

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system of communication consisting of sounds, words and grammar, or the system of communication used by people to say something. According to Keraf in Smarapradhipa (2005:1), providing two language understanding. The first notion of language as stated means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. People need language to communicate their thought to the others. It is also used to get information or share information. To make easy in understanding the language, the people must use grammar in their communication or share information. Grammar constitute as a key of language to define good or not the language.

Grammar is the important part of languages, so grammar is very important for the learner. There are some experts who give the definition about grammar. Garot and Wignell in Rosidani (2011:14) stated that grammar is a theory of a language, of how language is put together and how it works. It's mean that the grammar is to construct the idea and put it there to geather and it will have a meaning.

As stated by Harmer in Rosidani (2001:12) defined that Grammar as the description of the way in which words can change their form and can be combined into sentences in that language. It means that a grammar is the way

to description one thing and with grammar the learner can change the form of the word to the other form and it will change the meaning.

However, many students get difficulties in learning English, because English is considered as foreign language in Indonesia and also it is known that most part of English grammatical systems are different from Indonesia. Based on the description, the writer believes that their knowledge on the first or second language were interferes in their English. Hence, students get great difficulties in learning English. Moreover, the linguistic system of English is very complicated.

Since English has much different from Indonesian, for example in functional skills, especially in passive voice. Students should master some elements of language, such as grammar and tenses. In constructing passive voice, students should know the tenses, because passive sentences depend on each of the tenses. On this matter, students often get confused and make mistakes in constructing passive voice. They are often confused in using passive voice especially in putting To Be.

Based on the explanation above, the reseacher is interested to conduct the research entitled “Analyzing students ability in constructing passive voice” at the second year students of SMK N 2 Tambusai Utara.

B. Setting of the Problems

There are many problems that the researcher found in constructing passive voice, such as :

1. The students lack in constructing passive voice because the structure differences between Indonesian and English language could make students make some passive voice error.
2. The students do not have adequate background about the English grammar's system.

C. Limitation of the problem

There are some problems in this research. Because of limited time and the researcher ability, the research focuses on analysing students' ability in constructing passive voice at second year students at SMK N 2 Tambusai Utara.

The researcher analyzes the error made by the students in using English passive voice in the simple present, simple past, simple future, present continuous, past continuous, present perfect and past perfect. The change of pattern and subject verb agreement become the components in analysis the students' ability in constructing passive voice.

D. Formulation of the problem

Based on the limitation of the problems above, the problems of formulated this study are:

1. How are the students' ability in constructing passive voice of the second year students at SMK N 2 Tambusai Utara?.
2. How are the students' error in constructing passive voice of the second year students at SMK N 2 Tambusai Utara?.

E. Purpose of the Research

The purpose of the research are :

1. To describe the students' ability in constructing passive voice.
2. To describe the students' error in constructing passive voice.

F. Significance of the research

The significance of this research can be classified into two parts, for the teacher and the students.

1. Teacher

To give information about the students' ability in constructing passive voice. Furthermore, it can be reference in scoring of the students' passive voice.

2. Students

To increase the students' knowledge and motivation in constructing passive voice, especially the second year students at SMK N 2 Tambusai Utara.

G. Definition of the Key Terms

1. Ability

According to Harnby, A.S.(1995: 2). Ability is the capacities power to do something physical or mental. Ability is seemed as a skill because the skill is the ability to the something expertly and well.

Ability is the quality of being able to do something, especially the physical, mental financial, or legal power to accomplish something. The quality of being suitable for or receptive to a specified treatment. Possesion of the qualities required to do something, especially competence.

2. Passive Voice

According to Baratta (2009) A passive verb form, is made by verb past participle, the subject of a passive verb is usually the person or thing that is affected by the action the verb.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about grammar, sentence, the sentence types, passive voice, review of related finding and theoretical framework. Those are based on several experts who give their own definition that related to this research.

A. Review of Related Theories

1. English Grammar

1.1 The Defenition of Grammar

Grammar is the important part of languages, so grammar is very important to be studied by the learner. There are some expert who give the definition about grammar. Garot and Wignell in Rosidani (2011:14) stated that grammar is a theory of a language, of how language is put together and how it works. It means that Grammar is to construction the idea and put it there to geather and it will have a meaning. And the grammar usually work at the rule its done by some expert who understand it, every decade the rule of grammar always change and upgade to the new and best one.

