

**THE STUDENTS' DIFFICULTIES  
IN MASTERING PASSIVE VOICE  
AT GRADE XI MAN 1 PADANG LAWAS**



**Thesis**

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfillment of the Requirement  
for the Graduate Degree of Education (S.Pd.) in English*

**Written By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUNAN**

**2024**

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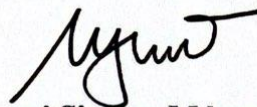


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## LETTER OF AGREEMENT

Term: Thesis  
a.n. Siti Sarah Nst  
Item : 7 (seven) exemplars

Padangsidimpuan, 28 August 2023  
To:  
Dean Tarbiyah and Teacher Training  
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Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Siti Sarah Nst** entitled "**The Students' Difficulties in Mastering Passive Voice at Grade XI MAN 1 Padang Lawas**" we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S. Pd) in English.

Therefore, we hope that the thesis will be soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidimpuan. Thank you.

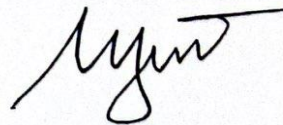
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I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of UIN SYAHADA Padangsidimpuan in article 12 verses 2.

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## **PUBLICATION APPROVAL STATEMENT**

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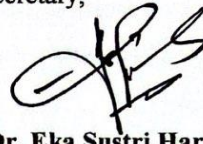
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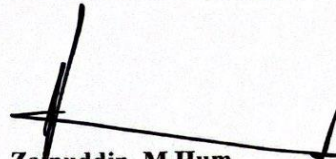
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### LEGALIZATION

**Thesis** : **The Students' Difficulties in Mastering Passive Voice  
at Grade XI MAN 1 Padang Lawas**


**Name** : **Siti Sarah Nst**

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## ABSTRACT

**Name** : Siti Sarah Nst  
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**Title** : **The Students' Difficulties in Mastering Passive Voice at Grade XI MAN 1 Padang Lawas**

This research is about students' difficulties in mastering passive at grade XI MAN 1 Padang Lawas, students' got difficulties in mastering passive voice, the students' difficulties are less understanding on grammar, to change the verb, and to change of auxiliary. The purpose of this research to know the students' passive voice at grade XI MAN 1 Padang Lawas, to know the students' difficulties in mastering passive voice at grade XI MAN 1 Padang Lawas, and the then to know the students' effort to overcome the difficulties in mastering passive voice at grade XI MAN 1 Padang Lawas. This research uses mixed method, they are quantitative and qualitative research. The population of this research is all students at XI grade of MAN 1 Padang Lawas, and the sample is some students at grade XI MAN 1 Padang Lawas, it is consisting of twenty-four students from every class of XI, and it was taken by random sampling. In this research use multiple choice questions and uses means score to know the student's interpretation in answering the passive voice test. Based on the result of the research, the mean score was 52. It is meaning the students mastering passive voice of MAN 1 Padang Lawas was less categorized. Then, students got difficulties in changing the verb and the auxiliary. Finally, the students' effort to overcome the difficulties in mastering passive voice with memorizing the formulas, memorizing verbs such as regular verbs and irregular verbs, reading more English books to increase vocabulary and often talk with friends using English language, learning more about the tenses if there is material that is not understood, and can asking the teacher and friends.

**Key words: students, difficulties, mastering passive voice**

## **ABSTRAK**

**Nama : Siti Sarah Nst**

**NIM : 1920300052**

**Judul : Kesulitan Siswa Dalam Menguasai Kalimat Pasif  
Kelas XI MAN 1 Padang Lawas.**

Penelitian ini membahas tentang kesulitan siswa dalam menguasai kalimat pasif di kelas XI MAN 1 Padang Lawas, siswa mengalami kesulitan dalam menguasai kalimat pasif, kesulitan tersebut adalah siswa kurang memahami tata bahasa, mengubah kata kerja, dan mengubah kata kerja bantu. Tujuan dari penelitian ini adalah untuk mengetahui passive voice siswa kelas XI MAN 1 Padang Lawas, mengetahui kesulitan siswa dalam menguasai passive voice di kelas XI MAN 1 Padang Lawas, dan mengetahui upaya siswa untuk mengatasinya. kesulitan penguasaan kalimat pasif di kelas XI MAN 1 Padang Lawas. Penelitian ini menggunakan metode campuran, yaitu penelitian kuantitatif dan kualitatif. Populasi penelitian ini adalah seluruh siswa kelas XI MAN 1 Padang Lawas, dan sampelnya adalah sebagian siswa kelas XI MAN 1 Padang Lawas yang berjumlah dua puluh empat siswa dari setiap kelas XI dan diambil secara acak. contoh. Dalam penelitian ini digunakan soal pilihan ganda dan menggunakan mean score untuk mengetahui interpretasi siswa dalam menjawab tes kalimat pasif. Berdasarkan hasil penelitian diperoleh nilai rata-rata sebesar 52. Artinya penguasaan kalimat pasif siswa MAN 1 Padang Lawas termasuk dalam kategori kurang. Kemudian siswa mengalami kesulitan dalam mengubah kata kerja dan mengubah kata bantu. Akhirnya upaya siswa untuk mengatasi kesulitan dalam menguasai kalimat pasif adalah dengan menghafal rumus-rumusnya, menghafal banyak kata kerja seperti kata kerja beraturan dan kata kerja tidak beraturan, membaca lebih banyak buku bahasa Inggris untuk menambah kosa kata dan sering berbicara dengan teman menggunakan bahasa Inggris, belajar lebih banyak tentang tenses jika ada materi yang belum dipahami, bisa bertanya pada guru dan teman.

**Kata kunci: siswa, kesulitan, penguasaan kalimat pasif**

## ملخص البحث

اسم : ستي سارة نست

رقم التسجيل : ١٩٢٠٣٠٠٠٥٥٢

عنوان البحث : الصعوبات التي يواجهها الطلاب في إتقان الصوت السلبي في المدرسة

الثانوية للصف الحادي عشر ١ بادانج لاواس.

