

The Students Difficulties in Understanding of Active to Passive Voice at X Tm¹ SMKN 2 Panyabungan

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Abstract

Grammar is a study about how to make and arrange the sentence. It is an integral part of languages and is very important for the learner. Moreover, the active and passive voice form should be studied to improve our English skills. However, presently students' are sometimes uninterested in the concept of active and passive voice form. This study aims to determine the high substantial the students' obstacle in transforming active to passive voice form at X TM¹ SMKN 2 Panyabungan. This research conducted a qualitative way, the source taken at X¹ TM SMKN 2 Panyabungan. Data collection is observation, interviews, and documentation techniques. The analysis results reveal the high dominant students' obstacles in determining the *subject*, using *verb3*, putting *verb be*, and obstacles found in the past continuous form. Based on this research finding, the researcher decides that few students' have an adequate understanding of passive voice. However, more students require extra effort to learn and practice grammar to be master and capable of active and passive voice form.

Keyword: Analysis, Students' Difficulties, Active and Passive Voice

1. Introduction

Inside learning English, students are required to master grammar. This grammar has a position as a rule in the preparation of good and correct sentences. So this is a priority to learn, and there is no reason for students not to understand it correctly. Another explanation states that grammar is the core of the meaning building; without a good grammar pattern, it will impact messages, information, and ideas from the message's sender to the listener of the biased and unresponsive message.

One of the crucial English grammar chapters to learn for our better innocent language skills is active and passive voice sentences. If students can master the active and passive forms of sentences well, they will not experience obstacles and significant English difficulties. However, in reality, the students still seem to have difficulties in grammar about active and passive voice forms. Whereas the teacher has taught grammar, which discusses passive and active since junior high school, but it is still an obstacle for students. Such as the difficulty of students distinguishing and changing between active and passive sentences.

In this practice of learning English, students tend to experience difficulties when discussing passive sentences. It may be influenced by the way the teacher presents this grammar learning with a standard approach. Based on this observation and the real conditions of tenth-grade students of SMKN 2 Panyabungan, who have obstacles learning and finesse form of active and passive sentences, particularly in transforming active to passive form, especially when using the form of *be*, *being*, *was*, *had*.

Based on the description above, the researcher concluded two difficulties for students in learning about the use of passive voice, namely: the problem of using the *verb be* and determining the form of the past tense and past participle forms. So this study problem will be discussed by the researcher and the solution goal. In line with the research problem, this study's objective was to determine students' difficulties in changing active to

passive sentences and finding out the dominant severe difficulty in modifying the form of active to passive sentences form in tenth-grade students of SMKN 2 Panyabungan.

Students' Difficulties

According to Hallahan and Kauffman (1991: 289), learning is a process of behaviour change that occurs continuously or continuously, and the changes achieved from learning are not influenced by coercion or disease. According to Prayitno (1993), difficulty in learning can be explained as a condition or situation in which the teaching and learning process faces obstacles and obstacles so that the learning outcomes are not optimal. Furthermore, He said that these obstacles and obstacles could be felt or not by the students concerned. This model of barriers to the teaching and learning process could be psychological, sociological, and physiological in nature (Prayitno, 1993).

If these obstacles and learning difficulties continue to be experienced by students, it will impact the achievement of learning outcomes, which in the end, student achievement will be problematic. More profoundly, Ross said that learning obstacles are essentially symptoms that arise in various or types of behavioural actions. A picture of student learning constraints can be seen directly or indirectly in sundry activities and student behaviour (Ross, 1974). She also stated that the occurrence of student learning difficulties represented a mismatch between the picture of academic potential and the student's actual academic performance (Ross, 1974).

Adding an explanation of students' learning constraints above, students who experience and have learning obstacles will appear in their actions and behaviour, such as from the cognitive, motor, affective, and conative aspects in the learning activities and the learning acquisition achieved by these students (Ross, 1974). It is recapitulating that the difficulties and constraints of student learning are conditions where students are not able to learn well, which is caused by a disturbance that comes from within the student, namely the limited intelligence threshold and the influence of factors from outside the student himself so that it is challenging to develop their learning abilities.

