

**THE STUDENTS' ABILITY IN USING PASSIVE VOICE  
AT THE SECOND YEAR STUDENTS OF  
STATE SENIOR HIGH SCHOOL 1  
TAMBUSAI UTARA**



**By**

**RINA DELITA**

**NIM. 10514000395**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

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Thesis

Submitted to Fulfil One of the Requirements  
for Undergraduate Degree in English Education  
(S.Pd)



**By**

**RINA DELITA  
NIM. 10514000395**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

## SUPERVISOR APPROVAL

The thesis entitled, “*The Students’ Ability in Using Passive Voice at the Second Year Students of State Senior High School 1 Tambusai Utara*”, is written by Rina Delita NIM. 10514000395. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Syawal 10, 1433 H

September 04, 2012 M

Approved by

The Chairperson of the Department  
Of English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Dedy Wahyudi, M.Pd.

## ABSTRAK

### **Rina Delita (2012): Kemampuan Siswa dalam Menggunakan Kalimat Pasif pada Siswa Kelas Dua SMA Negeri 1 Tambusai Utara**

Masalah penelitian ini adalah siswa mengalami kesulitan dalam menggunakan kalimat pasif. Penelitian ini dilakukan untuk mengetahui kemampuan siswa dalam menggunakan kalimat pasif pada kelas dua SMA Negeri 1 Tambusai Utara. Penelitian ini merupakan penelitian deskriptif. Subjek penelitian ini adalah siswa kelas dua SMA Negeri 1 Tambusai Utara. Penulis mengambil 30% (50 siswa) sebagai sampel penelitian. Adapun cara pengambilan sample dalam penelitian ini menggunakan sampel acak. Instrumen penelitian ini adalah tes. Hal ini digunakan untuk mendapatkan data tentang kemampuan siswa dalam menggunakan kalimat pasif. Sedangkan untuk menganalisis data, penulis menggunakan rumus persentase.

Berdasarkan temuan penulis, kemampuan siswa dalam menggunakan kalimat pasif pada tes pertama adalah 3168 dengan skor rata-rata 63,36 dapat dikategorikan sedang. Pada tes kedua, skor siswa adalah 3188 dengan skor rata-rata 63,76 dapat dikategorikan sedang dan dalam tes ketiga, skor siswa adalah 3228 dengan skor rata-rata 64,56 dapat dikategorikan sedang. Kesimpulannya, skor kemampuan siswa dalam menggunakan kalimat pasif pada siswa kelas dua SMA Negeri 1 Tambusai Utara adalah 3194,67 dengan skor rata-rata 63,89 dapat dikategorikan sedang. Hal ini berarti bahwa kemampuan siswa dalam menggunakan kalimat pasif pada siswa kelas dua SMA Negeri 1 Tambusai Utara dapat dikategorikan sedang.

## ABSTRACT

**Rina Delita (2012): The Students' Ability in Using Passive Voice at the Second Year Students of State Senior High School 1 Tambusai Utara**

The problem of this research is the students have difficulties in using passive voice. This research is done to find out the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara. This research is a descriptive research. The subject of this research is the second year students of State Senior High School 1 Tambusai Utara. The writer takes 30% (50 students) as the sample of the research. The way in taking the sample is random sampling. The instrument of this research is test. It is used to get data about the students' ability in using passive voice. Whereas, to analyze the data, the writer used percentage formula.

Based on the writer's findings, the students' ability in using passive voice at the first test is 3168 with average score is 63.36 can be categorized fair. At the second test, the students' score is 3188 with average score is 63.76 can be categorized fair and at the third test, the students' score is 3228 with average score is 64.56 can be categorized fair. In conclusion, the score of the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara is 3194.67 with average score 63.89 can be categorized fair. It means that the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara can be categorized into fair.

## ملخص

رينا ديليتا (2012): قدرة الطلاب على استخدام الكلمات الإيجابية لطلاب الصف الثاني بالمدرسة العالية الحكومية تامبوساي أوتارا.

كانت المشكلة في هذا البحث أن الطلاب يلاقون المشكلات في استخدام الكلمات الإيجابية. انعقد هذا البحث لمعرفة قدرة الطلاب على استخدام الكلمات الإيجابية لطلاب الصف الثاني بالمدرسة العالية الحكومية تامبوساي أوتارا. الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية الحكومية تامبوساي أوتارا. ثم أخذت الباحثة 30 في المائة (50 طالبا) لعينات هذا البحث بطريقة عينة عشوائية. الأداة في هذا البحث هي الاختبار ويستخدم الاختبار لنيل البيانات عن قدرة لطلاب على استخدام الكلمات الإيجابية في اللغة الكتابية. و في تحليل البيانات استخدمت الباحثة صيغة النسبة المئوية. في الاختبار أساسا على كشف الباحثة، فإن قدرة الطلاب على استخدام الكلمات الإيجابية الأول هي 3168 و معدل النتيجة بقدر 63,36 و هي على المستوى مقبول. ثم الاختبار الثاني كانت نتيجة 3188 و معدل النتيجة 3188 و هي على المستوى مقبول، ثم في الاختبار الثالث نتيجة الطلاب 3228 و معدل النتيجة 64,56 و هي على المستوى مقبول. الاستنباط في هذا البحث أن قدرة الطلاب على استخدام الكلمات الإيجابية لطلاب الصف الثاني بالمدرسة العالية الحكومية تامبوساي أوتارا 3194,67 و معدل النتيجة 63,89 على المستوى مقبول، و أن قدرة الطلاب على استخدام الكلمات الإيجابية لطلاب الصف الثاني بالمدرسة العالية الحكومية تامبوساي أوتارا على المستوى مقبول.

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# CHAPTER I

## INTRODUCTION

### A. Background

One of the language components is grammar. It names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children- we can all do grammar. However, to be able to talk about how sentences are built, about the types of words and word groups that make up sentences-that is knowing about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.

In addition, grammar is very important within the English language, since it is, in effect, the glue that holds the language together. With the use of incorrect grammar sentences can become meaningless and their message is unclear. This means that we are not able to communicate effectively and the person who is reading your work may well be quite confused as to our meaning.

In effect, grammar is the way in which sentences are structured and the language is formatted, so whilst it may be considered a bit boring to study correct grammar, it really is worth the time and effort. If we do not know the rules of grammar, then we will never be able to communicate clearly and effectively in the English language.

Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>1</sup> Then, grammar is a study or science of rules for forming words and combining them in to sentence. Furthermore, dealing with the grammar, the students study verb forms (active and passive voice) as sentence pattern that will arrange word by word in sentences.<sup>2</sup> The passive voice is the form a verb or a sentence when the subject of the sentence is affected by the action of the verb. The passive is used in English as a form that appears before the main verb (present, past tense) in the active form the tense is shown by the form of present (am, is, are). The past (was, were). The main verb of passive voice sentence is the past participle form.<sup>3</sup>

Based on writer' observation in State Senior High School 1 Tambusai Utara, the writer found that in the school, 2006 curriculum is implemented. Dealing with writing skill in 2006 curriculum, there are two kinds of competences that must be achieved by students; they are standard competence and basic competence. For the standard competence, students are required to express meaning and short simple monologue in a form of recount, narrative, and procedure in daily live context. For the basic competence, students must be able to explore the meaning of functional short written such as announcement, advertisement, invitation, etc. formally and informally.

