

JURNAL

**STUDENTS' DIFFICULTIES IN UNDERSTANDING
PASSIVE VOICE: A DESCRIPTIVE STUDY OF SMPN 1 TAROKAN
ACADEMIC YEAR 2016/2017**



Oleh:

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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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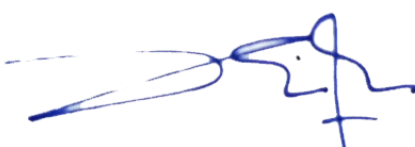


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PASSIVE VOICE: A DESCRIPTIVE STUDY OF SMPN 1 TAROKAN ACADEMIC
YEAR 2016/2017**

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ABSTRACT

Grammar is a set of rules which specify all the possible grammatical structures of language. Grammar plays important role in constructing English sentence as there kinds of: grammatical or well-formed sentences and ungrammatical sentences. In this research the researcher focused on analyzing passive voice because the application of passive voice has been spread in many areas such as inserted in some texts like narrative and recount text. Here, the researcher conducted this research in purpose to identify the students' difficulties in learning passive voice.

In order to reach the objectives of the research, the approach of the research used is qualitative research and the method is case study design. The subject of the research is the eighth grade students of SMPN 1 Tarokan. The instruments used in the research are: observation, interview, and test. Then, there are three stages in analysing the data which consist of data reduction, data display, and drawing conclusion.

The result of this research showed that many students still faced some difficulties in passive voice especially in certain parts which are: the incorrect use of *be*, incorrect form of verb, misordering of sentence, and misinformation of tenses.

Keywords: Grammar, Passive Voice, Difficulties

I. BACKGROUND

Learning English is important. English is used by many people around the world. Usually, people use English to communicate with people who do not share the same native language. In Indonesia, English is treated as foreign language that is only be mastered for specific purposes such as job, education, entertainment, etc. Other than those, English does not usually used for communication in daily life. English is

taught through formal education in school in order to master all four basic language skills which are listening, speaking, reading, and writing. The focus of the subject is limited through some objectives that students have to be mastered during the course.

In mastering English language, there are also language components which are: pronunciation, vocabulary, and grammar. Thus, during preliminary

research the researcher found out that many students still have difficulties in using the right structure of grammar. Lock (1996:1) describes grammar as a set of rules which specify all the possible grammatical structures of language. Grammar plays important role in constructing A sentence which has the same composition of vocabulary, but has different grammar will cause different meaning. Knowing that grammar plays important role in English, uncover students problem and difficulties in grammar is important to solve the problem and avoid misunderstanding upon the use of different grammar in different context.

In preliminary research, SMPN 1 Tarokan is chosen as the sample school due to the fact that the result of students' English test in national examination through the years is considered under national standard determined. Then, interview was done to the English teacher of eighth grade students to know more about the problem. Then, the researcher found that the result of students test in some themes of English subject were below the minimum criteria of mastery learning (KKM). Moreover, as stated by the teacher, one of the major factors the is the poor understanding of grammar.

Here, one of the study grammar that is important to learn is passive voice. In English, there are two kinds of sentence

based on the verb; they are active voice and passive voice. According to Eastwood (1994:137), active voice is when the person (subject) doing something while passive voice is when the subject is what the action is directed at. Passive voice actually is the basic structure of constructing English sentence, but since students are used to being taught to make English sentences using active form, making it into the form of passive has become issues.

In this research the researcher focused on analyzing students' difficulties in passive voice because in real life, the application of passive voice has been spread in many area as stated by Parrot (2000:331) that passive voice can be used in some of these contexts: to describe processes, in various formal styles of discourse or to describe procedure in formally reporting scientific experiments, and to avoid the implication of personal involvement or responsibility. Sometimes, passive voice is inserted in some texts like narrative text, for example: the castle *was built* in 1930. Because it is used in many areas, learning passive voice is important. Students might not realize the benefit of passive voice before learn about it since the form of the sentence in sight might seems similar with the active voice. If the students could understand passive voice it would not only help them to understand

any text which uses passive voice so that they will not misunderstand the meaning because different structure result different meaning.

Based on the explanation above, the writer interested in conducting a research entitled “Students’ Difficulties in Understanding Passive Voice: A Descriptive Study of SMPN 1 Tarokan in Academic Year 2016/2017”. Then, based on the reality of the problem explained above, the researcher formulated the problem as: 1) What are the students’ difficulties on learning passive voice of the eighth grade students of SMPN 1 Tarokan?

II. METHOD

This research is classified as qualitative study with the focus on case study. Case study involve depth analysis of some a case whether it includes an individual or more by collecting detailed information from various data collection. It exists to explain why something is happened by looking at three processes: particularistic (focused on particular phenomenon, situation, or event), descriptive (providing a rich description as the result), and heuristic (providing new insights) (Ary, 2010:454).