يدور هذا البحث حول الصعوبات التي يواجهها الطلاب في إتقان صيغة المبني للمجهول في الصف الحادي عشر بالمدرسة العليا النيجيرية ١ بادانج لاواس، حيث واجه الطلاب صعوبات في إتقان صيغة المبني للمجهول، وكانت صعوبات الطلاب أقل فهمًا لقواعد اللغة، وتغيير الفعل، وتغيير الفعل المساعد. الغرض من هذا البحث هو معرفة الصوت السلبي للطلاب في الصف الحادي عشر المدرسة عالية نيجيري ١ بادانج لاواس، ومعرفة الصعوبات التي يواجهها الطلاب في إتقان الصوت السلبي في الصف الحادي عشر المدرسة عالية نيجيري ١ بادانج لاواس، ومن ثم معرفة صوت الطلاب. جهد للتغلب على الصعوبات في إتقان الصوت السلبي في الصف الحادي عشر بالمدرسة العليا النيجيرية ١ بادانج لاواس. يستخدم هذا البحث المنهج المختلط، وهو البحث الكمي والنوعي. مجتمع هذا البحث هو جميع طلاب الصف الحادي عشر بالمدرسة العليا نيجيري ١ بادانج لاواس، والعينة هي بعض طلاب الصف الحادي عشر بالمدرسة عالية نيجيري ١ بادانج لاواس، وهي مكونة من أربعة وعشرين طالبًا من كل فصل الحادي عشر، و تم أخذها عن طريق أخذ عينات عشوائية. في هذا البحث استخدم أسئلة الاختيار من متعدد ويستخدم وسائل الدرجة لمعرفة تفسير الطالب في الإجابة على اختبار الصوت المنفعل. بناءً على نتيجة البحث، كان متوسط النتيجة ٥٢. وهذا يعني أن الطلاب الذين يتقنون الصوت السلبي للمدرسة عالية نيجيري ١ بادانج لاواس كانوا أقل تصنيفًا. ثم واجه الطلاب صعوبات في تغيير الفعل والمساعد. أخيرًا، جهد الطلاب للتغلب على الصعوبات في إتقان المبني للمجهول من خلال حفظ الصيغ، وحفظ الأفعال مثل الأفعال المنتظمة والأفعال الشاذة، وقراءة المزيد من الكتب الإنجليزية لزيادة المفردات والتحدث غالبًا مع الأصدقاء باستخدام اللغة الإنجليزية، وتعلم المزيد عن الأزمنة إذا كانت هناك مادة غير مفهومة، ويمكن سؤال المعلم والأصدقاء.

الكلمات المفتاحية: الطلاب، الصعوبة، إتقان الجمل المنفصلة

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This thesis is presented to the English Education Study Program of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan (UIN SYAHADA Padangsidempuan) as partial fulfillment of the requirement for degree strata I (S1).

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Hope, all of them given health always and all the kindness will be replied by Allah SWT. This thesis is still so far from being perfect based on the weakness of the research. Therefore, it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

Padangsidempuan, September 2023

Researcher

SITI SARAH NST

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## TABLE OF CONTENTS

	Pages
<b>INSIDE TITTLE PAGES</b>	
<b>LEGALIZATION OF ADVISORS.....</b>	<b>i</b>
<b>LETTER OF AGREEMEENT .....</b>	<b>ii</b>
<b>DECLARATION OF THESIS COMPLETION .....</b>	<b>iii</b>
<b>APPROVAL STATEMENT OF PUBLICATION .....</b>	<b>iv</b>
<b>SCHOLAR MUNAQOSYAH EXAMINATION.....</b>	<b>v</b>
<b>LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK.....</b>	<b>vii</b>
<b>ARABIC ABSTRACT.....</b>	<b>ix</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>x</b>
<b>TABLE OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES.....</b>	<b>xiv</b>
<b>LIST OF HISTOGRAMS.....</b>	<b>xv</b>
<b>LIST OF APPENDIXES.....</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Focus of the Research.....	3
C. Defenition of the Terminologis .....	4
D. Formulation of the Problems .....	5
E. Objective of the Research.....	5
F. Significance of the Reseach .....	6
<b>CHAPTER II RIVIEW OF LITERATURE</b>	
A. Riview of Related Literature .....	7
1. Students' Difficulties.....	7
2. Difficulties Factors .....	8
3. Kinds of Difficulties .....	11
4. Difficulties in Learning Passive Voice.....	9
5. Defenition of passive voice .....	13
6. The Use of passive voice.....	15
7. The Form of passive voice.....	15
8. Passive voice in simple present tense and simple past tense.....	23
B. Review of Related Findings .....	27
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Place and Time of the Research.....	30
B. Method of the Research.....	30
C. Population and Sample.....	30

D. Instrument of Collecting Data.....	33
1. Test.....	33
2. Interview.....	37
E. Technique of Collecting Data.....	38
F. Technique of Data Analysis.....	38

**CHAPTER IV RESULT FINDINGS AND DISCUSSION**

A. Findings.....	40
1. The Students' Passive Voice Mastery.....	40
2. The Students' Difficulties in Mastering Passive Voice.....	45
3. The Students Effort to Overcome Difficulties in Mastering PassiveVoice.....	61
B. Discussion.....	62

**CHAPTER V CONCLUSION AND SUGGESTIONS**

A. Conclusion.....	64
B. Implication.....	64
C. Suggestions.....	65

**RERENCE**

**APPENDIXES**

**CURRICULUM VITAE**

## List of Tables

## Pages

Table II.1 The formula of active and passive voice in simple present tense.....	18
Table II.2 The formula of active and passive voice in simple past tense .....	19
Table II.3 The formula of active and passive voice in simple future tense.....	21
Table II.4 The formula of active and passive voice in future perfect tense .....	22
Table II.5 The formula of active and passive voice in present perfect tense .....	23
Table II.6 The formula of active and passive voice in past perfect tense.....	25
Table III.1 The population of students at grade XI in MAN 1 Padang Lawas.....	34
Table III.2 The total of sample .....	36
Table III.3 Indicator of test.....	38
Table III.4 The classification of students' difficulties.....	39
Table III.5 Frequency of students' passive voice mastery .....	40
Table III.6 Interpretation of mean score.....	43
Table IV.1 The score of students' difficulties in mastering passive voice.....	44
Table IV.2 Quality score of the students' difficulties in mastering passive voice .....	45
Table IV.3 The resume of variable score in mastering passive voice .....	47
Table IV.4 The frequency of students score in mastering passive voice .....	48
Table IV.5 Percentage of students' frequency score in mastering passive voice.....	49
Table IV.6 The classification of students' difficulties.....	50
Table IV.7 The result of types difficulties, frequency, percentage .....	66

## **List of Histogram**

	<b>Page</b>
Histogram IV.1 Histogram of students' mastering passive voice .....	48

## **LIST OF APPENDIXES**

- Appendix 1 Test
- Appendix 2 Key Answer
- Appendix 3 List of Interview
- Appendix 4 The Classification of Students' Difficulties
- Appendix 5 Description of Data
- Appendix 6 The Question Item
- Appendix 7 The Score of students'
- Appendix 8 The Students' Name
- Appendix 9 Research Documentation

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

In learning English, someone should master the four basic of English skills namely listening, speaking, reading and writing. However, it is not only focuses on the four basic skills, but the teaching and learning English also should focus on the language components as well in which one of them is the English grammar. Grammar must be explicitly taught and grammar is absolute and fixed, a target or goal that speaker needed attain in order to be good speakers or writers of the language. Grammar is important component besides the four basic skills of English, the people should learn it to help them master the English language.

Grammar is complex component consisting of many parts of topic discussion such as tenses, sentence structure, subject-verb agreement, etc. Tenses is a set forms taken by a verb to indicate the time and sometimes also continuance or completeness of the action in relation to the time of the utterance, while sentence structure is the arrangement of words, phrases and clauses in a sentence, and subject-verb agreement is the correspondence of a verb with its subject in person (first, second or third) and number (singular or plural).