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<sup>1</sup>Brown, H Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Englewood Cliffs, Prentice Hall Regents, 1994), p. 34.

<sup>2</sup>Hornby, AS, *Oxford Expanded Learners' Dictionary of Current English*, (Oxford: Oxford University Press, 1989), 542.

<sup>3</sup> Krohn, Robert, *English Sentence Structure*, (Michigan Press, 1990), p. 206.

Responding the meaning and steps of rhetoric accurately, and fluency using written in the form of daily context such as recount, narrative, and procedure.<sup>4</sup>

In addition, English teacher of State Senior High School 1 Tambusai Utara has been taught passive voice to the students. It is offered at the second year of State Senior High School 1 Tambusai Utara for mastering passive voice. It is proper that they know about this and get maximal result, but they are still confused to use passive voice and they do not get good result. Even though passive voice have been learned in English subject. Finally, they have learned passive voice but in fact, most of the students have problems in using passive voice correctly, and student still have mistakes in using passive voice in speaking. These phenomena can be seen bellow:

1. Some of the students are confuse how to use passive voice.
2. Some of students cannot use passive voice correctly.
3. Students are not able to use passive voice of present tense.
4. Students are not able to use passive voice of present progressive.
5. Students are not able to use passive voice of simple past.
6. Students are not able to use passive voice of past progressive.
7. Students are not able to use passive voice of future.

Based on the phenomena above, the writer is interesting in doing a reserach entitled **“The Students’ Ability in Using Passive Voice at the Second Year Students of State Senior High School 1 Tambusai Utara”**.

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<sup>4</sup>Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SMA/MA*, (Pekanbaru: Dikpora, 2006).

## **B. Definition of the Key Terms**

1. Ability is the capacity of power to do something physical or mental<sup>5</sup>  
Dealing with the definition above it can be known clearly that ability is capacity of power to do something thus; in this case, the term of ability refers to students' ability in using passive voice.
2. Passive voice is the form of a verb used when the subject is affected by the action of the verb. Passive is the object in an active verb becomes the subject of the passive verb.<sup>6</sup> In this research, passive voice is one of the language components that should be learned by the students.

## **C. Problem**

### **1. Identification of the Problem**

Based on the description above, the writer identifies the problem faced by students as follows

- a. What factors cannot some of students use passive voice correctly?
- b. Why are not students able to use passive voice of present tense?
- c. Why are not students able to use passive voice of present progressive?
- d. Why are not students able to use passive voice of simple past?
- e. Why are not students able to use passive voice of past progressive?
- f. Why are not students able to use passive voice of future?

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<sup>5</sup>Hornby, AS, *Oxford Expanded Learners' Dictionary of Current English*, (Oxford: Oxford University Press, 1989), p. 2.

<sup>6</sup>Azar, Betty Schampfer, *Understanding and Using English Grammar, Second Edition*, (New Jersey: Prentice Hall Regents, 1989), p. 112.

## **2. Limitation of the Problem**

Based on the identification of problem above, the writer focuses and limited the problem of research dealing with the students' ability in using passive voice in the forms: the use of passive voice of present tense, past tense, present progressive, past progressive and future.

## **3. Formulation of the Problem**

The formulation of the problem in this research is how is the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara?

## **D. Reasons of Choosing the Title**

The reason why the writer is interested in carrying out a research on the topic above is based on several considerations:

1. To get the real of data about the students' ability in using passive voice.
2. The topic is relevant to the writer as of senior high school.

## **E. Objective and Significance of the Research**

### **1. Objective of the Research**

The objective of the research is to find the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara.



## **2. Significance of the Research**

The significance of this research is expectedly beneficial, they are:

- a. To provide some information about using passive voice.
- b. Giving information about the factor that influence students' ability using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara.
- c. To enlarge and develop the writer's insight and knowledge dealing with the research.
- d. To fulfill one of the requirement to finish the study at English Education Department of the Faculty of Education and Teacher Training of UIN SUSKA Riau.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. English Grammar

##### 1. Concept of the English Grammar

If we talk about grammar, we will also talk about the patterns of a language because to master grammar correctly, we have to know the language grammatically and how to arrange it. One thing that we have to know is that every language grammar has many patterns depends on situation and condition.

Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>1</sup> Grammar is a study or science of rules for forming words and combining them into sentence. These statements describe that grammar is one of the language components that gives more contributions in order to master the four language skills, such as reading, listening, speaking, reading and writing. Grammar will give a great influence to the mastery of the four language skills.<sup>2</sup>

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way others and we use

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<sup>1</sup>Brown, H Douglas, *Teaching by Principles: An Interactive Approach to language Pedagogy*, (New Jersey: Englewood Cliffs, Prentice Hall Regents, 1994), p. 34.

<sup>2</sup>Hornby, AS, *Oxford Expanded Learners' Dictionary of Current English*, (Oxford: Oxford University Press, 1989), p.542.

language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. In addition, it can help everyone--not only teachers of English, but also a teacher of anything, for all teaching is ultimately a matter of getting to grips with meaning.<sup>3</sup>

Grammar is the subject or science which deals with words, how they are formed, their shape, their bearing on each other. There are broadly two theories about the best use of grammar: one is 'prescriptive', the other 'descriptive'. Prescriptive grammar is the rules of engagement, what we should or shouldn't say or write, while descriptive grammar is a study of how the language is used, noting regular and other uses without seeking to determine what is correct. One is an instruction manual, the other a plain record. Any worthwhile study of language should harness both approaches, for they temper each other: any living language will continue to evolve, so we cannot have too fixed a set of rules; equally, an approach which tries to do without rules and guidelines will only accelerate the decline of language as an instrument of communication.<sup>4</sup>

Grammar is the study of words and the ways words work together. An invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language is consciously or unconsciously aware of the grammar of that language. To speak in a clearer and more effective manner we study grammar. A person who has

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<sup>3</sup> Nordquist, Richard , *What Is Grammar?*, retyped from <http://grammar.about.com/od/basicentencegrammar/a/grammarintro.htm>, April 30, 2004.

<sup>4</sup> Sharpley, George, *On Learning a Language: What Is Grammar?* retyped from <http://ezinearticles.com/?On-Learning-a-Language:-What-Is-Grammar?&id=6059437>, On March 10, 2011.

unconscious knowledge of grammar may be sufficient for simple language use, but the ones who wish to communicate in an artful manner and well, will seek greater depth of understanding and proficiency that the study of grammar provides.<sup>5</sup>

Based on the explanations above, grammar plays a prominent role in understanding a language. Besides, grammar will help students to comprehend the reading text, listening, speaking and writing. Therefore, the students are demanded to have grammar ability, in order that they can apply it correctly in their daily spoken and written language. In Other words, they are expected to know the function of language in communication.

## 2. Concept of Passive Voice

Passive voice is the form of a verb or a sentence when the subject of the sentence is affected by the action of the verb. In Indonesian Language, passive voice is said “*kalimat pasif*”. The verb is added with prefix “*di*” and the object of the active sentence becomes the subject of the passive sentence. Therefore, we add, “*oleh*” after the verb.<sup>6</sup>

For example: active                   : *Mery menerima surat*

Passive                                 : *Surat diterima oleh mery*

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<sup>5</sup>FeedBurner, *The Importance of Grammar*, retyped from <http://www.atozofenglish.com/2010/01/importance-of-grammar.html>, 2010.

