


AN ANALYSIS OF STUDENTS' PROBLEMS IN WRITING PASSIVE VOICE MADE BY THE SECOND GRADE OF SMAN 9 TAKALAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 30 2021 Revised: February 2,2021 Accepted: : February 2,2021 Published: December 25,2021</p> <p>Keywords: Passive Voice Questionnaire Students' Problem</p>	<p>The purpose of this research is to find out and analysis the students' problems in writing passive voice made by the second grade of SMAN 9 Takalar. The design of this research was descriptive quantitative research. The total number of the sample was 15 students. The researcher used the purposive sampling technique. The instrument used to get the data was a test and questionnaire with Google Form as data collection tool. Based on the result, the researcher found the percentage of students' problems in writing passive voice. The researcher 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. The causes that become problems for students in writing passive voice are knowledge and understanding, less practice, and educational background. Finally, based on the findings, it can be concluded that students of the second grade of SMA Negeri 9 Takalar have problems in writing passive voice and three causes that make students problems in writing passive voice.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English as an international language has a crucial position in Indonesia, this can be seen from its position as one of the main subjects to be taught in schools ranging from elementary to secondary schools and even universities. English as an international language also very essential for Indonesians to communicate with other countries. In learning English, we not only learn four basic skills, namely speaking, reading, writing, and listening but, we also learn the components so that we can write English correctly. Grammar is one of the most crucial constituents of language.

Grammar is the study of how to make and structure a sentence. According to Garot and Wignell in Sandi et al (2016) 'grammar, is a theory of a language, of how language is put together and how it works'. Grammar also very essential in teaching and learning English.

According to Muhammad et al (2017) state that grammar is one of the important aspects of teaching and learning English. It can be stated that grammar is needed to arrange words into the right sentences. Besides, grammar is necessary to build grammar sentences effectively. Ur (2009:75) in Dewi (2017) defines 'grammar as the way words are put together to make the correct sentences'. Every student has to understand English grammar because grammar has the core position in learning the English language. Without learning grammar, the students can't write well belonging writing sentences.

One aspect of grammar that students must learn is passive voice. It is often used in speaking and writing form. Besides, passive voice is very general in scientific papers and other types. The passive voice is one aspect that must be considered by English teachers. In passive voice, students are usually confused with tenses. Every tense has quite a different rule in the passive voice. For example, if the active sentence in the simple present tense used is / am / are and simple past, was/were as to be and followed by the past participle of the verb. Then, the object is followed by to be and past participle. Students do not understand about changing forms such as changing infinitives into past participle of regular verbs and irregular verbs. It is essential because passive voice is in spoken and writing English.

Sometimes students do not fully understand the passive voice in a sentence. They can make an error. The students are still confused about writing passive voice. Many students have a problem in the writing of past participle form and auxiliaries verb, the students also have problems in change the object in active voice becomes subject in the passive voice. According to Dewi (2017) state that "changing active into passive voice is the object from the sentence move to the beginning of the sentence". In the correct passive voice, the students have to understand: tenses, auxiliaries (modal auxiliaries and auxiliaries verb), and past participle.

Based on that problem above becomes a reference to why the researcher choose this research because the students still mistake made by students in making passive voice or changing active voice into passive voice. According to Sitorus (2015) in Muhammad (2017), in writing passive voice sometimes the students do not understand fully the rules of passive voice. So, they can't make errors. Sometimes the errors that they make are the same. For example, in using tenses, auxiliaries, and past participle form. Those errors should be avoided.

Based on the statement above, the researcher takes the title of this research that is "An Analysis of Students' Problems in Writing Passive Voice Made by the Second Grade of SMAN 9 Takalar".

RESEARCH METHOD

The design of this research was the descriptive quantitative method. According to Gay, Mills, and Airasian (2012:7) in their book stated that quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest.

In this research, the researcher will be found the students' problems in writing passive voice made by the second grade of SMAN 9 Takalar in simple present tense and simple past tense.