In addition, as stated by Harmer in Rosidani (2001:12) defined that Grammar as the description of the way in which words can change their form and can be combined into sentences in that language. Means that a Grammar is the way to description one thing and with grammar the learner can change the form of the word to the other form and it will change the meaning.

Grammar is also a study and practice of the rules by which words change and how word change and how that put together into a sentences. And also

without knowing of the grammar in a language it could not be said to have learned the language. Besides, it seems impossible to learned a language without learning the grammar because it tells the learner how that language can be used.

According to Purpura in Emmaryana (2010 : 17) states that Grammar is defined as a system way accounting for a predicting an idea speakers' or hears' knowledge of the language. It means that Grammar is a way of system that it can be predicted by the learner about the meaning and the idea from the speaker who are speaking and it is also the system to add our knowledge.

From the all of the expert defined the grammar above, it can be concluded that grammar is a set of rules in a language that the learner should follow that rules. It can help them to understand what the language means. In addition, the change of grammar can change the form and the meaning.

1.2 The Importance of Learning Grammar

Learning English without knowing its grammar makes the learner difficult in understanding and interpreting the sentences. The learner who wants to communicate easily in spoken or written language they need to understand about grammar and absolutely they must master in grammar. Since every word that the learner need to produce must clearly systemic in the rules of sentence pattern.

As Carrot & Wiggel in Rosidani (2011: 19) states that grammar is a theory of a language, of how language is put together and how it works. It means that in grammar the learner is needed to use the pattern sentence as well as the

correct place, and if it is put together it makes a new meaning than it will be understood by the listener or the reader.

Using English grammar incorrectly makes a trouble in understanding. Sometimes, the understanding occurs between speaker and the listener or between writer and the readers, when a composition of sentences having incorrect gramatical pettern. One who wants to be able to communicate easily in spoken and written has to master the rules of grammar.

2. English Sentence

2.1 The Defenition of English sentence

A sentence is a group of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought. A complete sentence has at least a subject and main verb to state a complete thought. In English and many other language, the first word of a written sentence has a capital letter. At the end of the sentence, there is a full stop or full point.

An English sentence is a part of speech to see the system of its formed structure clearly. It can be in written or spoken forms. Moreover, the sentence also consists of elements (subject, verb, and object) and each of them has a function semantically. It has different purposes to deliver the idea. In addition, to see the representative of relationship between subject and verb in meaning is called as voice. In voice, it concerns in structural or grammatical but

transitivity is for semantics. Furthermore, voice represents about the meaning between the subject and object.

Actually voice is very challenging to be studied. The studies on voice phenomena have been becoming important and challenging topics in grammatical and semantic fields (Jufrizal, 2008).

2.2 Types of Sentence

According to Alice and Hogue there are four kinds of sentences in English, those are: simple sentence, compound sentence, complex sentence, and compound complex sentence. In addition, in english sentence there are active and passive types of sentences.

a. The four kinds of sentences

Table 2.1 Kind of Sentences

No	Kind of Sentence	Example
1	Simple sentence	The cat is sleeping
2	Compound sentence	I enjoy playing tennis, but I hate playing golf.
3	Complex sentence	Although I enjoy playing tennis, I hate golf. I hate golf, although I enjoy playing tennis.
4	compound complex sentence	I hate playing golf but I enjoy playing tennis even though I am not very good at it.

b. Types of Active and Passive Sentence

Active construction is the most common, while passive is less common and used for special discourse functions; the passive reduces the importance of the agent of the action and fulfill other discourse function (Biber, et al., 2003). There are several forms of passive, mostly are constructed in form of the auxiliary be and an *-ed* participle. However, passive can also be formed with auxiliary get, which is called the get-passive.

Passive construction occurs either as short passive or long passive. Long passive contains a by-phrase which specifies the agent of the action, however there are also exception to the use of *by* to govern the agentive phrase. In principle, the long passive can be replaced by an active clause with the same meaning, yet it will be less appropriate than the passive voice (Biber et al., 2003).

3. Active and Passive Voice Construction

Active and passive voice constructions are interchangeably used in academic and non-academic writing for different purposes, for example passive voice constructions is used to execute special discourse functions due to its marked voice (Biber et al., 2003) such as creating distance between writer and the text mostly found in scientific paper (Baratta, 2009). However, numerous studies on passive have been conducted from various spectrums to obtain thorough understanding on both passive and active voice constructions.