<sup>6</sup>Steel in Nur Ifani Murni, *Students’ Ability in Using Passive Voice in Composition at the Fourth Semester of English Department of Tarbiyah and Teacher Training Faculty of UIN SUSKA*, (Pekanbaru: UIN SUSKA-Unpublished, 2006), p. 13.

In almost similar opinion in the passive, the object active verb becomes the subject of the passive verb.<sup>7</sup>

For example: active : Mery helped the Boy

Passive : The Boy was helped by Mery

It means “the Boy” in first sentence is as object. It becomes subject in the second sentence. Pertaining to statement above, both of the sentence have the same meaning even it has different forms. However, the learners should be able to differentiate both of them; in the active form, the subject is the doer of action whereas, in the passive, the object is the doer of action.

In forming passive voice, to make an active sentence in to a passive sentence follows these steps:<sup>8</sup>

- a. Place the complement of the active sentence at the beginning of the passive voice.
- b. If there are auxiliaries in the active sentence, place them immediately after the new subject agreeing in number with the subject.
- c. Insert the verb “Be” after auxiliary or auxiliaries in the same form as the main verb in the active sentence.
- d. Place the main verb form the active sentence after the auxiliaries and in the past participle.

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<sup>7</sup>Azar, Betty Schampfer, *Understanding and Using English Grammar, Second Edition*, (New Jersey: Prentice Hall Regents, 1989), 120.

<sup>8</sup>Pyle, Micheal A, and Marry Ellen, *Cliffs TOEFL Preparation Guide*, (Lincoln, Nebraska, 1995), p. 167 .

- e. Place the object of the active sentence preceded by the preposition “By” (This can be eliminated if is not important or is understood).

Furthermore, the passive voice usually formed with BE and past participle, (2). Only verbs, which are transitive in the active, can be used in the passive, (3). The agent, the performer of the action is expressed by a preposition phrase (by) and (4). The passive occurs in tense with all the verb phrase combinations and with all the modal auxiliaries and idiomatic verb phrases.<sup>9</sup>

Relations to this, there are several ways that should be concerned in passive voice as follows:<sup>10</sup>

- a. The doer of the action is unknown certainly, so the objects of passive voice such as: by him, by them, by her etc can be lost

For example:	Active	: someone stole my car
	Passive	: My car was stolen (by someone)
	Active	: People speak English all over the world
	Passive	: English is spoken all over the world (by people)

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<sup>9</sup>Murphy, Raymond, *Grammar in Use*, (Cambridge: Cambridge University, 1992), p. 214.

<sup>10</sup>Murphy, Raymond, *Ibid.*,

- b. The object in passive sentence should be written if the doer of action has been know

For example: Active : Columbus discovered American in  
1942

Passive : American was discovered by  
*Columbus* in 1942

- c. Active sentence that has two objects namely: direct object and indirect object, has two passive forms.

For example: Active : Inem gives me a pen  
(IO) (DO)

Passive : I am given a pen by Inem

A pen is given to me by Inem

- d. Active sentence can be changed into passive if those sentences are including to transitive verb (verb needs object) whereas, intransitive verb (the verb does not need object) cannot be changed into passive.

Thus, the pattern of passive voice is:

S + BE + V3 (Past Participle)

Example: A dog was killed by Santo

A letter is written by her

### 3. Passive Voice in Tenses

#### a. Passive Voice of Simple Present Tense

The simple present is used to express habitual or everyday activity or something was true in the past, is true in the present, and will true in the future. It is used for general statements of fact. The passive formulas are used in simple present tense:<sup>11</sup>

##### a) Affirmative Sentence Pattern:

S + (IS, AM + ARE) + (PAST PARTICIPLE)

Example: John is helped by Mery

A letter is written by him

##### b) Negative Sentence Pattern:

S + (IS, AM, ARE) + NOT + V3 (PAST PARTICIPLE)

Example: John is not helped by Mery.

A letter is not written by him.

##### c) Simple Question Pattern:

WQ + BE + V3 (PAST PARTICIPLE)

Example: Who is helped by Mery

What is written by him

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<sup>11</sup>Azar, Betty Schamfer, *Op. Cit.*, p. 11.



### **b. Passive Voice of Present Progressive**

Present progressive is used to indicate present time (now) with all but the stative verb listed previously. The passive formulas are used in present progressive.<sup>12</sup>

#### a) Affirm+ative Sentence Pattern:

S + (IS, AM, ARE) + BEING + (V3 PAST PARTICIPLE)

Example: I am being left by them.

That report is being prepared by Susi

#### b) Negative Sentence Pattern:

S + (IS, AM, ARE) + NOT + BEING + V3 (PAST PARTICIPLE)

Example: I am not being left by him.

That report is not being prepared by Susi.

#### c) Simple Question Pattern:

S + WQ + (IS, AM, ARE) + BEING + V3

Example: Who is being left by them?

What is being prepared by Susi.

### **c. Passive Voice of Present Perfect Tense**

The present perfect tense is an action that happened at an indefinite time in the past and the action that began in the past and is still occurring in the present. The passive formulas are used in present perfect tense:

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<sup>12</sup> Pyle, Michael A, and Marry Ellen, *Op. Cit.*, p. 61.

## a) Affirmative Sentence Pattern:

S + HAVE/HAS + BEEN + V3 + (PAST PARTICIPLE)

Example: I new idea has been suggested by sherly.

The students have been suggested the teacher.

## b) Negative Sentences Pattern:

S + HAVE/HAS + NOT + BEEN + V3 (PAST PARTICIPLE)

Example: A new idea has not been suggested by sherly.

The students have not been taught by the teacher.

## c) Simple Question Pattern:

WQ + HAVE/HAS + BEEN + V3 + (PAST PARTICIPLE)

Example: What has been suggested by sherly?

Who have been taught by the teacher?

**d. Passive Voice of Simple Past Tense**

Simple past tense indicates an activity or situation began and ended at particular time in the past time. The passive formulas are used in simple past tense:<sup>13</sup>

## a) Affirmative Sentence Pattern:

S + WAS/WERE + V3 (PAST PARTICIPLE)

Example: The door was opened by her.

John was helped by Mery.

---

<sup>13</sup> Azar, Betty Schampfer, *Op.Cit.*, p. 24.

## b) Negative Sentence Pattern:

S + WAS/WERE + NOT +V3 (PAST PARTICIPLE)

Example: The door was not opened by her.

John was not helped by her.

## c) Simple Question Pattern:

S + WAS/WERE + V3 (PAST PARTICIPLE)

Example: What was opened by her.

Who was helped by John?

e. **Passive Voice of Past Progressive Tense**

Past progressive tense is an action which was occurring in the past and was interrupted by another action. The passive formulas are used in past progressive tense:<sup>14</sup>

## a) Affirmative Sentence Pattern:

S + WAS/WERE + BEING + V3 (PAST PARTICIPLE)

Example: The comment was being heard by her.

His program was being written by Siska.