Learning and understanding those parts of grammar is not easy in particular about active and passive voice. The active and passive voice is an important thing that must be learned by everyone who learns English. In addition, passive voice is one of the aspects that should be given more attention by the English teacher, because in learning passive voice, generally students confused with this material.

Passive voice is a type of sentence or clause in which the subject receives the action of the verb. In curriculum 2013 about the basic of competencies that must be achieved by students related to active and passive voice is that students can apply and compose the interactional text both oral and written interaction involving the act of giving and requesting information related to the conditions, action, activity and event without mentioning the subject in the scientific text that accordance to the context of its use (note the linguistic element of passive voice). Studying and understanding this material is quite difficult. The researcher has conducted the observations on Friday, March 31<sup>st</sup> 2023.<sup>1</sup> During the observation the researcher followed the teaching and learning process in the classroom, and the result of observations the researcher found some problems faced by the students.

The first problem is the students did not focus on the teacher. The focus of students in teaching and learning process is very important. From the students' focus, it will make students easy to understand and mastery the material correctly, but in the fact, most of students did not focus on the teacher, they are only busy with themselves, so it will have an impact on students that students faced the difficulties to understanding material fully.

The second problem is the students' difficult to make sentences. When the teacher gave exercise to make some sentences, the students faced difficulties to make it because they lack vocabulary. Vocabulary is the basic one that should master by students when make some sentences, if the students lack vocabulary it

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<sup>1</sup> Observation at MAN 1 Padang Lawas on Friday, March 31st 2023.

will make the students cannot make sentences. Therefore, the students take alternative ways by looking at Google and copied it to their answer.

The third problem is the students were unconfident to answer the question from the teacher. The teacher generally gave some questions to the students related to the material either in the beginning or before the end of learning process. When the teacher gave some questions, the students were fell unconfident to answer because they are afraid if the answer is wrong, because of this most of students just keep silent when the teacher ask questions.

Based on the problems that have been described previously, the researcher assumes that most of the students of the eleventh grade of MAN 1 Padang Lawas still has difficulties in mastering passive voice. Therefore, the researcher is interested in conducting a research entitled “The Students’ Difficulties in Mastering Passive Voice at Grade XI MAN 1 Padag Lawas ”, in order to describe what are the types of difficult by the students, and the dominant type of difficult by the students.

## **B. Focus of the Research**

This research is focused on students’ difficulties in mastering passive voice in two tenses, they are in Simple Present tense and Simple Past tense only, and focused on seeing the difficulty in change the verb, understanding vocabulary, use by, and use To Be at grade XI IIS1 MAN 1 Padang Lawas.

### **C. Defenition of the Terminologies**

This definition of the terminologies explains 3 definitions, namely the definition of mastery, the definition of difficulty and the definition of passive voice, and these definitions are explained in the sentence below :

#### **1. Mastering**

Mastery is knowledge and skill that allows to do, use or understand something very well. Mastery is the curious process during which what is at first difficult becomes progressively easier and more pleasurable through practice.

#### **2. Students' Difficulties**

Students' difficulties is a condition where students cannot learn because of interference. Learning disorders are caused by students' lack of understanding of the material. Difficulties is the quality that makes anything hard to achieve or hard to understand or condition characterized by several obstacles in activities to achieve goals, so that it requires even harder effort to solve it.

#### **3. Mastering Passive Voice**

Passive voice mastery is mastery of formal rules regarding word form and the application of words in a sentence to produce correct and meaningful sentences. Passive voice mastery includes understanding tense. Passive voice also has a focus on the subject and object in the sentence. Therefore, the use of pronouns and verbs uses the third form (V3). By using passive voice it can be used to explain and describe a process.

Passive voice is a grammatical construction in which the sentence's subject does not do any action but instead receives action from another agent, who performs the action whether or not it is explicitly stated.

So, the students' difficulties in mastering passive voice at grade XI students MAN 1 Padang Lawas is a condition that the students hard to understand about passive voice especially on change of auxiliary and understanding the tenses.

#### **D. Formulation of the Problems**

The problem in this research can be formulated as :

1. How is the students' passive voice mastery at grade XI MAN 1 Padang Lawas?
2. What are the students' difficulties in mastering passive voice at grade XI MAN 1 Padang Lawas?
3. What are the students' effort to evercome the difficulties in mastering passive voice at grade XI MAN 1?

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

The objective of the research

1. To know the students' passive voice mastery at grade XI MAN 1 Padang Lawas.
2. To identify the students' difficulties in mastering passive voice at grade XI MAN 1 Padang Lawas.
3. To explore the Students' effort to evercome the students' difficulties in mastering passive voice at grade XI MAN 1 Padang Lawas.

## **F. Significance of the Research**

The significance of the research are :

1. To help teachers in solving students difficulties in passive voice mastery.
2. To the headmaster of MAN 1 Padang Lawas Plus Keterampilan dan Riset as supervisor to supervise the development of student and teacher in English learning process.
3. To other researcher as an information to do a further research.

## **G. Outline of the Thesis**

The systematic of this research is divided into five chapters. Each chapters consists of many sub chapters with detail follow: The first chapter consist of: background of the problem, the focus of the research, the definition of terminologies, the formulation of the problem, the objectives of the research and significance of the research.

The second chapter consist of: theoretical review consist of students' difficulties and passive voice mastery. The third chapter is research methodology. In research methodology consist of time and place of the research, research design, source of the data, technique of data analysis. The fourth chapter consist of the result research. The fifth chapter consist of the conclusion and suggestion.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Review of Related Literature

##### 1. Students' Difficulties

A student is a learner, a person who pursues formal education, attends an educational institution, and engages in social interactions in order to advance their degree of education. Difficulties is a quality that makes anything hard to achieve. Having a learning challenge does not make a person less brilliant; rather, it simply indicates that they learn differently, which might make typical classroom activities challenging.

Hallahan and Kauffman stated that in this case learning is defined as behavior change that occur continuously not caused by fatigue or disease.<sup>2</sup> It signifies that learning difficulties are a situation that occurs when learners are unable to learn effectively and are caused by both internal and external factors. Difficulties is an abnormality that makes it difficult for the individual concerned to carry out learning activities effectively.<sup>3</sup> It is means difficult is a certain condition which is marked by the existence obstacles in the activities of achieving goals.

Difficulties is a condition in which the students are not learning as they should because there are certain disorders.<sup>4</sup> It means that student difficulties occur

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<sup>2</sup> P Hallan Daniel and Et Al, "Exceptional Learners," *Oxford Research Encyclopedia of Education*, 2020, 1–21, <https://doi.org/10.1093/acrefore/9780190264093.013.926>.

<sup>3</sup> Hasyim Syah Batubara et al., "An Analysis on Students' Difficulties In Changing Active to Passive Voice," *Jurnal As-Salam Vol. 4 No. 1 Januari - Juni 2020: 61 - 78* 4, no. 1 (2020): 61–78, <https://doi.org/10.37249/as-salam.v4i1.175>.

