Students' ability in Analyzing Passive Voice in Explanation and Report Texts at Second Year of SMAN 1 Padang Bolak

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Abstract

This study was aimed to describe students' abilty in anlyzing passive voice in Explanation and Report Texts at second year of SMAN 1 Padang Bolak. The research design was quantitative descriptive. The population of this research was the second grade students of SMAN 1 Padang Bolak. The population was 120 students from four classes ; XI MIA I, XI MIA II, XI MIS I, XI MIS II. The sample was taken by simple random sampling technique so that the number of sample obtained was 30 students. The instrument that was used in this research was grammar test consisted 40 questions. The first 15 questions was in the form of analysis and the rest question was in the form of short answer. The finding of the research reveals that students' ability in analyzing passive voice in Explanation and Report Text at second year of SMAN 1 Padang Bolak was in poor classification with avarage score 35.73. The research also reveals some most difficulties that were faced by students in analyzing passive voice in Explanation and Report texts. These difficulties were changing active voice into passive voice, determining and arranging the subject and the object (agent or doer) in the passive voice, changing infinitive verb into verb 3 (past Participle), changing modal auxiliary verb into passive voice form.

INTRODUCTION

Grammar is a rule that is used in both written and spoken language. It is used to make and arrange the sentence in writing and speaking. (Swan, 2005) explained that grammar is the rules for how words are arranged, combined, or changed to express a particular kind of meaning. Inline with the definition before, according to (Harmer, 2001) defines that grammar is the process of how words are transformed and combined into sentences in the language. In grammar, there are two types of sentence that are called active and passive voice. (Somathasan & Saranya, 2015) stated that English language has two voices, active voice and passive voice. these voices are two types of sentence that are comonly used by speaker and also writer.

Passive voice is a type of sentence that is commonly used in English language. It can be found in texts and our daily conversation. In Indonesian it is well known as "kata kerja berawalan di-".(Azar, 2002) says that Passive voice is the opponent of active in sentence pattern. In the passive voice, the object from an active voice becomes the subject in passive voice. As it was stated by (Dunworth, 2008) that The passive is a sentence that focuses on stressing the object of the active clause rather than stressing the subject when transformed into the passive clause.

In learning English language, the passive voice often found in several texts like Explanation and Report Texts. Explanation text is one of the parts of texts that deals with something happened that elaborate about how and why a phenomena or event is happened in scientific and technical. This supported with what (Djuharie, 2009) said that explanation text is a presence process or discuss a theory, phenomenon, definition, ideology and matter relating to the natural. According to Hasibuan & M. Ansyari in (Pratama, 2012) Explanation text is a type of texts which explain how and why something happens. It means that, Explanation text is a text which tells processes relating to forming of natural, social, scientific, and culture phenomena. Meanwhile Report Text describes and clarifies about the natural or non natural phenomena which happened in the world. In line with this (Refnaldi, 2010) says that informational report text is a factual text which describes the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment. Meanwhile (Sunarti, 2015) states that report text (informational report) is a type of texts which is used to categorize, depict or to represent information about a topic.

Passive voice is one of the language features that exist in both Explanation and Report Texts. These texts grammatically are using passive voice. This can be seen in syllabus curriculum 2013 English language course for senior high school made by (Kemendikbud, 2016) that stated one of language features of Explanation and Report text is passive voice. Because of this reason, the students have to understand the grammatical rules of passive voice. When they have good understanding of passive voice, it will be easy for them to understand both Explanation and Report Texts.

Nevertheless, many students in SMAN 1 Padang Bolak still have difficulties and problems in understanding passive voice. Many of them still make mistakes in constructing passive voice. Most of students often put the wrong V3 or past particple form in constructing this passive voice. Furthermore, students tend to associate "**to be**" am, is, are (in present) and was, were (in past) with V-ing in constructing or identifying passive voice.

Dealing with this grammatical issue or problem, there have been some researches made by other researcher. Among of these researches, the research made by (Basri, 2017) about "students' ability in identifying passive voice in reading texts: A Survey Study at the Eleventh Grade Students of Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim Kediri in Academic Year 2016/2017". The next research made by (Sandi et al., 2018) about "An Analysis of Students' Ability in Using Passive Voice at the Third Grade Students of MAS Kepenuhan".

However, the difference is needed in this research since there were several researches talking about this issue or problem. It will indicate what the differences

between this research with the previous researches and also become a novelty to this research. The previous research is too general without specifying the kind of text. Meanwhile, in his research, the researcher will specify the kind of text used in this research into two types of text (Explanation and Report Texts).