The Importance of Learning Grammar

According to Murphy (1987); Celce-Murcia (1991); Schramm (1993); Douglas (2001; 2018); Greenbaum and Nelson (2002); Suriyadi and Junaidi (2007); Dontcheva-Navratilova (2013), explaining grammar is part of language as a basis, rules, or methods used in connecting words, clauses, sentences, and meanings to become a good or standard language level. In general, it can be concluded that grammar is a study of how to compose and build sentences that are an essential factor and part of a language. So, this grammar occupies an essential part for students to understand and master it.

Understanding the explanation above is not excessive for students to place grammar as crucial and useful to learn. Grammar is urgent to be taught because it influences and impacts students' performance in four general English skills such as reading, listening, writing, and speaking skills (Murcia and Freeman, 1999). With limited grammar mastery, students will find it challenging to use the language properly and correctly. It is further explained that students who learn English will have difficulty writing or spoken without grammar, to avoid that students are required to know and be supported by understanding the grammar rules of the target language so that meaning formation can be achieved (Thornbury, 2002).

The Active and Passive Forms

In everyday life, the form of active voice is still commonly used rather than passive voice. Sketchily active voice form is the position of the subject who does the job in a clause and sentence. Moreover, the passive voice form is where subject to work by an object of the sentence. According to Carling and Jervis (2003: 2), the passive form and active form are structure by entering the verb **to be** for the equal tense as the active verb and adding the active verb's past participle. The subject of the active verb shows the 'agent' of the passive verb. The agent is frequently not mentioned when it is exposed initiated **by** then positioned at the end of the sentences or clause.

Furthermore, described by Murray and Rockowitz (1974: 6), the active and passive forms refer to the condition of a verb that shows where the subject takes doings or when the recipient of the operation, when the clause in written form in the active sentence, a subject takes action, while in the passive sentence subject receives the action. Like the following example: Her brother planted this flower (Active form), and This flower was planted **by** her brother (Passive form).

However, in newspapers, magazines, scientific papers, and articles, it is not uncommon to find sentences in the form of passive sentences. Contention Kusnadi (2011) explains that the passive voice applied because the active sentence's object is over important information than the subject. Furthermore, Rizka and Hidayati (2015) stated form of active sentences are applied to show the position of the subject while acting so that the subject position is an actor of the activity, whereas the passive applied to show that the subject not in a position of the actor however as activity recipient.

In general, active and passive sentences are placed in 10 forms, namely simple present, simple past, present continuous, past continuous, past perfect continuous, simple future, future continuous, past future, past future perfect, and to-infinitive.

2. Research Design

In carrying out this research, the investigator searches and explains the design and uses qualitative methods to describe more glaring obstacles students face when transferring the active to the passive form. The used qualitative method is more comfortable in giving tangible conditions photographing conditions in the field (Moleong, 2010). The researcher collects the data from class X TM¹ SMKN 2 Panyabungan from Wednesday 7th of august 2019 to Friday 29th of November 2019.

Source of Data

This research aims to involve research respondents with a purposive sampling technique, which is the point of purposive sampling to select samples sourced on specific nature considered to relate to the characteristics known beforehand (Ruslan, 2006: 156). The study subjects that consist of one class are at class X TM¹ SMKN 2 Panyabungan. Thirty students studied at class X TM¹ SMKN 2 Panyabungan, the researcher determining the students at class X TM¹ SMKN 2 Panyabungan because this class was following the English grammar discussion and the active and passive voice form. The researcher is very desirable to discover and obtain the review's outcome on the subject when transferring the active to the passive form.

The Techniques of Data Collection

The writer applied a descriptive method and observation, interview, and documentation (triangulation instruments) to obtain the students' data.

3. Research Findings And Discussion

In this research, the researcher analyzes every question from the active and passive voice form test sheet at class X TM¹ SMKN 2 Panyabungan, and the researcher organizes interview activities, doing observations, and data collections.

Discovered ten variety of active and passive that is the usual illustrious. However, in this business, the researcher uses six variety of active and passive voice tenses; (1) past continuous form, a form of (2) future continuous tense, (3) past perfect form, (4) past perfect continuous, next form of (5) past future perfect, and (6) toinfinitive.