<sup>4</sup> Dydik Kurniawan and Tri Wahyuningsih, "Analysis of Student Difficulties in Statistics Courses," *International Journal of Trends in Mathematics Education Research* 1, no. 2 (2018): 53–55, <https://doi.org/10.33122/ijtmer.v1i2.39>.

when a student's situation does not work properly due to certain disturbances or obstacles which resulted in his learning activities not running properly.

So, students' difficulties is a condition where students cannot learn because of interference. Learning disorders are caused by students' lack of understanding of the material or the quality of making something difficult to achieve or difficult for students to understand.

## 2. Difficulties Factors

In learning process especially, they are many things that can become difficulties for students. Ma'rifah said, there are two categories:

### 1) Internal Factor

When seen from an internal perspective, several factors can cause problems for kids. Internal elements, usually referred to as psychological factors, include students' IQ, attitudes, talents, interests, and motivation.

### 2) External Faktor

An external issue is a problem that affects kids on the outside, such as from their school, teachers, families, or social lives. For instance, even with a brilliant teacher, children may find the learning process boring if the teacher cannot create a comfortable environment.<sup>5</sup>

The factors difficulty is any learning or emotional problem that affects or substantially affect, a person's ability to learn, get along with others and follow convention. The factor that cause difficulties in learning students are :

### 1) Endogenous factors.<sup>6</sup>

Endogenous factors can also be related to the human characteristics of a place and the activities that occur there

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<sup>5</sup> Ma'rifah Destri Ratna, "Diagnosis of Student Learning Difficulties on Learner Development Studies," *Pediatrica Integral* 17, no. 7 (2013): 461–62, <https://www.neliti.com/id/publications/117579/diagnosis-of-student-learning-difficulties-on-learner-development-studies>.

<sup>6</sup> Ratna.

Included : biological (disability, health) and psychological (attention, interest, IQ).

## 2) Exogenous factors.<sup>7</sup>

Exogenous factors are external influences on a person's identity. Included is education (teacher interactions with students, teaching strategies). community, family (including parenting, education, and family dynamics), and (associate). From the above reasons, it is clear that when students experience difficulties, it implies they are dealing with issues that are caused by both internal and external factors that are unique to each student.

So, difficulties is a quality that makes anything hard to achieve, there are two factors that cause difficulties for students, namely external factors and internal factors. An external issue is a problem that affects kids on the outside, such as from their school, teachers, families, or social lives, and internal elements, usually referred to as psychological factors, include students' IQ, attitudes, talents, interests, and motivation.

### 3. Kinds of Difficulties

In the learning process there are some students who find it difficult to understand material, whether in numeracy, social or natural knowledge. There are seven kinds of difficulties: dyslexia, dysgraphia, dyscalculia.<sup>8</sup> The kinds of difficulties are explained in the paragraph below :

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<sup>7</sup> Ratna.

<sup>8</sup> Vinutha U Muktamath, Priya R. Hegde, and Samreen Chand, *Learning Disabilities - Neurobiology, Assessment, Clinical Features and Treatments* (Italy: Adelphi Edizioni, 2022), <https://www.intechopen.com/books/10910>.

a. Dyslexia

Dyslexia is one of the most common learning difficulties. It often affects the way people break words down into their component parts. This has consequences for decoding in reading and can also cause spelling and writing difficulties.<sup>9</sup> So dyslexia is a learning difficulty that causes problems with reading, writing, and spelling.

b. Dysgraphia

Dysgraphia is one of the most common learning difficulties. It often affects the way people break words down into their component parts. This has consequences for decoding in writing.<sup>10</sup> So people with dyslexia will experience problems only with writing.

c. Dyscalculia

Dyscalculia is one of the most common learning difficulties. It often affects the way people break words down into their component parts. This has the consequence of difficulties in numbers and arithmetic.<sup>11</sup> So in this type of difficulty there are two problems with numbers and arithmetic.

#### **4. Difficulties in Learning Passive Voice**

The form passive construction is somewhat complex, and most students typically struggle to understand how to use the auxiliary verb "BE" and distinguish

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<sup>9</sup> U Muktamath, R. Hegde, and Chand.

<sup>10</sup> U Muktamath, R. Hegde, and Chand.

<sup>11</sup> U Muktamath, R. Hegde, and Chand.

between the past tense form and past participle. There are two main difficulties in learning and using passive voice, they are<sup>12</sup> :

a. Difficulty in using auxiliary verb "BE

The most difficult aspect of communication is the verb. Verbs are words that make an assertion about a person, thing, or idea and are crucial to the understanding of a phrase. Indonesian students are taught the form of the verb be in their first English sessions, and while this makes it easier for them to define and grasp, it nevertheless presents a challenge to learners of all levels.

b. Distinguishing the past form and the past participle

In learning passive voice, students get some difficulties in using the form of passive voice. Parrot said that there are some difficulties for students in using passive voice, they are:

- 1) Students think the subject of a sentence is a agent when it is not.
- 2) Students may leave out auxiliary verb before the past participle.
- 3) Students may fail to use a past participle form of the main verb.<sup>13</sup>

From this description can be concluded that there are several factor that cause the students' difficulties in using passive voice master. Another source said that the passive voice present two problems, there are:

- 1) The normal reader expectation of (actor-action- thing action upon), which which fits the expected English order of subject,

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<sup>12</sup> Andri Donal Sandi, Kurnia, Umami Rasyidah, "An Analysis of Students' Ability in Using Passive Voice at the Third Grade Students of MAS Kepenuhan," *Journal Article // Jurnal Mahasiswa Prodi Bahasa Inggris UPP*, 2018, 1–9, <http://repo.stkip-pgri-sumbar.ac.id/id/eprint/6355/>.

<sup>13</sup> Sartika Dewi, Suharni, and Servik Hevriani, "Analysis Of Students' Difficulties in Using Passive Voice Of Simple Present Tense at English Department Of STKIP PGRI Sumatera Barat in 2016/2017 Academic Year (STKIP PGRI SUMATERA BARAT, 2017)" (2017), <http://repo.stkip-pgri-sumbar.ac.id/id/eprint/9540/1/13040126> Dewi Sartika oke.pdf.

verb, object, is subverted. Instead, it becomes (thing acted upon - action -actor), or we can leave out the order (thing acted upon - action).

- 2) The passive voice emphasizes the thing acted upon and obscures the actor.<sup>14</sup>

Suhartini stated that there are three main difficulties in learning passive voice, they are : the difficulty in the change of auxiliary, the change of verb, and understanding the English tense.<sup>15</sup> It is one of the characteristic of passive voice structure. The problems of applying the concept of passive voice are provided as follow; the student's difficulties in passive voice mastery are grammar knowledge, poor vocabulary, and detail information.<sup>16</sup> So It is difficult for the learner to comprehend the change of place because the object of active sentence become the subject in passive sentence. The verb form of passive voice is past participle, some students have lack of knowledge with the change of verb. Sometimes it is also confusing to give the information of the object or no, usually it is caused by the unknown agent. Although the formula of passive voice is simple, it is difficult to comprehend and to develop it in to various kind of tenses and modal verbs. The use of passive voice needs think hard, because the information of the agent often omitted.