Because of the reasons above, the writer wants to conduct a research to see how good students in analyzing passive voice in the Explanation and Report Texts. This research will be conducted with the title "Students' ability in analyzing passive voice in Explanation and Report Texts at second year of SMAN 1 Padang Bolak".

METHOD

The method used in this research was quantitative descriptive method. The quantitative descriptive research method is a method which is aimed to make description about situation objectively by using numbers, ranging from data collection, interpretation of the data and appearance and the results (Arikunto, 2006). It shows how good is the students' ability in analyzing passive voice in Explanation and Report Texts by using numerical data. It also describes difficulties that students faced in analyzing passive voice in Explanation and Report Texts.

The population of this research was the second grade students of SMA 1 Padang Bolak. There are four classes that consist of 120 students. According to (Arikunto, 2010) To obtain samples when the population exceeds 100, researcher can obtain samples of 10% to 15% or 20% to 25% of the total population. Based on Arikunto's statement, the researcher took 25% sample from the population. The 25 % out of 120 populations is 30 students/samples. These 30 students/samples was chosen by using simple random eampling technique. It also use lottery system in its implementation. The sample taken for this research was 30 students from second grade of senior high school in SMAN 1 Padang Bolak.

The instrument used in this research was grammar test since the passive voice was related to grammar. This test consists 40 questions which were divided into two part. The first 15 questions were about changing active sentences into passive sentences. and the second 25questions were about changing the verb one into past participle.

RESULT AND DISCUSSION
Research finding
1. Students' abilty in analyzing passive voice in Explanation and Report Texts.

In this research, the researcher gave a test to every selected students that was chosen through the lottery system. There were 30 students participated in this research. The test that was given to students consist of 40 questions. These questions was all about passive voice topic. After checking and scoring the students' answer , the researcher could finally gain the data that was needed for this research. This data was in the form of students' scores. These scores could be seen in the table below:

Table9. Students' Scores in Analyzing Passive Voice in Report and Explanation Text

No	Name	Score	Classification
1	Student 19	49.5	Poor

2	Student 20	49.5	Poor
3	Student 30	49.5	Poor
4	Student 23	47	Poor
5	Student 12	45.5	Poor
6	Student 22	45	Poor
7	Student 26	44.5	Poor
8	Student 13	44	Poor
9	Student 21	44	Poor
10	Student 18	43.5	Poor
11	Student 25	42.5	Poor
12	Student 10	42	Poor
13	Student 14	42	Poor
14	Student 08	38.5	Poor
15	Student 27	38	Poor
16	Student 09	37	Poor
17	Student 24	35.5	Poor
18	Student 06	35	Poor
19	Student 03	34	Poor
20	Student 02	32	Poor
21	Student 29	32	Poor
22	Student 11	28.5	Poor
23	Student 15	28	Poor
24	Student 17	27.5	Poor
25	Student 04	21.5	Poor
26	Student 01	21	Poor
27	Student 05	19.5	Poor
28	Student 16	19.5	Poor
29	Student 07	18	Poor
30	Student 28	18	Poor
	Avarage	**35.73**	**Poor**

According to the table above, it could be seen that the avarage score from these 30 students was 35.73. This mean score 35.73 was unfortunately categorized or classified into poor level. This poor level indicated that each student has low understanding about passive voice. In conclusion, the researcher finally concluded that the students' ability in analyzing passive voice in Explanation and Report Texts at the second year of SMAN 1 Padang Bolak was very low or bad.

2. The Difficulties Faced by Students in Analyzing Passive Voice in Explanation and Report Texts.

The researcher also already done analysis on the test that had was answered by students. This analysis was aimed to describe what kind of difficulties that were faced by students in answering the test. This analysis was focused on errors that had been made frequently by many students. After doing

the analysis, the researcher could finally conclude that there were several difficulties that had been faced by students.

a) Changing Active Sentence into Passive Sentence.

      One of difficulties that were faced by students was changing active voice into passive voice. In this case, many students who could not change the active sentences into passive sentences just leaved the answer blank.Students even seemed not to try to write something in the balnk space. This case could be seen from following pictures below:

**Picture2. Student's answered test**
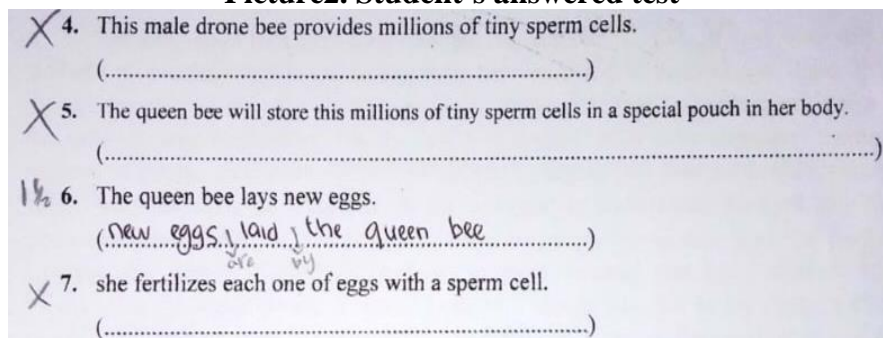
From the picture above, it could be seen that the most of questions were left blank. Only one question which was answered by student with little addition and correction from researcher. In question number 6, the original answer from student was {new eggs laid the queen bee}. 'To be' and preposition 'by' were dismissed by student from the sentence. Because of these errors, addition and correction that had been given by researcher was adding to be 'are' and preposition 'by' in the answer as in picture. This kind of answer also could not get full point.

b) Determining and Arranging the Subject and the Object (Agent or Doer) In the Passive Voice.

      Transformation from active sentences into passive sentences was grammatically very significant. It required good understanding about passive voice to determine and to arrange the subject and object (agent or doer) in the passive voice. In this case, many students made incorrect answer in determining and arranging the subject and the object (agent or doer) in the passive voice. This could be seen in the picture below:

Picture9. Student's answered test
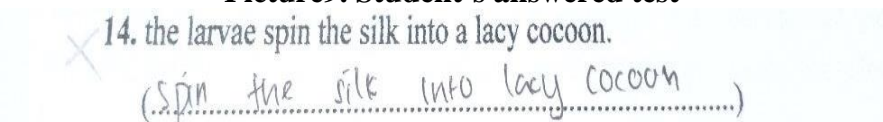
From the picture above, it could be seen that student just wrote phrasal verb { spin the silk } and adverbial place { into lacy cocoon }as the answer. Joining these two phrases could not even become sentence or clause. Because of this reason, the answer that was written by students was totally incorrect. There was not such indication that state the answer as passive

sentence. The correct pasive sentence that should be written by student was { the silk is spinned by the larvae into lacy cocoon }.

c) Changing Verb I Into Verb III (Past Participle)

Transformation of verbs into verb 3 (past participle) also was very significant. Many students frequently made many errors in changing the verbs of active sentences into verb 3 (past participle). Putting the wrong 'to be' was the frequent mistake which was made by many students. They tend to not pay attention whether the subject of passive in singular or plural form or kind of tenses that was used in the verbs of active sentences. This could be seen in this below:

Picture12. Student's answered test
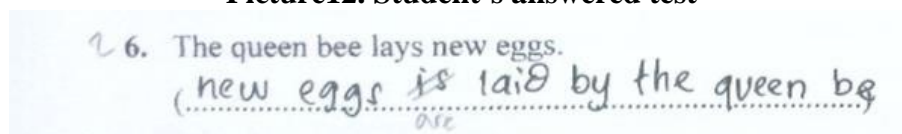
The sentence { new eggs is laid by the queen be } from the picture above has litle error. The student put the wrong 'to be' in the passive sentence. The subject of the sentence was plural that is why the appropiate to be should have be "are". The correct passive sentence should have been looked like this one "{ new eggs are laid by the queen bee }. However , according to several errors which were made by, it could be concluded that the many of students were not carefully paying attention to whether the subject of the passive sentence in singular or plural.

d) Changing Modal Auxiliary Verb Into Passive Voice From

Another difficulty that was faced by students was changing modal auxiliary verb into passive form. Many students could not answer the question fully correct. Most of the questions that were answered by students have absence of 'to be'. The students seemed to forget or did not know that the changing into passive needed 'to be'. In other case, most of students put double 'to be' in transformation from active to passive form. The students also often did not change the verbs into past participle form correctly. These things could be seen as below:

Picture15. Student's answered test
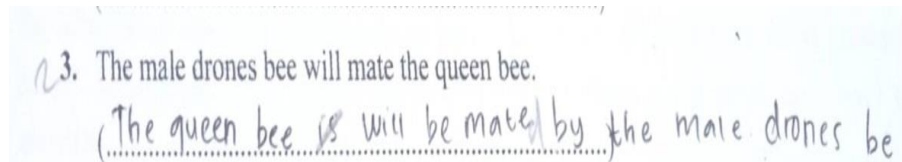
From picture above, it shows that the student frequently put double 'to be' in forming the passive sentence. There ware two 'to be' which was in front and in back the auxiliary verb { is will be }. Passive sentence should not has double 'to be' but only one 'to be'. so, the right 'to be' in this verb phrase was only one and it was like this { will be }. This because 'to be: is' was inappropriate for the auxiliary verb "will" in any term of grammar. The student also did not properly change the verb I into past participle verb. The student wrote { be mate } in the passsive sentence and it was incorrect verb.