Passive voice construction can be useful to write descriptive passages as well as give instructions. In contrast to passive construction, using active voice

will background the process or the description, the focus of stage is lost and the emphasis shifts to the agent (Swales & Feak, 2008). Nevertheless, Beason and Lester (2003) argue that passive voice can lead to a dull style because it does not stress action and hides the agent doing an action. Tendency to show politeness through employing passive construction may occur, yet providing reason might be necessary. However, when the doer of the action is unimportant or unknown, the passive voice is appropriate.

In general, instructional detail of using specific voice is not properly addressed in certain degree. This may become the result of the traditional separation of teaching grammar and teaching writing (Hinkel, 2004). The teaching grammar covers the use of tenses and voices without relating those to the academic writing, while, in writing instruction, the use of voice varies depending on the purpose of the author stance.

3.1 The passive structure

A passive verb form, is made by verb past participle, the subject of a passive verb is usually the person or thing that is affected by the action the verb. Furthermore, in passive voice the subject receives the action of verb. The direct object of active sentence becomes the subject of the passive sentence. Because every sentence in English must have a subject, passive sentences can be formed only from transitive verbs, which can take direct object.

In English and the other European languages, the passive voice is defined in terms of morphorlogy, syntax, and semantics. According to traditional descriptive grammar, the term “passive voice” refers to the placement of the

object at the subject's position, together with the emergence of the passive morphemes (Radford). Givón (: 566) portrays the subject function of non-agent roles in the passive sentences in contrast with roles of subjects in the active sentences via the subsequent illustration:

Active: (Actor) > Beneficent > Patient > Other roles

Passive: Beneficent > Patient > Other roles

The passive voice is not common in the spoken language unless the speaker wishes to highlight something. The written discourse, on the contrary, contains the stricter devices to link the clauses than those in the spoken utterance. The passive occasionally emerges in the discourse to deal with the need for linking clauses. Siewierska points out that the necessity for the use of the passive varies from language to language, hinging on internal linguistic features of the passive and available strategies to express the above function. "The above functions" Siewierska refers to are topic identification, impersonalization and detransitivisation.

There are numerous reasons for the use of passive voice, the first of which is to serve topicalizing function. Givón contends that passivization is the process by which a non-agent gets promoted up to the subject of the sentence (2000: 186). Givón defines promotional passive voice as the structure where the subject of the passive structure goes through the complete promotion up to subjecthood. This type of structure tends to embrace the subsequent properties:

- a. enabling the agent of the passive voice to emerge optionally;

- b. coding the passive verb in the more stative and intransitive grammatical form; and
- c. confining the range of non-agent case-roles which can become the subject of the passive structure.

In view of the cognitive framework, Rudzka-Ostyn lists specific parameters employed to analyze a particular situation: “vantage point, figure-ground alignment, levels of specificity/schematicity, backgrounding, foregrounding, and other parameters”. All these aspects need to be looked through in the analysis of the passive voice. Passive voice is used as a foregrounding device underscoring the participant that should be prominent in the readers’ awareness of the reality the writer intends to convey. In the passive structure, the patient tends to have higher topicality than the agent, and the agent is exceedingly non-topical or demoted.

3.2 Types of Passive Voice Construction

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Passive construction occurs either as short passive or long passive. Long passive contain a by-phrase which specifies the agent of the action, however

there are also exception to the use of *by* to govern the agentive phrase, i.e *the room was permeated with gas* and *he is known to me* (Coetzee, 1980). In principle, the long passive can be replaced by an active clause with the same meaning, yet it will be less appropriate than the passive voice (Biber et al., 2003). Principals for choosing long passives in writing include:

1. The information-flow, in which preference for presenting new information at the end of a clause;
2. End-weight, in this case the agent does not hold up the processing of the rest of the clause; and
3. The long passive place initial emphasis on an element of the clause, which is the topic or theme. In other words, long passive construction allows the object agent to have less attention from the readers and somehow lack of responsibility.

Meanwhile, short passive is when the agent is not specified. According to Biber, et al. (2003), the short passive is a useful device in academic writing because it gives the status of topic to the direct object of the corresponding active clause. The sense of objective detachment also appears by employing the non-agentive passive. However, the short passive should not be applied when the agent is actually present, as Coetzee (1980) believed that short passive should not be thought of as derived from the long; short passive should be treated as agent less sentences. What is interesting about this agent device, according to Coetzee, was that it operated as though the derivation of the short passive were via agent deletion from the long passive. It creates such

understanding that this kind of process allows the readers, as well as the author, to hide and rediscover the hidden agent. Hence, this agent less passive particularly occurs more frequently in serious scientific writing than in any other genre.