In this research, the variables used are the dependent variable and the independent variable. An independent variable is an attribute or characteristic that influences an outcome or dependent variable (Creswell, 2012:116). The independent variable of this research is passive voice. The dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable (Creswell, 2012: 115). It is the effect of the independent variable. The dependent variable of this research is students' problems.

The population in this study was all of class II SMAN 9 Takalar. The total population was 63 students. The students were divided into three classes that were both science, social, and language class. The researcher used purposive sampling in using sample. The researcher only took 15 students in XI of Science class at SMAN 9 Takalar as a sample. Samples to be taken are those who have low scores in English lessons in that class.

In this study, the researcher used a test and questionnaire. According to Brown (2004:3) in Rijasti (2017), defined a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The researcher gave the test with 10 item questions. There were 5 item questions about simple present passive and 5 item questions about simple past passive. The researcher did the test for 45 minutes for the students to answer the question based on their thinking. The test was about transforming from active into passive in simple present and simple past.

In this study the researcher also used questionnaire as questionnaire. In this research, the researcher used a close questionnaire with Google Form as a data collection tool. Based on Arikunto in Diana (2019) state a closed questionnaire is a question which the respondent can directly. The researcher gave a questionnaire to students and provided 10 questions. This was used to find out the causes of the students' problems in writing passive voice. As for what researcher use based on Diana's previous research (2019), as follows:

Questionnaire guideline for Students

Questionnaire Components	Indicator	Number of Question	Total Item
To know the students' problems in knowledge and understanding.	The students' problem in knowledge and understanding.	1,2,3	3
To know the students' problems in less practice.	The students' problem in less practice.	4,5,6	3
To know the students' problem in educational background.	The students' problem in educational background	7,8,9,10	3

(Adaptation from Diana (2019))

To calculate the students' score from test, the researcher using the formula in Elmaida's journal (2020) as follows:

$$\text{Score} = \frac{\text{Guide score}}{\text{maximum score}} \times 100$$

After knowing the test results and students' scores, the researcher classified students into having a problem and having no problem by using the following criteria that are modified from Arinkunto (2012) in Muhammad et all (2017).

Score \leq 70 = has problem

Score \geq 70 = has no problem

The criteria for students' scores were the highest score of 100 and the lowest score of 0. Finally, the researcher calculated the percentage of students who has or has no problems with each indicator using the following formula:

$$p = \frac{f}{n} \times 100 \%$$

Note:

P: The percentage of students

f: frequency of students who had or had no problem

n: Number of respondents

RESULT AND DISCUSSION

The Students' Problems in Writing Passive Voice Made by the Second Grade of SMAN 9 Takalar Based on Test

In this study, the researcher found the students' problems in writing passive voice made by the second grade of SMAN 9 Takalar. Research findings are supported by research conducted by Lesmana, N et al (2020) where they said that students did not transfer the subject that should be. So, it made the mistake in transfer active into passive voice. Batubara, M.H et al (2020) also found the most dominant students' difficulties in changing active to passive voice were: difficulties in determining the subject, trouble in using the auxiliary verb be, and difficulties in using verb 3 in the passive voice. Meanwhile, according to Sandi Kurnia (2016) found that the students' ability in using active into passive voice was score 85, which can be classified as a good level. It means that the students could implement the passive voice in the sentence. Based on these findings, this study is different from Sandi Kurnia's research because, in this study, there are still many students who have problems writing passive voice the simple present tense and simple past tense especially, in changing active into passive voice.

- a. The percentage of the students' problems in writing passive voice in simple present tense made by the second grade of SMAN 9 Takalar

Percentage of students' problems in writing passive voice in the simple present tense

Tenses	Categories	Total	Percentage
Simple past passive	Has problems	12	80,00%
	Has No problems	3	20,00%
Total		15	100%

Based on the table above, the researcher found that there were still many students who had problems writing passive voice in the simple present tense, especially in changing active to passive voice made by the second grade of SMAN 9 Takalar.

