulangan harian.
   Student 2 : Ulangan harian.
   Student 3 : Ulangan atau reading.

   APPENDIX C7

   Student 4 : Pilihan berganda dan essay.
   Student 5 : Essay.
   Student 6 : Dalam bentuk tertulis.
   Student 7 : Dalam bentuk soal dan latihan-latihan.
   Student 8 : Essay.
   Student 9 : Dalam bentuk pilihan berganda dan essay.

10. Dalam belajar passive voice, cara belajar apa yang kamu gunakan selama ini?
    The answer of:
Student 1 : Mencoba membuat kalimat sendiri.

Student 2 : Menghafal rumus.

Student 3 : Menghafal dan memahami lagi.

Student 4 : Mempelajari contoh dan rumusnya.

Student 5 : Membaca buku.

Student 6 : Mempelajari contoh.

Student 7 : Menghafal tenses.

Student 8 : Mendengarkan penjelasan dari guru dan mempelajarinya lagi.

Student 9 : Memahami rumus tenses.

11. Apakah dengan cara belajar tersebut, kamu dapat meningkatkan prestasi belajar kamu?

The answer of:

Student 1 : Ya.

Student 2 : Ya, dapat meningkatkan nilai.

Student 3 : Ya, dapat.

Student 4 : Ya, sedikit meningkatkan.

APPENDIX C8

Student 5 : Menurut saya tidak. Tetapi saya berharap dengan cara belajar tersebut dapat meningkatkan prestasi saya.

Student 6 : Ya, bisa.

Student 7 : Ya.

Student 8 : Sedikit lebih baik.

Student 9 : Sedikit lebih baik.
12. Dari soal tes yang diberikan, soal nomor berapa yang kamu anggap paling sulit? Kenapa sulit?

The answer of:

Student I : Bagian E, bingung kalimat mana saja yang dijadikan pasif.
Student 2 : Bagian E, karena saya harus mengganti setiap kalimat yang saya anggap sulit.
Student 3 : Bagian E, karena mengubah satu paragraf penuh ke bentuk pasissive voice.
Student 4 : Bagian E, karena dalam bentuk paragraf.
Student 5 : Bagian B, D dan E.
Student 6 : Bagian C, D dan E.
Student 7 : Bagian E.
Student 8 : Bagian E.
Student 9 : Bagian E, belum bisa menentukan subject dalam kalimat pasif dari bentuk aktif.

13. Bagaimana pendapatmu tentang keseriusan siswa dalam belajar di kelas ketika guru sedang menerangkan materi passive voice? The answer of:

Student 1 : Banyak yang tidak mendengarkan.

APPENDIX C9

Student 2 : Tidak terlalu serius, karena biasanya saat guru menerangkan terus menerus, terkadang murid merasa ngantuk.
Student 3 : Banyak yang ngobrol dan berisik.
Student 4 : Serius karena gurunya menyenangkan.
Student 5 : Ada yang serius dan ada yang tidak, karena daya tangkap seseorang berbeda.

Student 6 : Semuanya terlihat serius, tapi tidak tahu apakah mereka menangkap atau tidak.

Student 7 : Serius, karena untuk memahami pelajaran yang diajarkan kalau tidak serius pasti tidak akan mengerti.

Student 8 : Tidak terlalu serius, karena kalau terlalu serius akan membuat otak pusing.

Student 9 : Cukup serius, walaupun belum tentu semuanya mengerti.

APPENDIX D

INSTRUMEN WAWANCARA

Interviewee : Astri Irmayanti, S.Pd

Jabatan : Guru Bahasa Inggris
1. Sudah berapa lama Ibu mengajar bahasa Inggris?

2. Bagaimana antusiasme siswa terhadap mata pelajaran bahasa Inggris, khususnya di kelas XI AK I?

3. Fasilitas penunjang apakah yang tersedia di sekolah ini, khususnya untuk mata pelajaran bahasa Inggris?

4. Buku apa yang Ibu gunakan sebagai sumber bahan untuk mengajar bahasa Inggris?

5. Metode apakah yang Ibu terapkan dalam memberikan materi grammar khususnya dalam mengajarkan passive voice?

6. Apakah metode tersebut dapat meningkatkan kemampuan siswa dalam memahami materi passive voice?

7. Apakah dalam memberikan materi passive voice dengan cara meminta siswa untuk menghapalkan rumus-rumusnya?

8. Strategi apakah yang Ibu gunakan untuk menyampaikan materi passive voice pada siswa?

9. Kendala-kendala apa saja yang Ibu hadapi dalam pelajaran bahasa Inggris, khususnya materi passive voice?

10. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam materi passive voice?

11. Menurut Ibu, apa penyebab siswa mengalami kesulitan dalam mempelajari passive voice?

12. Apakah yang Ibu lebih tekankan dalam mengajar bahasa Inggris, language skills (Listening, Speaking, Reading and Writing) atau language components (Grammar, Vocabulary, Pronunciation, dll)?
The answers:

1. 5 tahun.

2. Kurang, hanya beberapa siswa yang antusias/ aktif.

3. Laboratorium, SAC (Self Access Center), perpustakaan bahasa Inggris, tape recorder, CD, DVD, and Televisi.


7. Tidak.

8. Tidak terlalu cepat dalam menerangkan, dan tiap kalimat diterangkan secara detail satu persatu.

9. Ada beberapa siswa yang kurang menyimak dalam pelajaran passive voice, dan ada yang kurang memahami materi yang diberikan tetapi tidak mau bertanya.

10. Banyak, diantaranya siswa kerap kali lupa personal pronouns, to be dan mengubah Verb 1 ke Verb 3.

11. Kurangnya membaca dan memahami struktur dalam passive voice.

12. Language Components (Grammar, Vocabulary, Pronunciation, dan lain-lain).