## b) Negative Sentence Pattern:

S + WAS/WERE + NOT + BEING +V3 (PAST PARTICIPLE)

Example: The comment was not being heard by her.

His program was not being written by Siska.

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<sup>14</sup> Pyle, Michael A, and Marry Ellen, *Op. Cit.*, p. 59.

## c) Simple Question Pattern:

WQ + WAS/WERE + BEING + V3 (PAST PARTICIPLE)

Example: What was being heard by her?

What was being written by Siska?

f. **Passive Voice of Past Perfect Tense**

Past perfect tense expresses an activity that was completed before another activity or time in the past. Passive formulas are used in the past perfect tense:<sup>15</sup>

## a) Affirmative Sentence Pattern

S + HAD BEEN + V3 (PAST PARTICIPLE)

Example: The apartment had been renovated by them.

I had been chosen by them.

## b) Negative Sentence Pattern

S + HAD NOT + BEEN + V3 (PAST PARTICIPLE)

Example: The apartment had not been renovated by them.

I had not been chosen by them.

## c) Simple Question Pattern

WQ + HAD BEEN + V3 (PAST PARTICIPLE)

Example: What had been renovated by them?

Who had been chosen by them?

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<sup>15</sup> Azar, Betty Schampfer, *Op. Cit.*, p. 39.

### **g. Passive Voice of Simple Future Tense**

Simple future tense is used to express the events that will happen in the future time or to use in keeping promise in the future.

The passive formulas are used in simple future tense:

#### a) Affirmative Sentence Pattern

S + WILL BE + V3 (PAST PARTICIPLE)

Example: The work will be done by John

Our classroom will be cleaned by Santi.

#### b) Negative Sentence Pattern

S + WILL + NOT + BE + (PAST PARTICIPLE)

Example: What will be done by John.

Our classroom will be cleaned by Santi.

#### c) Simple Question Pattern

WQ + WILL BE + V3 (PAST PARTICIPLE)

Example: What will be done by John?

Which classroom will be cleaned by Santi?

### **h. Passive Voice of Future Perfect Tense**

Future perfect tense is used to express an activity that will be complete before another time or event in the future. The passive formulas are used in future perfect tense:

#### a) Affirmative Sentence Pattern

S + WILL HAVE BEEN + V3 (PAST PARTICIPLE)

Example: The Blackboard will have been cleaned by Rudi.

The letter will have been written by her.

b) Negative Sentence Pattern

S + WILL + NOT + HAVE BEEN + V3 (PAST PARTICIPLE)

Example: The blackboard will not have been cleaned by Rudi.

The letter will not have been written by her.

c) Simple Question Pattern

WQ + WILL + HAVE BEEN + V3 (PAST PARTICIPLE)

Example: What will have been done by her?

What will have been written by her?

In addition, based on some tenses that have explained above, there are some tenses are very rarely used in passive, namely: Present Perfect Progressive, Past Perfect Progressive, Future Progressive, and future perfect Progressive. In relation to this, the progressive forms of the present perfect, past perfect, and future perfect are rarely used in the passive.

## B. Relevant Research

As a matter of fact, there are some previous researches regarding with the analysis of the students' ability in using passive voice. The first was conducted by Samsul (2002). In this qualitative research, he focuses his research on the difficulties in understanding the passive voice at the second year students of SMAN 1 Tambusai Utara. In this research, he found that some passive voices in tenses are difficult for students and other are easy.

Passive voices, which are easy for students, are simple present, past continuous, simple future tense. While, passive voices are difficult for the students are present continuous, present perfect, past tense, past perfect and future perfect. The average of difficulty level of passive voice in tenses is 50, 50%. It means, the students of second year students of SMAN 1 Tambusai Utara encountered difficulties in understanding passive voice.

The second was conducted by Nur Irfani Murni (2006). In her qualitative research, she discussed about students' ability in using passive voice in composition. In her research, she found the students' ability in using passive voice in composition was categorized as weak. It means, the students still make mistakes in using passive voice in composition. It is caused because some of students used passive voice in wrong formula and some of students are not able to transform in active in to passive voice form. Besides, the limited duration causes the composition unwell organize, As a result, they are not able to express the ideas into great composition.

The problem which is not yet discussed in the previous research will be discussed in this research. This research is focused on the students' ability in using passive voice. Students' ability in using passive voice that will be investigated in tenses such as present tense, past tense, present perfect, past perfect, progressive, simple future, and future perfect.

### **C. Operational Concept**

The concept is the main element to avoid misinterpreting and misunderstanding in a scientific study. Therefore, a concept is still operated in an abstract form in a research plan which should be interpreted in to particular words in order to make them easy to be measured. So that the operational concept of the study can be seen in the following indicators:

1. Students are able to use passive voice of present tense.
2. Students are able to use passive voice of present progressive.
3. Students are able to use passive voice of simple past.
4. Students are able to use passive voice of past progressive.
5. Students are able to use passive voice of future.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research is a descriptive research. It has one variable that is the students' ability in using passive voice at the second year of State Senior High School 1 Tambusai Utara. The descriptive research involves collecting data to test hypothesis or to answer question concerning the status of the subject of the study.<sup>1</sup>

#### **B. Time and Location of the Research**

The research was conducted at the second year students of State Senior High School 1 Tambusai Utara, and was begun from May to June 2012.

#### **C. Subject and the Object of the Research**

The subject of the study was the second year students of State Senior High School 1 Tambusai Utara, and the object was the students' ability in using passive voice at the second year of State Senior High School 1 Tambusai Utara.

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<sup>1</sup>Gay, L.R and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Prentice-Hall. Inc, 2000), p. 11.

#### D. Population and Sample

The population of this research was 168 students of the second year of State Senior High School 1 Tambusai Utara. There are five classes 168 students.

The population of the research can be seen as follows:

**Table III.1**  
**The Population and Sample of the Research**

No	Class	The Number of Students		Total Population	Sample (30%)
		Male	Female		
1	XI 1	17	16	33	10
2	XI 2	18	17	35	10
3	XI 3	18	16	34	10
4	XI 4	15	18	33	10
5	XI 5	16	17	33	10
<b>Total</b>		<b>84</b>	<b>84</b>	<b>168</b>	<b>50</b>

Based on the table above the total of the population was very wide, thus the writer used random sampling to take sample in this research. If the amount of the subject was more than 100 it will be better to take 10-15%, 20-25% or more than it and if it is lower than 100 subjects, it must be taken all.<sup>2</sup> From this explanation, the writer took sample 35% each class. This technique was proportional random sampling. Finally, the total of the sample in this resaerch was 50 students.

#### E. Technique of Collecting Data

In collecting the data, the writer used test. The test consisted of types of passive voice. It consisted of 25 items. The kinds of test was essay test.

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<sup>2</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), p. 134.

The writer provides 60 minutes to the students to finish the test. If the students answered with the correct one, they was given 4 score.

#### **F. Technique of Data Analysis**

After gaining the data from the respondents, the writer analyzed the words or sentences into statistical data by giving percentage as follows:

- a. Good (76%-100%)
- b. Fair (56%- 75%)
- c. Less (40%-55%)
- d. Bad (less than 40%)<sup>3</sup>

To get percentage the data of research, the formula of method in this research is follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency of correct score

N = Total of the students<sup>4</sup>

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<sup>3</sup>Suharsimi Arikunto, *Ibid.*, p. 311.