Referring to the scoring criteria, the highest possible score is 100, and the lowest one is 0. Based on the data analysis of the students' result test of the simple present tense, the researcher found that the highest score that is achieved by the students in writing passive voice in simple present tense was 80, and the lowest one was 0. The students are classified as having problem if their score was less than score ≤ 70 . There were 13 students classified as having a problem and the percentage was 86,67%. There were 2 students classified as having no problem and the percentage was 13,33%.

- b. The percentage of the students' problems in writing passive voice in simple past tense made by the second grade of SMAN 9 Takalar

Percentage of students' problems in writing passive voice in the simple past tense

Tenses	Categories	Total	Percentage
Simple past passive	Has problems	12	80,00%
	Has No problems	3	20,00%
Total		15	100%

Based on the table above, the researcher found that there were still many students who had problems in writing the passive voice in the simple past tense, especially in changing active to passive voice made by the second grade of SMAN 9 Takalar.

Referring to the criteria of scoring, the highest possible score is 100 and the lowest one is 0. Based on the data analysis of the students' result test of the simple present tense, the researcher found, the highest score that is achieved by the students in writing passive voice in the simple past tense was 100, and the lowest one was 0. The students are classified as having a problem if their score less than score ≤ 70 . There are 12 students classified as having the problem and the percentage is 80%. There are 3 students classified as having no problem and the percentage is 20%.

1. Students' Problems in Writing Passive Voice Made by the Second Grade of SMAN 9 Takalar Based on Questioner

In this research, the researcher also used the questionnaire to get out the causes of the students' problems in wiring passive voice. The researcher concluded that the result of the questionnaire indicated that there were several causes of the students' problems in writing passive voice. According to Muhammad et al (2017), state that there were several that causes make students had problems in writing passive voice. First, students think that the subject of a sentence is the agent when it isn't. Second, students may leave out

auxiliary verb before the past participle. Third, students may fail to use a past participle form of the main verb. The result of the questionnaire can be seen in the table below:

Questionnaire Report

No.	Question	Answer	Total	Percentage
1	Do you know the passive voice? (Apakah anda tahu apa itu kalimat pasif?)	Yes	13	86,67%
		No	2	13,33%
2	Do you know the structure of passive voice? (apakah anda tahu struktur dari kalimat passive?)	Yes	6	40,00%
		No	9	60,00%
3	Do you have knowledge to write passive voice sentences in simple present and simple past? (Apakah anda memiliki pengetahuan yang cukup untuk menulis kalimat pasif di simple present dan simple past?)	Yes	7	46,67%
		No	8	53,33%
4	Do you like writing passive voice? (Apakah anda suka menulis kalimat pasif?)	Yes	2	13,33%
		No	13	86,67%
5	Do you often write passive voice of simple present tense? (Apakah anda sering menulis kalimat pasif simple present tense?)	Yes	3	20,00%
		No	12	80,00%
6	Do you often write passive voice of simple past tense? (Apakah anda sering menulis kalimat pasif simple past tense?)	Yes	4	26,67%
		No	11	73,33%
7	Do you have problems when distinguishing between subject and object? (Apakah anda mengalami masalah dalam membedakan subject dan object?)	Yes	9	60,00%
		No	6	40,00%
8	Do you have any problem in using the auxiliary verb be? (Apakah anda memiliki masalah dalam menggunakan kata kerja bantu be?)	Yes	10	66,67%
		No	5	33,33%
9		Yes	12	80,00%

	Do you have any problem in using be + past participle? (Apakah anda memiliki masalah dalam menggunakan be + kata kerja bentuk ke3?)	No	3	20,00%
10	Do you have any problem in using by + agent? (Apakah anda memiliki kesulitan dalam menggunakan be + agent?)	Yes	12	80,00%
		No	3	20,00%

The first item shows that 13 students with a percentage of 86,67% answered “Yes” which means knowing passive voice. Meanwhile, two students with a percentage of 13,33% answered “No” meaning they did not know about passive voice. Thus, it can be concluded that most of the students of class XI MIPA know about passive voice.