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<sup>14</sup> Endah Nurhillah, "Some Difficulties Faced By Students' in Learning Passive Voice A Case Study At The Second Year of SMA N 11 Kota Tangerang," 2008, [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/13118/1/ENDAH\\_NURHILLAH-FITK](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/13118/1/ENDAH_NURHILLAH-FITK).

<sup>15</sup> Suhartini Lina, "An Analysis On The Difficulties Faced By The Students In Learning Passive Voice In The Simple Past Tense ( A Case Study at Grade XI Students of IPA Class of SMAN 1 Kabandungan" (Syarif Hidayatullah State Islamic University Jakarta, 2010), <https://repository.uinjkt.ac.id/dspace/handle/123456789/1251>.

<sup>16</sup> Dita Mustika, "An Errors Analysis of Using Passive Voice on The Students' Undergraduate Theses at State Islamic College (STAIN) of Jurai Siwo Metro," 2016, [https://repository.metrouniv.ac.id/id/eprint/2588/1/Skripsi\\_1.pdf](https://repository.metrouniv.ac.id/id/eprint/2588/1/Skripsi_1.pdf).

So, difficulties of passive voice is the problem that are faced by students in comprehending the sentence and in the grammar. Students get many difficulties when the students do not understand how to construct sentences in an appropriate way and how to use tenses. The student's difficulties in passive voice mastery are usually found in grammar knowledge, vocabulary, and detail information.

## 5. Definition of Paasive Voice

There are two voices in English: active and passive, the use of passive voice is very popular both in everyday conversation and in various reading books. Sometimes, when use of passive voice because do not know or do not want to say who did the action.

The sentence uses the passive voice when the subject is acted upon by the verb. Passive voice is used to emphasize the action of the sentence, the actor of the sentence is not too necessary but sometimes it can be an optional to use it or not in the sentence.<sup>17</sup> It is mean in passive voice, the emphasis is on action rather than on actors. The object of the verb's action becomes the subject of the sentence, while the agent of the action (if there is one) is identified by the preposition by.<sup>18</sup> It is mean the sentence's subject changes to the verb's action target and the action's agent is indicated by the preposition by.

Passive voice is used when want to say the subject does not do any action but accepts the action.<sup>19</sup> According to Field passive voice is sentences that do not

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<sup>17</sup> Saidurrahman and Rizki Ratika, *A Basic English Grammar*, ed. Rustam, 1st ed. (Medan: Perdana Mulya Sarana, 2018).

<sup>18</sup> Peter Herring, *The Farlex Grammar Book: Complete English Grammar Rules*, Farlex International (Tangerang selatan: Farlex International, 2018).

<sup>19</sup> Riyanto Slamet, NH Emila, and NH Leila, *A Handbook Of English Grammar an Effective Way To Master English* (Yogyakarta: PUSTAKAPELAJAR, 2010).

take action but receive action.<sup>20</sup> It means the subject in a sentence does not perform the action, but receives the action.

Riyanto et.al said that passive voice was used when want to say that the subject (I, You, We, They, She, He, It) was not doer, but receives an action.<sup>21</sup> It means the subject receives the action in a passive voice sentence, and only sentences with transitive verbs can be transformed to passive voice. In essence, the pattern "be + past participle" creates passive voice (verb 3).

Many experts have stated some definition of passive voice. According to Carling and Jervis the subject of the active voice becomes the agent of the passive voice, the agent is very often not mentioned, when it is mentioned it is preceded by then positioned at the end of the clause.<sup>22</sup> It means the object in the active sentence is changed to the subject in the passive sentence.

So the conclusion of everything that has been stated so far, passive voice is a form in which the subject receives an action. Generally passive sentences are the opposite of active sentences, the object of the active sentence is subject to the passive sentence. Passive sentence is a form of sentence that results from changing the active sentence to passive, by placing the auxiliary verb to be and the word by before the object.

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<sup>20</sup> Marion Field, "Improve Your Written English," *Google*, 2009, 175, [http://toefl.uobabylon.edu.iq/papers/itp\\_2015\\_12653122.pdf](http://toefl.uobabylon.edu.iq/papers/itp_2015_12653122.pdf).

<sup>21</sup> Riyanto Slamet, NH Emila, and NH Leila, *A Handbook Of English Grammar*, 4th ed. (Yogyakarta: Pustaka Pelajar, 2010).

<sup>22</sup> Carling Maria and Jervis Sandy, "Grammar\_Time\_Level\_6\_Grammar\_Time\_.pdf," 2003, <https://silo.pub/grammar-time-level-6-grammar-time.html>.

## 6. The Use of Passive Voice

The passive voice is used when focus to attention on the person or thing affected by the action, Passive voice is used in English, identifies three essential situation :

- 1) When it is important to know who performs an action.<sup>23</sup>

Example: (a) Al-Qur'an was read by Qori'ah.

(b) This fruits is taken by Sarah

- 2) When it is not important to know, who is the doer of the action,because the doer is obvious.<sup>24</sup>

Example: (a) My sweater was made in korea.

(b) That house was built in 2023.

- 3) When the action is more interested than the doer.<sup>25</sup>

Example: (a) I like your bag.

(b) Thanks. This bag was made by my mother.

Therefore, it follows that passive voice is employed when "what or who causes an action to be performed is not significant" or when the focus is on the action rather than the performer. Learning how to use the passive voice in writing appropriately will significantly improve students' writing skills.

## 7. The Form of Passive Voice

The passive voice has a formula that can be used, just like other English sentences. There is no doubt that the formula applies to the current tenses. The

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<sup>23</sup> Betty S Azar and Stacy A Hagen, *Betty S. Azar Stacy A. Hagen*, 2009, <https://english4u.com.vn/Uploads/files/Understanding and Using English.pdf>.

<sup>24</sup> Azar and Hagen.

<sup>25</sup> Azar and Hagen.

verb will take on the past participle form in the passive voice, and before the past participle, the simple present tense (is, am, are) and past tense (was, were) are added, and the form of passive voice in several tenses is explained in the sentence below :

### 1) Simple Present Tense

Simple present tense is a tense that is used to express an event, incident or activity, general facts and habits.<sup>26</sup> It can be seen the following table :

**Table II.1**

**The formula of active voice and passive voice in simple present tense**

No	Form	Formula
1	Active	Subject + Infinitive + Object
2	Passive	Subject + To Be + Past Participle + By + Object. <sup>27</sup>

Example :

Active voice : My sister cleans the bookshelves twice a week.

Passive voice : The bookshelves is cleaned by my sister twice a week.

Active voice : Amir plays piano every day.

Passive voice : Piano is played by Amir every day.

Active voice : Sarah takes this fruit.

Passive voice : This fruit is taken by Sarah.

<sup>26</sup> Arif Yosodipuro, *Tenses Review Best Practice Exploring Your Tenses Understanding*, ed. Tilarama (Jakarta: PT Gramedia Pustaka Utama, 2017).