<sup>4</sup>Sugiyono, *Metode Penelitian Administras Dilengkapi dengan Metode R&D*, (Bandung: Alfabeta, 200), p. 40.

**CHAPTER IV**  
**DATA PRESENTATION AND ANALYSIS**

**A. Data Presentation**

**1. The Description of the Research Variable**

This research is a descriptive research. It has one variable that is the students' ability in using passive voice at the second year of State Senior High School 1 Tambusai Utara.

**2. Recapitulation of Students' Score in Using Passive at Test I**

**Table IV.1**  
**Students' Score in Using Passive Voice at Test I**

No	Name	Aspects					Total	Final Score	Category
		Simple Present	Simple Past Tense	Present Progressive	Past Progressive	Simple Future			
1	<i>Student 1</i>	3	3	3	2	2	13	52	Less
2	<i>Student 2</i>	4	3	3	4	4	18	72	Fair
3	<i>Student 3</i>	3	3	3	3	2	14	56	Fair
4	<i>Student 4</i>	3	2	3	2	2	12	48	Less
5	<i>Student 5</i>	3	4	4	3	4	18	72	Fair
6	<i>Student 6</i>	2	2	2	1	2	9	36	Bad
7	<i>Student 7</i>	3	4	3	4	3	17	68	Fair
8	<i>Student 8</i>	4	3	4	2	2	15	60	Fair
9	<i>Student 9</i>	4	4	4	4	3	19	76	Good
10	<i>Student 10</i>	4	3	4	3	3	17	68	Fair
11	<i>Student 11</i>	4	4	3	4	3	18	72	Fair
12	<i>Student 12</i>	4	4	4	4	4	20	80	Good
13	<i>Student 13</i>	5	3	3	4	4	19	76	Good
14	<i>Student 14</i>	3	3	2	2	2	12	48	Less
15	<i>Student 15</i>	5	4	3	4	3	19	76	Good
16	<i>Student 16</i>	3	4	4	4	3	18	72	Fair

17	<i>Student 17</i>	4	4	4	3	4	19	76	Good
18	<i>Student 18</i>	3	2	3	2	3	13	52	Less
19	<i>Student 19</i>	4	4	4	4	3	19	76	Good
20	<i>Student 20</i>	4	4	3	4	4	19	76	Good
21	<i>Student 21</i>	4	4	4	4	4	20	80	Good
22	<i>Student 22</i>	4	4	4	4	3	19	76	Good
23	<i>Student 23</i>	2	2	1	1	2	8	32	Bad
24	<i>Student 24</i>	4	3	3	3	3	16	64	Fair
25	<i>Student 25</i>	3	4	4	3	4	18	72	Fair
26	<i>Student 26</i>	4	4	4	4	4	20	80	Good
27	<i>Student 27</i>	4	3	4	3	3	17	68	Fair
28	<i>Student 28</i>	3	4	3	4	4	18	72	Fair
29	<i>Student 29</i>	2	2	1	2	2	9	36	Bad
30	<i>Student 30</i>	4	4	3	4	3	18	72	Fair
31	<i>Student 31</i>	2	1	2	1	2	8	32	Bad
32	<i>Student 32</i>	2	2	2	2	1	9	36	Bad
33	<i>Student 33</i>	4	3	4	3	3	17	68	Fair
34	<i>Student 34</i>	3	4	4	3	4	18	72	Fair
35	<i>Student 35</i>	3	3	3	4	3	16	64	Fair
36	<i>Student 36</i>	4	4	4	4	4	20	80	Good
37	<i>Student 37</i>	3	3	4	3	3	16	64	Fair
38	<i>Student 38</i>	4	3	3	4	3	17	68	Fair
39	<i>Student 39</i>	3	4	4	3	3	17	68	Fair
40	<i>Student 40</i>	4	4	4	3	4	19	76	Good
41	<i>Student 41</i>	4	4	4	4	4	20	80	Good
42	<i>Student 42</i>	2	3	3	3	2	13	52	Less
43	<i>Student 43</i>	3	4	3	2	2	14	56	Fair
44	<i>Student 44</i>	3	4	4	3	3	17	68	Fair
45	<i>Student 45</i>	4	3	4	4	4	19	76	Good
46	<i>Student 46</i>	3	2	3	3	2	13	52	Less
47	<i>Student 47</i>	2	2	1	1	1	7	28	Bad
48	<i>Student 48</i>	3	2	2	3	2	12	48	Less
49	<i>Student 49</i>	3	3	4	3	4	17	68	Fair
50	<i>Student 50</i>	3	3	2	2	2	12	48	Less
<b>Total</b>		<b>168</b>	<b>162</b>	<b>161</b>	<b>153</b>	<b>148</b>	<b>792</b>	<b>3168</b>	
<b>Category</b>								<b>63.36</b>	<b>Fair</b>

Based on table IV.1, it can be seen that the students' ability in using passive voice can be explained in the terms of passive voice of simple present, simple past tense, present progressive, past progressive and simple future. In the table is shown that the total score of students' ability in using passive voice of simple present in written language is 168, in simple past is 162, in present progressive is 161, in past progressive is 153 and in simple future is 148. In addition the final score of the students' ability in using passive voice of simple present in written language is 3168 with average score is 63.36 can be categorized fair. Furthermore to know the frequency of the students' ability in using passive voice of simple present in every aspect can be explained as follows:

**Table IV.2**  
**Students' Score in Using Passive Voice of Simple Present**

No	Score	Frequency	Amount
1	5	2	10
2	4	21	84
3	3	20	60
4	2	7	14
5	1	0	0
<b>Total</b>		<b>50</b>	<b>168</b>
<b>Percentage</b>			<b>67.20</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.2, it can be seen that there are two students get score five, twenty-one students get score four, twenty students get score three, seven students get score two and no one student gets score one. The total

score of students' ability in using passive voice of simple present is 168 with percentage score is 67.20 with fair category.

**Table IV.3**  
**Students' Score in Using Passive Voice of Simple Past Tense**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	23	92
3	3	17	51
4	2	9	18
5	1	1	1
<b>Total</b>		<b>50</b>	<b>162</b>
<b>Percentage</b>			<b>64.80</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.3, it can be seen that no one student gets score five, twenty-three students get score four, seventeen students get score three, nine students get score two and one student gets score one. The total score of students' ability in using passive voice of simple past tense is 162 with percentage score is 64.80 with fair category.

**Table IV.4**  
**Students' Score in Using Passive Voice of Present Progressive**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	23	92
3	3	18	54
4	2	6	12
5	1	3	3
<b>Total</b>		<b>50</b>	<b>161</b>
<b>Percentage</b>			<b>64.40</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.4, it can be seen that no one student gets score five, twenty-three students get score four, eighteen students get score three, six students get score two and three students get score one. The total score of students' ability in using passive voice of present progressive in written language is 161 with percentage score is 64.40 with fair category.