Research Finding

The Result of Observation

In achieving the truth in doing a study, the researcher does observation as one of the techniques gather data that could give plenary data. While at the documentation stage, the researcher check who is observed in the classroom when students work on the test paper at X TM¹ SMKN 2 Panyabungan. That consists of 30 learners'. Moreover, in this study, the sighting was emphasized on modifying active to passive form that has severity get in the way by students'. The investigator's opinion is the point thing essential to be inspected. The table below will show the results of the students' observations at X TM¹ SMKN 2 Panyabungan.

Table 1. Observation Sheet of the Students'

No	Pointer	Group	
		Yes	No
1	The learner is excited to study grammer, primarily active and passive forms	√	
2	The learner could update comprehension by the teaching system.	√	
3	The learner previously recites the other guidebook in studying grammer		√
4	The learner is fascinated in active and passive form topic.		√
5	The learner has trouble studying the active and passive, mainly	√	
6	on transfer it in the past continuous tense.	√	
7	The learner has trouble studying the active and passive		
8	particularly on transfer it in the future continuous tense.	√	
9	The learner has trouble studying the active and passive voice form, particularly in transfer it in the past perfect tense.	√	
10	The learner has trouble studying the active and passive voice form, mainly transfer it in the past perfect continuous tense.	√	
11	The learner has trouble studying the active and passive voice form, mainly transfer it in the past future perfect tense.		√

12	The learner has trouble studying the active and passive voice form, significantly transfer it into infinitive.		√
13	The learner has the predicament of organizing the sentence or clause in the active and passive tenses.		√

See the previous observation sheet; the learners' prominent feel burdened in transfer active to passive topics. Specifically, in modify active to passive in past continuous tense, next transfer active to passive in future continuous tense, also in transfer in the past perfect, modify in the past perfect continuous, redesign in past future perfect. The learners' likewise felt difficult, and the obstacle organizes a sentence even though they did not sense trouble in an infinitive.

The Result of the Interview

The data source is a significant part, interviews method suitable a data collection method that is straightforward and potent because it directly provides substantiation through the subject. This step truly supports the acceptance of data and research results. The investigators conducted interviews using programmed interview rules. This technical approach is used to complement this research data. The investigator has merely interviewed the students at X TM¹ SMKN 2 Panyabungan because of this research's materials describing students' difficulties.

The illustrates via the students' interview result, the interviewer asked like, (1) are their hardship in mastering the active and passive voice form. The student's answer stated that it was challenging to understand the topic; faced many obstacles when we performed the tenses like as used it (was, were, had, has, or have). Then, the interviewer asked (2) what is the reason for the importance of students learning and mastering grammar, primarily active and passive forms. The students give responses so that we can understand and distinguish between sentences that are active in form and sentences that are in passive form and so that our communication skills improve. Afterwards, the interviewer asked (3) what are the solutions that must be done to learn active and passive tenses. Students respond by saying that we think the solution is that we have to practice more so that we can identify the form of tenses so that we are also able to master the use of active and passive forms of speech in communication activities.

From the description, the results of interviews with these students. There are good suggestions and answers made by students, namely, the existence of a student's understanding of the importance of knowing to master so that they can distinguish between active and passive forms. Being able to change active-passive, in the end, it will directly increase the ability to communicate, but this can achieve with solutions and ways of students being more diligent in learning and multiplying the practice of identifying tenses and mastering tenses in the form of active and passive.

Result of Documentations Data

Table 2. Error Point Transformation Active To Passive Voice Form

No	Question Point	Sum of Error point
1	Transformation in past continuous form	216
2	Transformation in future continuous form	178
3	Transformation in past perfect form	120
4	Transformation in past perfect continuous form	164
5	Transformation in the past future perfect form	174
6	Transformation into infinitive form	70
	Total	900

study, the researcher uses six models to analyze. The previous table sum up 216 error items change active to passive form in past continuous; it is the most significant obstacle. Then, 178 mistake items transforming active to passive form in future continuous. In the past future perfect are 174 mistake items. Followed 164 error problem transforming in the past perfect continuous. The past perfect is 120 items. The last obstacle is 70 error items transforming in to-infinitive.

Each student has distributed 40 questions consisting of active form questions. It means that 1200 answer transcription collected from 30 existing learners. According to the real answers received by distributing test questions that are focused on changing active voice to passive, the researcher collects 900 parts of the error.