3.3 Voice Construction and Academic Writing

Passive voice construction can be useful to write descriptive passages as well as give instructions. In contrast to passive construction, using active voice will background the process or the description, the focus of stage is lost and the emphasis shifts to the agent (Swales & Feak, 2008). Nevertheless, Beason and Lester (2003) argue that passive voice can lead to a dull style because it does not stress action and hides the agent doing an action. Tendency to show politeness through employing passive construction may occur, yet providing reason might be necessary. However, when the doer of the action is unimportant or unknown, the passive voice is appropriate.

In general, instructional detail of using specific voice is not properly addressed in certain degree. This may become the result of the traditional separation of teaching grammar and teaching writing (Hinkel, 2004). The teaching of grammar covers the use of tenses and voices without relating those to the academic writing, while, in writing instruction, the use of voice varies depending on the purpose of the author stance.

It is important to note recent change in English native speaker's academic writing style, in which writers are encouraged to use more active voice rather

than passive. Regardless the debate over improper use of active voice, we can underline the change in the teaching of writing (i.e Hartley, 2008; Smith, 2008; and Norris, 2013).

3.4 Voice Construction and Authorial Voice

Academic writing is regarded as a tool to communicate authors' critical thinking and projecting the content. Moreover, it becomes a useful tool to gain credibility by showing an identity invested with individual authority, displaying confidence in the judgment to their ideas (Hyland, 2002b). One of the ways writers can embody themselves in readers' consciousness is through pointing out the use of I to show the author's credibility, commitment to the words presented, and as well as to engage with the readers (Hyland, 2002a).

Taking into account of the authorial voice construction, it can be drawn that employing author pronoun means conveying active voice construction within the sentence. In other words, the debate over authorial voice, whether or not to project the author in the text and engage with readers, will be in the same light as choosing active or passive construction. The choice is seen as a depiction on how authors take stance.

4 The Changing of Active Voice to Passive Voice

The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The

agent is very often not mentioned. When it is mentioned it is preceded by **by** and placed at the end of the clause.

Active: My grandfather planted this tree.

Passive: This tree was planted by my grandfather.

In most nonscientific writing situations, active voice is preferable to passive for the majority of your sentences. Even in scientific writing, overuse of passive voice or use of passive voice in long and complicated sentences can cause readers to lose interest or to become confused.

Changing an active-voice sentence to passive voice, consider carefully who or what is performing the action expressed in the verb, and then make that agent the object of a "by the..."phrase. Make what is acted upon the subject of the sentence, and change the verb to a form of *be* + past participle.

4.1 The Change of Pattern

Changing active voice to passive must be followed by changing the pattern of active voice to passive voice. In active voice, when the subject of a verb performs an action the verb is said to be in the active voice. The effect of the action may or may not fall on an object, that is the verb may or may not have an object.

Examples: The boy kicked the ball.

The girl cries.

In the first sentence, 'kicked' is the verb or the action; the 'boy' is the subject who performs that action; and the 'ball' is the object on whom the effect of that action is directed. In the second sentence, 'cries' is the verb or the action; and

the 'girl' is the subject of that action. There is no object because the effect of the girl's crying cannot be directed at another object.

While in passive voice, when the object of a verb appears to perform an action so that the effect of that action appears to fall on the subject the verb is said to be in the passive voice.

Examples: The work *was completed* on time.

The song *was sung* beautifully by the singer.

A sentence in the active voice can be converted to form a sentence in the passive voice.

Examples: A film *was watched* by us.

A kite *was flown* by me.

4.2 Subject Verb Agreement

Subject Verb Agreement is a verb and a subject must match in number. If the verb is plural, the subject must be plural. If the verb is singular, then the subject must be singular.

Rules for Subject-Verb Agreement:

1. A verb agrees with its subject in number.

Singular subjects take singular verbs:

Examples: The car stays in the garage.

The flower smells good.

2. The number of the subject (singular or plural) is not changed by words that come between the subject and the verb.

Example: **One** of the eggs **is** broken.

Of the eggs is a prepositional phrase.

The subject **one** and the verb **is**.

3. Some subjects always take a singular verb even though the meaning may seem plural.

These subjects always take singular verbs:

- | | |
|------------|-------------|
| - Each | - someone |
| - Either | - anyone |
| - Neither | - nobody |
| - One | - somebody |
| - no one | - anybody |
| - everyone | - everybody |

Examples: **Someone** in the game was (not were) hurt.

Neither of the men is (not are) working.