In this research the researcher is the key instrument, the one who actually gather the information. The researcher played the role as the observer of the

research where the researcher as data collector did not involve directly in the process of teaching and learning in the class. The researcher only observed, analyzed then concluded based on the data collected.

Here the researcher filter the data based on the observation, interview, and document analysis in collecting the data. Observation was done to get the general situation of the teaching-learning process and the students’ interest in the subject. The interview was done with the English teacher to get the confirmation of the data after doing the observation and to get additional information regarding the difficulties of the students. Then, document analysis was done in the form of post-test which was distributed to the students then analyzed using analysis of error classified based on linguistic category taxonomy and surface strategy taxonomy proposed by Dulay, et. al. (1982:150).

III. FINDINGS AND DISCUSSION

Based on the result of data collected, the researcher could note some important aspects of observation in which they are: (1) the students had good response in learning passive voice. The situation of the class was quiet and students focused on the teacher while not many students who talked by themselves.

(2) during the question-answer section, there were not many students who asked whether about the difficulties they had during the lesson, the part of the subject that needed to be re-explained, or the others. When the teacher gave the chance for students to ask, usually there were only two or three students who participated. (3) the teacher usually used more than two or three supporting books while the students mainly only used one textbook. The teacher or school did not fully facilitate the students to use multiple supporting books which the content related to the material. (4) during quiz, only a few students participate. If this situation happened usually the teacher would target the student who did not pay attention to the lesson.

From the result of post-test, it shown that the students' highest percentage of error was the incorrect use of *be* with the number of error is 34 and the percentage is 20%. Then, it was followed by the omission of *be* with the number of error is 26 and the percentage is 15%, misinformation of Perfect tense of passive voice with the number of error 21 and the percentage is, misinformation of future tense "be going to" and present tense in passive voice with the number of error is 19 and the percentage is 11%, the incorrect use of past participle with the number of error is 18 and the percentage is 11%,

active form in passive order with the number of error is 11 and the percentage is 6%, misinformation of past tense and modal verb in passive voice with the number of error is 8 and the percentage is 5%, and the least was misinformation of continuous tense in passive voice with the number of error is 7 and the percentage is 4%.

From the explanation above, the highest percentage of error was the incorrect use of *be* which means that many the students might had difficulties in forming passive voice using the correct use of *be*. Then, it followed with the omission of *be* which means that many of the students still left out the *be* while forming the sentence into passive voice. Based on the two highest percentage of error which related to *be*, it can be concluded that most of the students problem in forming passive voice were related to the correct use of *be*.

Then, the last was from the result of interview the researcher could underline some aspects which are: first, the media of the teacher was *chart*. The charts consisted of two separated charts, a chart consisted of the compilation of formula of tenses in active voice into passive voice and the other chart consisted of the examples of sentence which it later placed in the blackboard.

Second, the teacher already applied the exercise as part of reinforcement of the

lesson also some enrichment exercise which can be in the form of homework or group discussion as part of the application.

Third, the students would be enthusiastic in learning if they understand the material, the opposite if they felt the explanation or the material in general was difficult the students would be bored and not really interested to the material. Also the time of English subject might also affect the students' interest in learning.

Fourth, the obstacle of passive voice was because the tenses in English are not same with in Indonesia; there are many kinds of tenses in English; the verbs in English have many forms (infinitive, past tense, part participle) while in Indonesia there is only one form of verb.

From the overall explanation above found out few difficulties faced by students. The first was the incorrect use of *be* when forming active voice into passive voice. From the analysis above, many students still used wrong form of *be* and some of them were even omitted them. The second was the incorrect use of past participle. In passive voice, all of the verbs were formed into past participle in which in this case some students failed to form. The third was forming passive voice by keeping the active forms in passive order. The students' error was because the students used the active form of sentences in the passive order when they changed the

sentence into passive voice. The fourth was misordering of the sentence. From the analysis above, the students made plenty errors by placing the words in the incorrect placement. And the last was the misinformation of sentence when changing the sentence of active voice into passive voice in many kinds of tenses especially in Perfect tense.

IV. CONCLUSION

In learning passive voice, almost all of students had difficulties especially in certain aspects which are related to: the incorrect use and the omission of *be*, the incorrect use of *past participle*, forming passive voice by keeping the active forms in passive order, forming passive voice with the incorrect word order or it can be said as misordering, and forming passive voice with the incorrect form of sentence which were not in line with the formula in the tenses or it can be said as misinformation.

Based on the result of the research, it is implicated that findings of students' difficulties of the students reflect some of typical difficulties faced by learners in passive voice as proposed by Parrot (2000:336) which indicated that the finding was appropriate with the theory.

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