<sup>27</sup> Kardimin, *English Structure for Toefl*, ed. Sri Budi Hastuti, 2nd ed. (Jakarta: PT Bumi Aksara, 2018).

Active Voice : Fitri brings a beautiful bag and wears nice shoes.

Passive voice : A beautiful bag and wears nice shoes is not brought by Fitri.

Active voice : Prof. Dr.Sugiyono writes a book entitled “Metode Penelitian Kualitatif”.

Passive voice : Is a book entitled ‘Metode Penelitian Kualitatif written by Prof. Dr.Sugiyono?

So, Passive voice is a sentence where the subject is doing work or doing something If someone wants to make a passive voice in the simple present tense must use To Be (am, is, are).

## 2) Simple past tense

Simple past tense is a tense that used to indicate or describe something that happened or existed in the past.<sup>28</sup> In order to make an active and passive sentence, it uses different formula. It can be seen the following table:

**Table II.2**

**The formula of active voice and passive voice in simple past tense**

No	Form	Formula
1	Active	Subject + Verb 2 + Object
2	Passive	Subject + Was / were + Verb 3 + By + Object. <sup>29</sup>

Example :

Active voice : Ali Musthofa played football in this building.

Passive Voice : Football was played by Ali Musthofa in this building.

<sup>28</sup> Vidhathri, *Class X English CBSE Reference Book* (Jakarta: Vidhathri Academy, 2023).

<sup>29</sup> Kardimin, *English Structure for Toefl*.

Active voice : I wrote an article on a laptop.

Passive Voice : An article was written by me on a laptop.

Active voice : We delivered this bag yesterday.

Passive Voice : This bag was delivered by us yesterday.

Active voice : Ayu wrote some poems last month.

Passive voice : some poems were not written by Ayu last night.

Active Voice : Resti drank avocado juice yesterday.

Passive Voice : Was avocado juice drunk by Resti yesterday?

So in conclusion, Simple past tense is one of the tenses used to refer to actions completed in a period of time before the present. The simple past tense passive sentence is formed using the auxiliary verb "was/were" and the past participle of the main verb. The object of the active sentence becomes the subject of the passive sentence.

### 3) Simple Future Tense

Simple future tense is to describes an Action that will take place in the coming time or in the future.<sup>30</sup> In order to make an active and passive sentence, it uses different formula. It can be seen the following table:

**Table II.3**

**The formula of active voice and passive voice in Simple Future Tense**

No	Form	Formula
1	Active	Subject + Will + Verb 1 + Object
2	Pasif	Subject + Will + Be + Verb 3 + B y + Object <sup>31</sup>

<sup>30</sup> Sheeba, *The Basic English Book*, 1st ed. (India: DeepMisti Publication, 2023).

<sup>31</sup> Kardimin, *English Structure for Toefl*.

Example:

Active voice : Sarah will take intans' hadith book.

Passive voice: Intans' hadith book will be taken by Sarah.

Active voice : We will save your money.

Passive voice: Your money will be saved by us

Active voice : Sarah will buy Al – Qur'an.

Passive voice: Al – Qur'an will be bought by Sarah.

Active voice : She will be wash clothes.

Passive voice: Clothes will not be washed by her.

Active voice : They will buy a book next week

Passive voice: will a book be bought by them next week?

So, Passive Voice Simple Future sentences are sentences whose object is doing work in the Simple Future tense. For further clarity, another example of the sentence I will take a fruit in there is changed in passive voice to A fruit will be taken by me in there.

#### **4) Future Perfect Tense**

Future perfect tense is talking about an action that will be completed between now and some point in the future.<sup>32</sup> In order to make an active and passive sentence, it uses different formula. It can be seen the following table:

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<sup>32</sup> Rohit Manglik, *Accenture Placement Papers*, 1st ed. (India: Edugorilla Community PVT.Limited, 2022).

**Table II.4**  
**The formula of active voice and passive voice in Future Perfect**  
**Tense**

No	Form	Formula
1	Active	Subject + Will + Have + Verb 3 + Object
2	Passive	Subject + Will + Have + Been + Verb 3 + By + Object

Example:

Active voice: Sarah will have finished this thesis.

Passive voice: This thesis will have been finished by Sarah.

Active voice: they will Have visited your class.

Passive voice: Your class will have been visited by them.

Active voice: Jannah Will have typed a letter.

Passive voice: A letter will have been typed by Jannah.

Active voice: My sister will have brought prayer mat next week.

Passive voice: prayer mat will not have been brought by my sister.

Active voice: Rohimah will have written a poem

Passive voice: Will a poem have been written by Rohimah?

So in Passive Voice Future Perfect Tense sentences use the following two auxiliary verbs with singular and plural nouns and pronouns respectively: Will Have Been and Shall Have Been. "Will have been" is used as an auxiliary verb in Future Perfect Tense Passive Sentences with all singular nouns and with the following pronouns: You, They, He, She, It. While "Shall have be" is used as an

auxiliary verb in Future Perfect Tense Passive Sentences with the following pronouns: I, We.

### 5) Present Perfect Tense

Present perfect tense is a tense that used to show that action has started, part of it is completed and it is continuing.<sup>33</sup> In order to make an active and passive sentence, it uses different formula. It can be seen the following table :

**Table II.5**

**The formula of active voice and passive voice in Present Perfect Tense**

No	Form	Formula
1	Active	Subject + Have / Has + Verb 3 + Object
2	Passive	Subject + Have/ Has + Been + Verb 3 + By + Object. <sup>34</sup>

Example :

Active voice : Many tourists have visited Syahrin Nur mosque

Passive voice: Syahrin Nur mosque has been visited by Many tourists.

Active voice : She has watched movie.

Passive voice: A movie has been watched by her.

Active voice : We have eaten fried rice.

Passive voice: Fried rice has been eaten by us.

Active voice : He has Visited us

Passive voice: We have not visited by him

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<sup>33</sup> Arvind Shah, *Handbook of Communication Skills & English Grammar*, 1st ed. (Tangerang: Prabhat Prakashan PVT Limited, 2020).

<sup>34</sup> Kardimin, *English Structure for Toefl*.

Active voice : Tiara has listened surah Al-waqiah.

Passive voice: Has surah Al-waqiah been listened by tiara?

So in conclusion, Present perfect tense is a sentence pattern with a change in the verb which is used to express an action or event in the past which still continues today. Usually the verb used in the active and passive present perfect tense is the third form of the verb (V3).

The function or use of the present perfect tense is to express an event that has completely occurred in the present. The composition of active and passive sentences is also not much different and are similar to each other. There are only slight differences in several aspects of location and others.

## 6) Past Perfect Tense

Past perfect tense is used to describe one action that happened before another action in the past, it is refers to the action that happened first carlier and refers to the action that happened second or later.<sup>35</sup> In order to make an active and passive sentence, it uses different formula. It can be seen the following table:

**Table II.6**

### **The form of active voice and passive voice in Past Perfect Tense**

No	Form	Formula
1	Active	Subject + Had + Verb 3 + Object
2	Passive	Subject + Had + Been + Verb 3 + By + Object. <sup>36</sup>

<sup>35</sup> Yosodipuro, *Tenses Review Best Practice Exploring Your Tenses Understanding*.