4. The following words may be singular or plural, depending upon their use in a sentence, some, any, all, most.

Examples: **Most** of the news **is** good. (singular)

Most of the flowers **were** yellow. (Plural)

5. Subjects joined by **and** are plural. Subjects joined by **or** or **Nor** take a verb that agrees with the last subject.

Examples: Bob **and** George are leaving.

Neither Bob **nor** George **is** leaving.

B. Review of Related Finding

This research has many studies is related that have been done by many researchers. First, Sahinun (1996) in her study entitled; *The effect of arranging Indonesian active sentence and Indonesian passive sentence toward students ability in writing for the second years students of SLTP Negeri 3 Pringgabaya*. The study was aimed at finding out the ability of students in arranging Indonesian active sentence and Indonesian passive sentence. At this research described how was the students' ability in arranging Indonesian active sentence and Indonesian passive sentence by giving them several tests.

Second, Suhayani (2006) entitled; *“Students’ Ability in Constructing Passive Sentence for the Second Year Students of SMA Muhammadiyah Masbagik”*. In finding of the students' ability in constructing passive sentence, the classified usage into 5 categories such as sentence, sentence type, aspect of sentences, passive sentence, simple present tense. At this research how was the students' ability in constructing passive sentences by giving them several essay tests. Than this researcher classified the students' ability in constructing passive sentences of that classes were researched.

The last, Devi Hellystia (2002) entitled; *“An Error Analysis on the Use of English Passive Voice”*. This study was analyzing the errors made by the learners in using the right form of the English passive voice in the simple present, the simple past, the present continuous, the past continuous, and the present perfect. Based on the analysis it was shown that the percentage of errors made by the students in reference to the passive voice were: (a) 97% in the simple present; (b) 53% in the simple past; (c) 76% in the present

continuous; (d) 74% in the past continuous;(e) 85% in the present perfect. This result revealed that most students still found difficulties in using the right form of the passive voice in the respective tenses mentioned above.

From all the research finding explain above the researcher makes something difference and better at this research. In this research is analysing students' ability in constructing passive voice. The classified usage into seven tenses categories such as simple present, simple past, simple future, simple present continuous, simple past continuous, simple present perfect and simple past perfect. At this research how are the students' ability in constructing passive voice and how are the students' error in constructing passive voice by giving them several test. The reseacher analysis the students' result test by analysing the change of pattern and the subject verb agreement.

C. Theoretical Framework

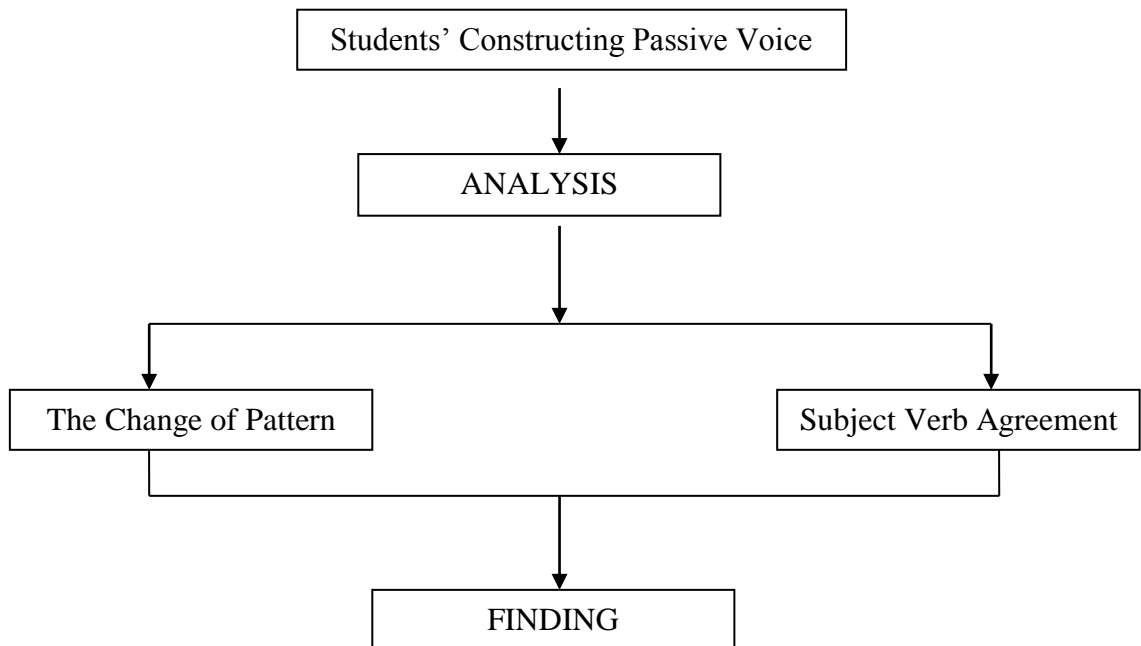


Figure 1. Conceptual Framework

Based on the theoretical framework above, the researcher described the procedure in analysing and finding the data. The first step is the researcher gave the passive voice test to the students.