The second item shows that 6 students with a percentage of 40,00% answered “Yes” which means knowing the structure of passive voice. Meanwhile, nine students with a percentage of 80,00% answered “No” meaning they did not know about the structure of passive voice. It can be concluded that most of the students of class XI MIPA do not know the structure of the passive voice.

The third item shows that 7 students with a percentage of 46,67% answered “Yes”, which means that they have enough knowledge to write passive voice in simple present and simple past. Meanwhile, 8 students with a percentage of 53,33% answered “No”, meaning that they do not have enough knowledge to write passive voice in the simple present and simple past. It can conclude that most of the students of class XI MIPA do not have the knowledge to writing passive voice in simple present and simple past.

The fourth item shows that 2 students with a percentage of 13,33% answered “Yes”. Meanwhile, 2 students with a percentage of 86,67% answered “No” which means that they do not like writing passive voice. It can conclude that most of the students of class XI MIPA did not like writing passive voice.

The fifth item shows that 3 students with a percentage of 20,00% answered “Yes” which means that they often writing passive of simple present tense. While 12 students with a percentage of 80,00% answer “No” meaning that they did not often write the passive voice of simple present tense. It can conclude that most of the students of class XI MIPA rarely writing passive voice of simple present tense.

The sixth item shows that four students with a percentage of 26,67% answered “Yes” meanwhile, 11 students with a percentage of 73,33% replied “No” the researcher can conclude that most of the students of class XI MIPA do not often write passive voice of simple past tense.

The seventh item shows that nine students with a percentage of 60,00% answered “Yes”, which means that they have a problem in distinguishing between subject and object. While six students with a percentage of 40,00% answered “No”. It can be

concluded that most students of class XI MIPA have problems when distinguishing between subject and object.

The eighth item shows ten students with a percentage of 66,67% answered “Yes” which means that they are having problems in using the auxiliary verb be. Meanwhile, five students with a percentage of 33,33% replied “No” meaning that they did not have problems in using the auxiliary verb be. It can be concluded that most of the students of XI MIPA have problems in using the auxiliary verb be.

The ninth item shows twelve students with a percentage of 80,00% answered “Yes” which means that they have problems in using be + past participle. Meanwhile, three students with a percentage of 20,00% answered “No”. The researcher can be concluded that most of the students of XI MIPA have problems in using be + past participle.

The tenth item shows twelve students with a percentage of 80,00% answer “Yes” which means that they have problems in using by + agent. Meanwhile, three students with a percentage of 20,00% answered “No” which means they did not have problems in using by + agent. The researcher can be concluded that most of the students of class XI MIPA have problems in using be + agent.

Based on the results of the questionnaire, it can conclude that three causes of students’ problems in writing passive voice especially, in changing active to passive voice. The first is knowledge and understanding; the students have problems understanding passive voice. The second is less practice, most students rarely write passive voice, and only a few students like to write passive voice. Lastly is educational background; students are still confused about the passive voice material that has been taught, especially the passive voice component. Therefore, they do not understand passive voice.

CONCLUSION

Based on the data analysis of the students’ problems in writing passive voice made by the second grade of SMAN 9 Takalar. The researcher concluded as follows:

1. In writing a passive sentence the in the simple present tense, the students had a problem. It is proved by the fact that there are 13 students (86,67%) who had a problem and there are 2 students (13,33%) who do not have a problem. While in writing passive voice in simple past tense the students also had a problem. It is proved by the fact that there are 12 students (80%) who had a problem and there are 3 students (20%) who do not have a problem.
2. The result of the questionnaire shows that the cause of the students’ problem in writing passive voice is finding three aspects such as: knowledge and understanding, less practice, and educational background.

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