<sup>36</sup> Kardimin, *English Structure for Toefl*.

Example:

Active voice : Students had read Al-Qur'an.

Passive voice : Al-Qur'an had been read by students.

Active voice: She had learn the English language.

Passive voice: The English language had been learned by her.

Active voice : We had eaten dates there.

Passive voice: Dates had been eaten by us there.

Active voice : You had bought a book

Passive voice: A book had not been bought by you

Active voice : Sarah had kept Al – Qur'an in the cupboard

Passive voice: Had Al – Qur'an been kept by sarah in the  
Cupboard?

So it can be concluded, the same as active voice, the main verb passive past perfect tense is also in the form of a past participle (verb-3) and begins with the auxiliary verb "had". The difference is, the passive past perfect tense gets the additional auxiliary verb "been".

## **7. Passive Voice in Simple Present Tense and Simple Past Tense**

The focus of this research is passive voice in simple present tense and simple past tense. Below is the description of simple present tense and simple past tense in passive voice :

### a. Passive Voice in Simple Present Tense

Simple Present Tense is one of the several tenses which has a function to tell a fact or a habitual activity.<sup>37</sup> The verb in the sentence receives the suffix -s or -es if the subject is in the third person singular (he, she, it, and so on). In contrast, the verb receives no addition in phrases with subjects other than the third person singular. The letters o, s, ch, x, z, and y are used as endings for verbs that add -es.<sup>38</sup> It means simple present tense is one of the tenses that is used to talk about actions that are frequently done in the present or that happen on a regular basis. It uses a different formula to create active and passive sentences.

Formula of Simple Present Tense :

Active : Subject + Infinitive + Object

Passive : Subject + To Be ( Is , Am , Are) + Verb3 + By + Object.<sup>39</sup>

Example :

(1) Active voice : Abdul reads Al – Qur’an.

Passive voice : Al – Qur’an is read by Abdul.

(2) Active voice : He buys a book.

Passive voice : A book is bought by him.

(3) Active voice : They sell that house.

Passive voice : That house is sold by them.

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<sup>37</sup> Ratnawati and Sulastri, “The Correlation between Students’ Simple Past Tense Mastery and Their Ability in Translating Narrative Text Problems Faced by Students in Applying Grammar On Speaking Skill at Aba Umi Students 2017/2018,” *Inspiring: English Education Journal* 1, no. 2 (2018): 71–86, <https://doi.org/10.35905/inspiring.v1i2.841>.

<sup>38</sup> Kardimin, *English Structure for Toefl*.

<sup>39</sup> Kardimin Akhmad, *Fundamental English Grammar*, ed. M. Agus Dwi (Yogyakarta: Pustaka Pelajar, 2009).

(4) Active voice : Anna always plays the piano.

Passive voice : The piano is always played by Anna.

(5) Active voice : I do homework every night.

Passive voice : Every night, the homework is done by me.

(6) Active voice : he watches a movie.

Passive voice : A movie is watched by him.

(7) Active voice : Sarah learns language in there.

Passive voice : Language is learned by Sarah in there.

(8) Active voice : Siti sarah takes this fruit.

Passive voice : This fruit is taken by Siti sarah.

(9) Active voice : We eat fried rice every night.

Passive voice : Fried rice is eaten by us every night.

(10) Active voice : Sarah cooks a cake.

Passive voice: A cake is cooked by Sarah.

So, Passive voice is a sentence where the subject is doing work or doing something if someone wants to make a passive voice in the simple present tense must use To Be (am, is, are).

#### **b. Passive Voice in Simple Past Tense**

The simple past tense generally expresses events or situations that existed or happened at a particular point in the past.<sup>40</sup> Simple past tense is a tense that used to describe completed activity that happened in the past. So this sentence

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<sup>40</sup> Ratnawati and Sulastri, "The Correlation between Students' Simple Past Tense Mastery and Their Ability in Translating Narrative Text Problems Faced by Students in Applying Grammar On Speaking Skill at Aba Umi Students 2017/2018."

pattern describes events that happened in the past, be it yesterday, last year, last month, and so on. The passive voice uses to be was and were, where was is used for the subjects he, she, it, I, and were used for the subjects you, they, we In order to make an active and passive sentence. It uses a different formula to create active and passive sentences.

Formula of Simple past tense

Active : Subject + Verb 2 + Object

Passive : Subject + To Be (was / were) + Verb 3 + By + Object.<sup>41</sup>

Example :

(1) Active voice : Students read Al -Qur'an.

Paasive Voice : Al – Qur'an by students.

(2) Active voice : Hasan Entered my house yesterday

Paasive Voice : My house was entered by Hasan yesterday

(3) Active voice : Sarah watched the moview last sunday

Passive Voice : The moview was watched by Sarah last sunday

(4) Active voice : Sarah read a dentist's book yesterday

Passive Voice : A dentist's book was read by Sarah yesterday

(5) Active voice : We sang a diamond song last week

Passive Voice : A diamond song was sung by us last week

(6) Active voice : Sarah played guitar in the house

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<sup>41</sup> Kardimin, *English Structure for Toefl*.

Passive Voice : Guitar was played by Sarah in the house

(7) Active voice : Maryam called me last time

Passive Voice : I was called by Maryam last time

(8) Active voice : Sarah dropped the cup

Passive Voice : The cup was dropped by Sarah

(9) Active voice : Sarah read tajwid book

Passive Voice : Tajwid book was read by Sarah

(10) Active voice : Sarah wrote calligraphy

Passive Voice : Calligraphy was written by Sarah

(11) Active voice : She swept the mosque

Passive Voice : The mosque was swept by her

(12) Active voice : They were played a game

Passive Voice : A game was played by them

(13) Active voice : We were watched a movie

Passive Voice : A movie was watched by us.

So, Simple past tense is one of the tenses used to refer to actions completed in a period of time before the present. The simple past tense passive sentence is formed using the auxiliary verb "was/were" and the past participle of the main verb. The object of the active sentence becomes the subject of the passive sentence.

## **G. Review of Related Findings**

This researcher is related to some findings. The first research was done by Suhartini. The method of the research is qualitative approach, and the result of the

research showed that the students do not mastered the prerequisite material of passive voice. Such as to be and verbal conjugations.<sup>42</sup>

The second research was done by Nurhillah. The method of the reasarch is quantitative, and the results of this research showed that the students' difficulties in changing object into subject and when using simple present form, simple past, present progressive, past progressive, present perfect and past perfect, the passive voice with modal auxiliariestense.<sup>43</sup>

The third research was done by Amini. The method of the reasarch is quantitative approach, and the result of this research showed that students hard in changing of verb from infinitive in to past participle, the students did not master about tenses, and the students did not know the meaning of some words because lack of vocabulary.<sup>44</sup>

The fourth research was done by Wijaya. The method of this reasarch is quantitative approach, and the result of this research showed that have caused those problems were mostly the student's lack of vocabulary and poor understanding in context and structure of passive voice.<sup>45</sup>

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<sup>42</sup> Lina, "An Analysis On The Difficulties Faced By The Students In Learning Passive Voice In The Simple Past Tense ( A Case Study at Grade XI Students of IPA Class of SMAN 1 Kabandungan."