Afterwards, the researcher analyzed the students' ability in constructing passive voice by analyzing the students' score of the test. The second step is the researcher used the change of pattern and subject verb agreement as indicators in defined the students' ability in constructing passive voice and the students' error in constructing passive voice.

The last step are, the reseacher analyzed the data that organized by the change of pattren and subject verb agreement, until the reseacher found the finding or the result of this reseach.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.

This research is a descriptive qualitative research. The aim of this research is to find out about the errors on students' ability in constructing passive voice at second year students of SMK N 2 Tambusai Utara, this research has one variable.

According to Sudijono (2012 : 36), the word variable comes from English, variable has meaning changing, unpermanently factor, and one of the indication can be change. It means that variable is the factor of change one thing, but it stills unpermanently, and one factor influence the nother factor. Then Widoyoko (2012 :5) stated that variable is the concept that has varian meaning.

B. Setting of the Research.

This research was conducted in second years student of SMK N 2 Tambusai Utara. The location of the research was in the class room situation. The researcher carried out a test related to the research that are being find it out. The test followed the format of the tests that were given to the students.

C. Population and Sample

1. Population.

According to Arikunto (1997: 108) population is the whole subject of research. Furthermore, in encyclopedia of educational (in Arikunto, 1997: 108) states that a population is a set (or collection) of all elements possessing one or more attributes of interest.

The population in this research were all the students at second years students in SMK N 2 Tambusai Utara. Than the number of the population in this research was about 32 students. They were consist of two classes, class ATPH and class TKJ.

Table 3.1 Population

No	Classes	Number of students
1	Class ATPH	6
2	Class TKJ	26
Total		32

2. Sample

If the researcher intends to investigate part of population, the research so-called sample research (Arikunto, 1997: 109). He adds that a sample is a part of population that will be investigated.

In this case, the researcher used random sampling in selecting the sample. The researcher took 5 students from class ATPH and 7 students from TKJ. So, the sample was 12 students.

Tabel 3.2 Sample

No	Class	Population	Sample
1	ATPH	06	05
2	TKJ	26	07
Total		32	12

D. Instrumentation of the Research.

According to Widoyoko (2012:51) states that the instruments is the tool assist are used by the researcher to collect the data by doing a tool of the test. it means that the instrument is the media tha are used by the researcher to collect the data from the respondence. The instrument must have some control to make sure the test is understood by the respondence.

Next, the instrumentation used in this research by changging active voice to passive voice made by second years students of SMK N 2 Tambusai Utara and interview.

1. Test in Passive Voice.

Test in passive voice is the instrumentation to collect the data of the students ability in passive voice, the test can be seen in appendix

2. Interview

This interview used by the researcher to know the factors that influences the students' ability in passive voice. Beside that, interview is used to know about students' progress after the test.

E. Procedure of the Research.

Procedure of this research has several steps that researcher going to do, as follow :

1. Introduction.

The first thing the researcher do is introducing the researcher himself in their class, and understand them well. Next, the reseacher give the test to the students.

2. Collecting the data.

At this step the researcher comes to their class and ask them to make changging of active voice to passive voice, and after that collect their paper one by one.

3. Analyzing the data.

After collect the data of their product about passive voice, the reseracher analyzes the data that are being taken.

4. Conclusion.

And the last the researcher make the conclusion about the data that were collected.

F. Technique Collecting the Data.

According to Widoyoko (2012:33) collecting the data in a reserach paper is about to take several idea, explanation, reality and valid information. It means that in collecting the data the researcher took several idea from the respondence and that idea needed to be explain in the realilty situation and the data must be valid. To collect the data for this research, the researcher used test, the students were asked to change active voice to passive voice.

G. Technique Analyzing the Data.

To know the students' gramatical error in passive voice, the researcher analyzed the students' error in changing active voice to passive voice by using the theories. Those are the change of pattern and the subject verb agreement.