**Table IV.5**  
**Students' Score in Using Passive Voice of Past Progressive**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	0	0
3	3	20	80
4	2	17	51
5	1	9	18
<b>Total</b>		<b>50</b>	<b>153</b>
<b>Percentage</b>			<b>61.20</b>
<b>Category</b>			<b>Fair</b>



Based on table IV.5, it can be seen that no one student gets score five, twenty students get score four, seventeen students get score three, nine students get score two and four students get score one. The total score of students' ability in using passive voice of past progressive is 153 with percentage score is 61.20 with fair category.

**Table IV.6**  
**Students' Score in Using Passive Voice of Simple Future**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	16	64
3	3	18	54
4	2	14	28
5	1	2	2
<b>Total</b>		<b>50</b>	<b>148</b>
<b>Percentage</b>			<b>59.20</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.6, it can be seen that no one student gets score five, sixteen students get score four, eighteen students get score three, fourteen students get score two and two students get score one. The total score of students' ability in using passive voice of simple future is 148 with percentage score is 59.20 with fair category.

### 3. Recapitulation of Students' Score in Using Passive at Test II

**Table IV.7**  
**Students' Score in Using Passive Voice at Test II**

No	Name	Aspects					Total	Final Score	Category
		Simple Present	Simple Past Tense	Present Progressive	Past Progressive	Simple Future			
1	<i>Student 1</i>	4	3	3	2	2	14	56	Fair
2	<i>Student 2</i>	4	3	3	4	4	18	72	Fair
3	<i>Student 3</i>	3	3	3	3	3	15	60	Fair
4	<i>Student 4</i>	3	2	3	2	2	12	48	Less
5	<i>Student 5</i>	3	4	4	3	4	18	72	Fair
6	<i>Student 6</i>	2	2	2	1	2	9	36	Bad
7	<i>Student 7</i>	3	4	3	4	3	17	68	Fair
8	<i>Student 8</i>	4	3	4	2	2	15	60	Fair
9	<i>Student 9</i>	4	4	4	4	3	19	76	Good
10	<i>Student 10</i>	4	3	4	3	3	17	68	Fair
11	<i>Student 11</i>	4	4	3	4	3	18	72	Fair
12	<i>Student 12</i>	4	4	4	4	4	20	80	Good
13	<i>Student 13</i>	5	3	3	4	4	19	76	Good
14	<i>Student 14</i>	3	3	2	2	2	12	48	Less
15	<i>Student 15</i>	5	4	3	4	3	19	76	Good
16	<i>Student 16</i>	3	4	4	4	3	18	72	Fair
17	<i>Student 17</i>	4	4	4	3	4	19	76	Good
18	<i>Student 18</i>	3	2	3	2	3	13	52	Less
19	<i>Student 19</i>	4	4	4	4	3	19	76	Good
20	<i>Student 20</i>	4	4	3	4	4	19	76	Good
21	<i>Student 21</i>	4	4	4	4	4	20	80	Good
22	<i>Student 22</i>	4	4	4	4	3	19	76	Good
23	<i>Student 23</i>	2	2	1	1	2	8	32	Bad
24	<i>Student 24</i>	4	3	3	3	3	16	64	Fair
25	<i>Student 25</i>	3	4	4	3	4	18	72	Fair
26	<i>Student 26</i>	4	4	4	4	4	20	80	Good
27	<i>Student 27</i>	4	3	4	3	3	17	68	Fair
28	<i>Student 28</i>	3	4	3	4	4	18	72	Fair
29	<i>Student 29</i>	2	2	2	2	2	10	40	Less
30	<i>Student 30</i>	4	4	3	4	3	18	72	Fair

31	<i>Student 31</i>	2	1	2	2	2	9	36	Bad
32	<i>Student 32</i>	2	2	2	2	1	9	36	Bad
33	<i>Student 33</i>	4	3	4	3	3	17	68	Fair
34	<i>Student 34</i>	3	4	4	3	4	18	72	Fair
35	<i>Student 35</i>	3	3	3	4	3	16	64	Fair
36	<i>Student 36</i>	4	4	4	4	4	20	80	Good
37	<i>Student 37</i>	3	3	4	3	3	16	64	Fair
38	<i>Student 38</i>	4	3	3	4	3	17	68	Fair
39	<i>Student 39</i>	3	4	4	3	3	17	68	Fair
40	<i>Student 40</i>	4	4	4	3	4	19	76	Good
41	<i>Student 41</i>	4	4	4	4	4	20	80	Good
42	<i>Student 42</i>	2	3	3	3	2	13	52	Less
43	<i>Student 43</i>	3	4	3	2	2	14	56	Fair
44	<i>Student 44</i>	3	4	4	3	3	17	68	Fair
45	<i>Student 45</i>	4	3	4	4	4	19	76	Good
46	<i>Student 46</i>	3	2	3	3	2	13	52	Less
47	<i>Student 47</i>	2	2	2	1	1	8	32	Bad
48	<i>Student 48</i>	3	2	2	3	2	12	48	Less
49	<i>Student 49</i>	3	3	4	3	4	17	68	Fair
50	<i>Student 50</i>	3	3	2	2	2	12	48	Less
<b>Total</b>		<b>169</b>	<b>162</b>	<b>163</b>	<b>154</b>	<b>149</b>	<b>797</b>	<b>3188</b>	
<b>Category</b>								<b>63.76</b>	<b>Fair</b>

Based on table IV.7, it can be seen that the students' ability in using passive voice can be explained in the terms of passive voice of simple present, simple past tense, present progressive, past progressive and simple future. In the table is shown that the total score of students' ability in using passive voice of simple present in written language is 169, in simple past is 162, in present progressive is 163, in past progressive is 154 and in simple future is 149. In addition the final score of the students' ability in using passive voice of simple present in written language is 3188 with average score is 63.76 can be categorized fair. Furthermore to know the frequency of

the students' ability in using passive voice of simple present in every aspect can be explained as follows:

**Table IV.8**  
**Students' Score in Using Passive Voice of Simple Present**

No	Score	Frequency	Amount
1	5	2	10
2	4	22	88
3	3	19	57
4	2	7	14
5	1	0	0
<b>Total</b>		<b>50</b>	<b>169</b>
<b>Percentage</b>			<b>67.60</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.8, it can be seen that there are two students get score five, twenty-two students get score four, nineteen students get score three, seven students get score two and no one student gets score one. The total score of students' ability in using passive voice of simple present is 169 with percentage score is 67.60 with fair category.

**Table IV.9**  
**Students' Score in Using Passive Voice of Simple Past Tense**

No	Score	Frequency	Amount
1	5	0	0
2	4	23	92
3	3	17	51
4	2	9	18
5	1	1	1
<b>Total</b>		<b>50</b>	<b>162</b>
<b>Percentage</b>			<b>64.80</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.9, it can be seen that no one student gets score five, twenty-three students get score four, seventeen students get score three, nine students get score two and one student gets score one. The total score of students' ability in using passive voice of simple past tense is 162 with percentage score is 64.80 with fair category.

**Table IV.10**  
**Students' Score in Using Passive Voice of Present Progressive**

No	Score	Frequency	Amount
1	5	0	0
2	4	23	92
3	3	18	54
4	2	8	16
5	1	1	1
<b>Total</b>		<b>50</b>	<b>163</b>
<b>Percentage</b>			<b>65.20</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.10, it can be seen that no one student gets score five, twenty-three students get score four, eighteen students get score three, eight students get score two and one student gets score one. The total score of students' ability in using passive voice of present progressive is 163 with percentage score is 65.20 with fair category.