Because of this error, researcher gave addition to the verb by adding letter 'd' so that the verb could change into past participle verb.

Discussion

From the data analysis, the researcher found out that the mean score from all of students' score is 35,73. This score indicates that the students' ability in analyzing passive voice in Explanation and Report Texts is very low. This mean score also has proven that the students did not have the good understanding about the passive voice. Morever, many of the students did not much answer the questions. They seem just rewrite the question and sometimes even did not give answer at all in their answer sheets. Morever, some of the students could not answer the questions correctly and perfectly. They made many errors in their answer. This problem was caused by their inability in understanding the passive voice which is one of the grammatical features from.

In line with this, (Basri, 2017) in his research also found that the high school students' ability in identifying passive was very low. He found that the avarage score from the sample was 15.56 %. This percentage was very low when it just to identify passive voice in reading text. The term "identifying" should be in mid-level for high school students. Doing analysis has to be more diifficult than identifying but it all depands on students understanding about passive voice. Another researcher (Basir, 2021) also found that 13 students with a percentage of 86,67% had a problem writing passive voice in the simple present tense, and 12 students with a percentage of 80,00% had a problem writing passive voice in the simple past tense. Low or high the students' score in identfying or analyzing passive voice could be affected by some aspects. Morever in (Manisa & Widodo, 2019) research also found that Based on the data of the test, the result shows that the mean of the students' score is 54. (Aprilia, 2013) in her research found that were several factors that could affect students' ability and these factors were low motivation, teachers' method, class condition, peers and ect.

Furthermore, the researcher also found some difficulties that were faced by students in analyzing passive voice in Explanation and Report text. These difficulties were 1. Changing active sentence into passive sentencce, 2. Determining and arranging the subject and the object (agent or doer) in the passive voice, 3. Changing verb I into verb III (past participle), 4. changing modal auxiliary verb into passive voice form. In her research (Oktaviani, 2020) also found several difficulties that were faced by students in changing active sentence into passive sentence. These difficulties that were made by students were: the use of tenses, the use of to be/ auxiliary verb, the change of subject and object, the change of the verb, and the placement 'by' word.(Saputro, 2017) also stated in his research that using to be or/and 'be' addition in auxiliary verb was one of the most difficulties faced by students with highest percentage among the others. In addition (Lesmana & Adnan, 2020) stated the most students'difficulties aspect in transfering active voice into passive voice were based on verb changes, inappropriate use of 'be, placement of subject

Based on all this problem, several innovation was needed to increase the students' ability in understanding the concept of passive voice. This innovation could

be from the englsih teachers and even from the students itself. The innovations that come from english teacher could be implementing new methode in teaching, using interesting media so that the students will be enthusiastic to keep up the learning process, giving students daily routine task ect. The students also could give several innovation to themself. This innovation could be like making group discussion with friends, trying online english test from apps or website, ect. However , in order to increase the students' ability in understanding the concept of passive voice there should be team work or collaboration between the english teacher and the students in applying these innovations into teaching and learning process.

CONCLUSION

This research was a quantitative descriptive research which has been conducted to describe the students ability in analyzing passive voice in Explanation and Report Texts. The existence of passive voice as the grammatial feature of these texts was the reason to choose and use in this research. This research was aimed to second year students of SMAN 1 Padang Bolak. These students were the sample which has been selected thorugh lottery system. After doing the research by giving test to the students, the researcher could finally gain the data which is needed for this reserch. These data was used to answer the research question that was stated in the previous chapter. In order to take result from the data, there are some techniques applied in the process of analyzing the data.

After analyzing the data, the researcher could finally take conclusion that the students' ability in analyzing passive voice in Explanation and Report Texts at second year of SMAN 1 Padang Bolak is in poor level. The mean score 35,73 of the students test become the indicator to this conclusion. The mean score 35,73 is in the poor level out of the classification of level proficiency. It also indicates that many students did not fully understand the concept of passive voice.

The researcher also found some most difficulties that were faced by students in analyzing passive voice in Explanation and Report texts. These difficulties were found in students' tests that were answered by students. These difficulties were happening in several things which were the characteristics of passive voice. The researcher concluded that these difficulties were changing active voice into passive voice, determining and arranging the subject and the object (agent or doer) in the passive voice, changing infinitive verb into verb 3 (past Participle), changing modal auxiliary verb into passive voice from.

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