Data Display

After analyzing the data display can conclude on observation, interview, and documentation are mapping below:

Build upon of result observation sheet previous, the learners' greatly obtrusive sense obstacle in transforming active to passive is in past continuous, transforming in future continuous, transforming in past future continuous, transforming in past perfect continuous, and transforming in the past perfect and the last transforming in to-infinitive. Based on the interview results from students, useful suggestions and answers made by students, the existence of a student's understanding of the importance of knowing to master so that they can distinguish between active and passive forms. Being able to change active-passive, in the end, it will directly increase the ability to communicate, but this can achieve with

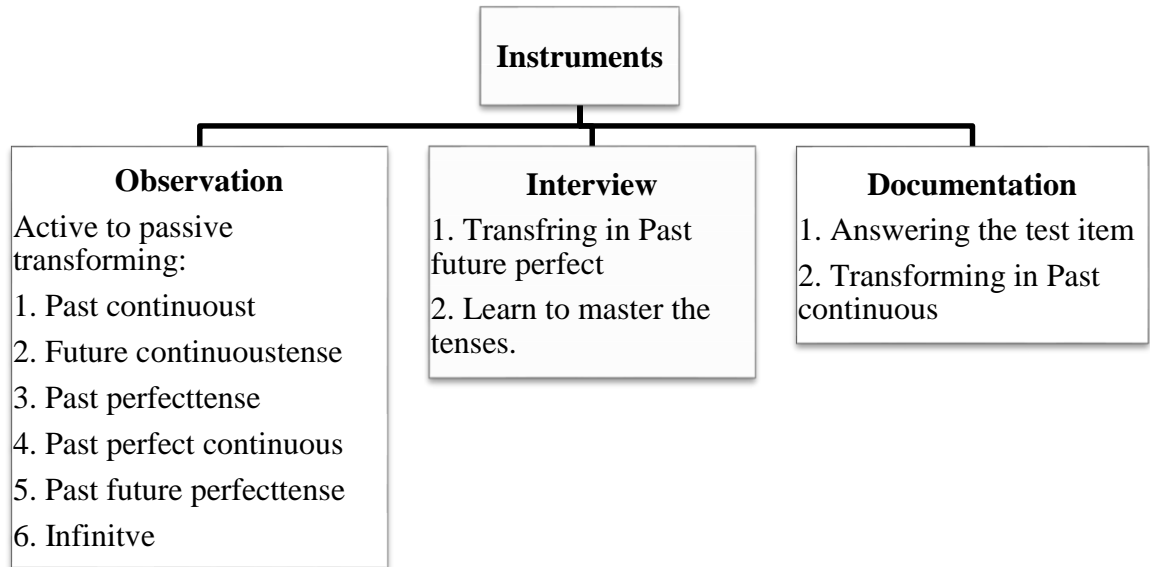


Figure 1. The dominant obstacle of research results solutions and ways of students being more diligent in learning and multiplying the practice of identifying tenses and mastering tenses in an active form and passive forms.

It can be close through the test all, the tabulating confirm the most severe obstacle the learner in transforming active to passive is in past continuous sentences form. In comparison, the lowest error in transforming is in the infinitive realm. Moreover, in percentages, the result of the obstacle in transforming is past continuous 216 (23 %), future continuous 178 (19.5 %), past future perfect 174 (18.5 %), past perfect continuous 164 (18 %), past perfect 120 (13 %), and into infinitive 70 (8 %).

Based on the analysis previously, the researcher is discovered that more of the learners at X TM¹ SMKN 2 Panyabungan still have limitations conceive passive form, particularly in changing active to passive.

4. Conclusion

Based on the research detection, the researcher compiles the inference of this study are most students felt at X TM¹ SMKN 2 Panyabungan obstacle in moving active to passive, and it is a show off the instrument observation, interview, and documentation. Thereunto, it showed that learners' inconvenience in modifies active to passive not satisfactory. It is obtained in the percentages, the inspection of the obstacle show in past continuous 216, in future continuous 178, past future perfect 174, past perfect continuous 164, past perfect 120, and into infinitive 70. This study showed that the expertise of students' is little passable, but more of students requires extra effort to learn and practice grammar to be master and capable of active and passive voice form.

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