**Table IV.11**  
**Students' Score in Using Passive Voice of Past Progressive**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	20	80
3	3	17	51
4	2	10	20
5	1	3	3
<b>Total</b>		<b>50</b>	<b>154</b>
<b>Percentage</b>			<b>61.60</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.11, it can be seen that no one student gets score five, twenty students get score four, seventeen students get score three, ten students get score two and three students get score one. The total score of students' ability in using passive voice of past progressive is 154 with percentage score is 61.60 with fair category.

**Table IV.12**  
**Students' Score in Using Passive Voice of Simple Future**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	16	64
3	3	19	57
4	2	13	26
5	1	2	2
<b>Total</b>		<b>50</b>	<b>149</b>
<b>Percentage</b>			<b>59.60</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.12, it can be seen that no one student gets score five, sixteen students get score four, nineteen students get score three, thirteen students get score two and two students get score one. The total score of students' ability in using passive voice of simple future is 149 with percentage score is 59.60 with fair category.

#### 4. Recapitulation of Students' Score in Using Passive Voice at Test III

**Table IV.13**  
**Students' Score in Using Passive Voice at Test III**

No	Name	Aspects					Total	Final Score	Category
		Simple Present	Simple Past Tense	Present Progressive	Past Progressive	Simple Future			
1	<i>Student 1</i>	4	3	3	3	2	15	60	Fair
2	<i>Student 2</i>	4	3	3	4	4	18	72	Fair
3	<i>Student 3</i>	3	3	3	3	3	15	60	Fair
4	<i>Student 4</i>	3	2	3	2	2	12	48	Less
5	<i>Student 5</i>	3	4	4	3	4	18	72	Fair
6	<i>Student 6</i>	2	2	2	2	2	10	40	Less
7	<i>Student 7</i>	3	4	3	4	3	17	68	Fair
8	<i>Student 8</i>	4	3	4	2	2	15	60	Fair
9	<i>Student 9</i>	4	4	4	4	3	19	76	Good
10	<i>Student 10</i>	4	3	4	3	3	17	68	Fair
11	<i>Student 11</i>	4	4	3	4	3	18	72	Fair
12	<i>Student 12</i>	4	4	4	4	4	20	80	Good
13	<i>Student 13</i>	5	3	3	4	4	19	76	Good
14	<i>Student 14</i>	3	3	2	2	2	12	48	Less
15	<i>Student 15</i>	5	4	3	4	3	19	76	Good
16	<i>Student 16</i>	3	4	4	4	3	18	72	Fair
17	<i>Student 17</i>	4	4	4	3	4	19	76	Good
18	<i>Student 18</i>	3	2	3	2	3	13	52	Less
19	<i>Student 19</i>	4	4	4	4	3	19	76	Good
20	<i>Student 20</i>	4	4	3	4	4	19	76	Good

21	<i>Student 21</i>	4	4	4	4	4	20	80	Good
22	<i>Student 22</i>	4	4	4	4	3	19	76	Good
23	<i>Student 23</i>	2	2	2	3	2	11	44	Less
24	<i>Student 24</i>	4	3	3	3	3	16	64	Fair
25	<i>Student 25</i>	3	4	4	3	4	18	72	Fair
26	<i>Student 26</i>	4	4	4	4	4	20	80	Good
27	<i>Student 27</i>	4	3	4	3	3	17	68	Fair
28	<i>Student 28</i>	3	4	3	4	4	18	72	Fair
29	<i>Student 29</i>	2	2	2	2	2	10	40	Less
30	<i>Student 30</i>	4	4	3	4	3	18	72	Fair
31	<i>Student 31</i>	2	1	2	2	2	9	36	Bad
32	<i>Student 32</i>	2	2	2	2	2	10	40	Less
33	<i>Student 33</i>	4	3	4	3	3	17	68	Fair
34	<i>Student 34</i>	3	4	4	3	4	18	72	Fair
35	<i>Student 35</i>	3	3	3	4	3	16	64	Fair
36	<i>Student 36</i>	4	4	4	4	4	20	80	Good
37	<i>Student 37</i>	3	3	4	3	3	16	64	Fair
38	<i>Student 38</i>	4	3	3	4	3	17	68	Fair
39	<i>Student 39</i>	3	4	4	3	3	17	68	Fair
40	<i>Student 40</i>	4	4	4	3	4	19	76	Good
41	<i>Student 41</i>	4	4	4	4	4	20	80	Good
42	<i>Student 42</i>	2	3	3	3	2	13	52	Less
43	<i>Student 43</i>	3	4	3	2	2	14	56	Fair
44	<i>Student 44</i>	3	4	4	3	3	17	68	Fair
45	<i>Student 45</i>	4	3	4	4	4	19	76	Good
46	<i>Student 46</i>	3	2	3	3	2	13	52	Less
47	<i>Student 47</i>	2	2	2	3	2	11	44	Less
48	<i>Student 48</i>	3	2	2	3	2	12	48	Less
49	<i>Student 49</i>	3	3	4	3	4	17	68	Fair
50	<i>Student 50</i>	3	3	3	2	2	13	52	Less
<b>Total</b>		<b>169</b>	<b>162</b>	<b>165</b>	<b>160</b>	<b>151</b>	<b>807</b>	<b>3228</b>	
<b>Category</b>								<b>64.56</b>	<b>Fair</b>

Based on table IV.13, it can be seen that the students' ability in using passive voice can be explained in the terms of passive voice of simple



present, simple past tense, present progressive, past progressive and simple future. In the table is shown that the total score of students' ability in using passive voice of simple present in written language is 169, in simple past is 162, in present progressive is 165, in past progressive is 160 and in simple future is 151. In addition the final score of the students' ability in using passive voice of simple present in written language is 3228 with average score is 64.56 can be categorized fair. Furthermore to know the frequency of the students' ability in using passive voice of simple present in every aspect can be explained as follows:

**Table IV.14**  
**Students' Score in Using Passive Voice of Simple Present**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	2	10
2	4	22	88
3	3	19	57
4	2	7	14
5	1	0	0
<b>Total</b>		<b>50</b>	<b>169</b>
<b>Percentage</b>			<b>67.60</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.14, it can be seen that there are two students get score five, twenty-two students get score four, nineteen students get score three, seven students get score two and no one student gets score one. The total score of students' ability in using passive voice of simple present is 169 with percentage score is 67.60 with fair category.

**Table IV.15**  
**Students' Score in Using Passive Voice of Simple Past Tense**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	23	92
3	3	17	51
4	2	9	18
5	1	1	1
<b>Total</b>		<b>50</b>	<b>162</b>
<b>Percentage</b>			<b>64.80</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.15, it can be seen that no one student gets score five, twenty-three students get score four, seventeen students get score three, nine students get score two and one student gets score one. The total score of students' ability in using passive voice of simple past tense is 162 with percentage score is 64.80 with fair category.

**Table IV.16**  
**Students' Score in Using Passive Voice of Present Progressive**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	23	92
3	3	19	57
4	2	8	16
5	1	0	0
<b>Total</b>		<b>50</b>	<b>165</b>
<b>Percentage</b>			<b>66</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.16, it can be seen that no one student gets score five, twenty-three students get score four, nineteen students get score three, eight

students get score two and one student gets score one. The total score of students' ability in using passive voice of present progressive is 165 with percentage score is 66 with fair category.

**Table IV.17**  
**Students' Score in Using Passive Voice of Past Progressive**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Amount</b>
1	5	0	0
2	4	20	80
3	3	20	60
4	2	10	20
5	1	0	0
<b>Total</b>		<b>50</b>	<b>160</b>
<b>Percentage</b>			<b>64</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.17, it can be seen that no one student gets score five, twenty students get score four, twenty students get score three, ten students get score two and no one student gets score one. The total score of students' ability in using passive voice of past progressive is 160 with percentage score is 64 with fair category.

**Table IV.18**  
**Students' Score in Using Passive Voice of Simple Future**

No	Score	Frequency	Amount
1	5	0	0
2	4	16	64
3	3	19	57
4	2	15	30
5	1	0	0
<b>Total</b>		<b>50</b>	<b>151</b>
<b>Percentage</b>			<b>60.40</b>
<b>Category</b>			<b>Fair</b>

Based on table IV.18, it can be seen that no one student gets score five, sixteen students get score four, nineteen students get score three, fifteen students get score two and no one student gets score one. The total score of students' ability in using passive voice of simple future is 151 with percentage score is 60.40 with fair category.

### B. Data Analysis

**Table IV.19**  
**Students' Score in Using Passive Voice**

No	Name	Students' Score				Category
		Test I	Test II	Test III	Final Score	
1	<i>Student 1</i>	52	56	60	56	Fair
2	<i>Student 2</i>	72	72	72	72	Fair
3	<i>Student 3</i>	56	60	60	58.67	Fair
4	<i>Student 4</i>	48	48	48	48	Less
5	<i>Student 5</i>	72	72	72	72	Fair
6	<i>Student 6</i>	36	36	40	37.33	Bad

7	<i>Student 7</i>	68	68	68	68	Fair
8	<i>Student 8</i>	60	60	60	60	Fair
9	<i>Student 9</i>	76	76	76	76	Good
10	<i>Student 10</i>	68	68	68	68	Fair
11	<i>Student 11</i>	72	72	72	72	Fair
12	<i>Student 12</i>	80	80	80	80	Good
13	<i>Student 13</i>	76	76	76	76	Good
14	<i>Student 14</i>	48	48	48	48	Less
15	<i>Student 15</i>	76	76	76	76	Good
16	<i>Student 16</i>	72	72	72	72	Fair
17	<i>Student 17</i>	76	76	76	76	Good
18	<i>Student 18</i>	52	52	52	52	Less
19	<i>Student 19</i>	76	76	76	76	Good
20	<i>Student 20</i>	76	76	76	76	Good
21	<i>Student 21</i>	80	80	80	80	Good
22	<i>Student 22</i>	76	76	76	76	Good
23	<i>Student 23</i>	32	32	44	36	Bad
24	<i>Student 24</i>	64	64	64	64	Fair
25	<i>Student 25</i>	72	72	72	72	Fair
26	<i>Student 26</i>	80	80	80	80	Good
27	<i>Student 27</i>	68	68	68	68	Fair
28	<i>Student 28</i>	72	72	72	72	Fair
29	<i>Student 29</i>	36	40	40	38.67	Bad
30	<i>Student 30</i>	72	72	72	72	Fair
31	<i>Student 31</i>	32	36	36	34.67	Bad
32	<i>Student 32</i>	36	36	40	37.33	Bad
33	<i>Student 33</i>	68	68	68	68	Fair
34	<i>Student 34</i>	72	72	72	72	Fair
35	<i>Student 35</i>	64	64	64	64	Fair
36	<i>Student 36</i>	80	80	80	80	Good
37	<i>Student 37</i>	64	64	64	64	Fair
38	<i>Student 38</i>	68	68	68	68	Fair
39	<i>Student 39</i>	68	68	68	68	Fair
40	<i>Student 40</i>	76	76	76	76	Good
41	<i>Student 41</i>	80	80	80	80	Good

42	<i>Student 42</i>	52	52	52	52	Less
43	<i>Student 43</i>	56	56	56	56	Fair
44	<i>Student 44</i>	68	68	68	68	Fair
45	<i>Student 45</i>	76	76	76	76	Good
46	<i>Student 46</i>	52	52	52	52	Less
47	<i>Student 47</i>	28	32	44	34.67	Bad
48	<i>Student 48</i>	48	48	48	48	Less
49	<i>Student 49</i>	68	68	68	68	Fair
50	<i>Student 50</i>	48	48	52	49.33	Less
<b>Total</b>		<b>3168</b>	<b>3188</b>	<b>3228</b>	<b>3194.67</b>	
<b>Category</b>					<b>63.89</b>	<b>Fair</b>

Find out means score of the students' ability in using passive voice in written language

a. Means score of test I: 
$$M = \frac{\sum X}{N} = \frac{3168}{50} = 63.36$$

b. Means score of test II: 
$$M = \frac{\sum X}{N} = \frac{3188}{50} = 63.76$$

c. Means score of test III: 
$$M = \frac{\sum X}{N} = \frac{3228}{50} = 64.56$$

d. Means score of final score: 
$$M = \frac{\sum X}{N} = \frac{3194.67}{50} = 63.89$$

Based on table IV.19, it can be seen that the final score of the students' ability in using passive voice in written language is 3194.67 with average score is 63.89 with fair category. In conclusion, students' ability in using passive voice at the second year of State Senior High School 1 Tambusai Utara can be categorized fair.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' ability in using passive voice in written language at the second year of State Senior High School 1 Tambusai Utara.

#### **A. Conclusion**

After doing the research, the writer finds out the result of the students' ability in using passive voice at the second year of State Senior High School 1 Tambusai Utara. The result is the answer of the formulations of the problem, "how is the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara?". It can be answered that in the first test, the students' ability in using passive voice in written language score is 3168 with average score is 63.36 can be categorized fair. In the second test, the students' score is 3188 with average score is 63.76 can be categorized fair and in the thrid test, the students' score is 3228 with average score is 64.56 can be categorized fair. Fro this result it can be concluded that the score of the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara is 3194.67 with average score 63.89 can be categorized fair. It means that the students' ability in using passive voice at the Second Year Students of State Senior High School 1 Tambusai Utara can be categorized into fair.

## **B. Suggestions**

### **1. Suggestion for the Teacher**

The writer hopes to English teacher should raise the students' capability in learning English especially in learning passive voice. Related to the result of the research, the writer offers some suggestions as follow:

- a. Teaching English should be able to aware the students in increasing their capability in learning passive voice.
- b. The writer suggests the teachers to enrich their knowledge and the ability in terms of grammar in order to ease them in teaching passive voice and other lessons of English.
- c. The English teachers should explain clearly about passive voice to the students.

### **2. Suggestions for the Students**

- a. The students are suggested to learn more about passive voice
- b. The students are suggested to be able to differentiate the kinds of passive voice.
- c. The students are suggested to more pay attention when the teacher explains the material. It will make them more understand in learning English.



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