<sup>43</sup> Nurhillah, "Some Difficulties Faced By Students' in Learning Passive Voice A Case Study At The Second Year of SMA N 11 Kota Tangerang."

<sup>44</sup> Aminiza Aisyah, "The Ability of the Students at Grade XI of MAN 3 Mandailing Natal in Mastering Passive Voice" (Institute for Islamic Studies Padangsidimpuan, 2019), <https://onesearch.id/Author/Home?author=AISYAH+AMINI>.

<sup>45</sup> Kusuma Wijaya Ilwan, "An Analysis Of Students Difficulties In Using English Passive Voice : A Case Study At Third Grade Students Of SMA N 1 Narmada In Academic Year 2015/2016" 147, no. March (2016): 11–40, [http://eprints.unram.ac.id/11735/1/JOURNAL\\_Ilwan\\_Kusuma\\_Wijaya %28E1D 111 059%29.pdf](http://eprints.unram.ac.id/11735/1/JOURNAL_Ilwan_Kusuma_Wijaya_%28E1D%20111%2059%29.pdf).

The fifth research was done by Ilwan Kusuma Wijaya. The method of this research is quantitative approach, and the result of this research showed that have caused those problems were mostly the student's lack of vocabulary and poor understanding in context and structure of passive voice.<sup>46</sup>

Based on previous findings, the researcher can conclude that the similarities in this study are the same as looking at students' difficulties in mastering the passive voice, and difference this research from previous research is the type of method and research location.

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<sup>46</sup> Ilwal Kusuma Wijaya, "An Analysis Of Students In Using English Passive Voice At XI SMAN 1 Narmada In Academic Year 2015/2016" (n.d.).

## **CHAPTER III**

### **Research Methodology**

#### **A. Place and Time of the Research**

The research has been done at MAN 1 Padang Lawas, which is located at Jl. Kihajar Dewantara Sibuhuan Padang Lawas district, North Sumatera. The research started from October 2022 until December 2023.

#### **B. Method of the Research**

The kind of this research uses mixed method. This research design uses mixed methods sequential explanatory design. This research belongs to quantitative followed by qualitative. The quantitative is used to explain the students' ability in mastering passive voice and qualitative is used to explain the students' difficulties and efforts in mastering passive voice of MAN 1 Padang Lawas. So, quantitative and qualitative are used to analyze and describe the students' mastery, students' difficulties, and students' efforts in mastering passive voice at the eleventh grade of MAN 1 Padang Lawas in the academic years 2023/2024. Especially the purpose of this research is to analyze objectively about students' problem in passive voice. The researcher evaluated the real condition as objectively as possible.

#### **C. Population and Sample**

##### **1. Population**

The population is the entire unit that will be the unit of analysis in the population to be drawn as a research sample in accordance with the sample

frame.<sup>47</sup> It means, populations is all the individual who as the participant in a research.

The population as the data sources of this research were all the students at grade XI IIS of MAN 1 Padang Lawas. The reason of choosing this research is because the researcher found the problems of students mastery in passive voice. The population is the whole the students of XI IIS 1 until XI IIS 3 at grade XI students of MAN 1 Padang Lawas.

The population of the research concists of 3 classes with 89 students, it can be seen from the table follow :

**Table III.1**  
**The Population of Students at Grade XI in MAN 1 Padang Lawas<sup>48</sup>**

No	Class	Total
1	IIS 1	30
2	IIS 2	28
3	IIS 3	31
<b>TOTAL</b>		89

## 2. Sample

Sample is a part of population studied taken by researcher to be participant in his/her research. Sample is a part of the population in a study and the result will be considered to be a description for original population.

This research used the random sampling to take the data. Random sampling is used if the characteristic of the groups is homogeny. In this research, students were not grouped according to their abilities, in other words the students are

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<sup>47</sup> Nursiyono Joko, *Kompas Teknik Pengambilan Sampel* (Bogor: Penerbit in Media, 2014).

<sup>48</sup> "Administration Data of MAN 1 Padang Lawas,".

homogeny. So, researcher used random sampling to take the sample and by using lotte. Than, the researcher write the name of the population on a small paper, after that the papers take in into a bottle than shake it and finally, take out the paper as much as need. So, in conclusion the name on the paper that came out of the bottle became participants.

The formulation for calculating the sample size of kwon population is using solvin's formula, the formula as follow:

$$n = \frac{N}{1 + N \cdot e^2}$$

n = the total sample

N = the total of populations.

e = the limit of error tolerance

So, in this research used the formulation above to determine the sample size, with limit tolerance 20%, as follows:

$$N = 89$$

$$e = 0.2$$

$$n = \dots\dots\dots$$

$$n = \frac{89}{1 + 89 \cdot 0.2^2}$$

$$n = \frac{89}{1 + 89 \cdot 0.4}$$

$$n = \frac{89}{36.6}$$

$$n = 24$$

From the explanation above, the total of the sample in this research is 24 students, and for more details , the number of sample is described in the table below :

**Table III.2 The Total of Sample**

No	Class	Total
1	IIS 1	8
2	IIS 2	8
3	IIS 3	8
<b>24</b>		

The participant or sample in this research were 24 students from grade XI IIS 1 until XI IIS 3 of MAN 1 Padang Lawas 2023/2024 academic years. In the researcher it consist of 8 students from XI IIS1, 8 students from XI IIS2, and 8 students from XI IIS3. So total of the participants as sample for tests and interviews was 24 students. This is quantitative and qualitative method, so all the students as sample analyzed by the researcher and for the collecting the data there is collaboration with an English teacher of MAN 1 Padang Lawas.

#### **D. Instrument of Collecting Data**

The instruments of collecting data used in this research were test and interview guideline :

##### **1) Test**

Arikunto said test is a series of questions or exercises as well as other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups.<sup>49</sup> tests are a series or exercises used to

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<sup>49</sup> Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik*. (Jakarta: Rinneka Cipta, 2006).

measure skills, knowledge.<sup>50</sup> Test in research methodology are a way to assess the validity of a research method.

The researcher have given the test to measure the students' ability in mastering passive voice. By giving the test the researcher also tried to find out of the students' answered well or not. So, the researcher could see about students' difficulties in mastering passive voice. To get the data, the researcher adopted the test from the teacher who were changed active voice to passive voice.

The researcher conducted a test consist 20 multiple choice question. The researcher used to tenses in this test, they are simple present tense and simpile past tense. The researcher also used eight of difficulties of passive voice in this test. They are, first in simple present tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. Second, in simple past tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. The indicator can be seen in the following:

**Table III.3 Indicator of Test**

No	Indicator	Items	Number Items	Score
1	The students are able to choose the correct answer in change the verb of simple present tense (positive)	4	1, 2, 3, 4	40
2	The students are able to choose the correct	3	5, 6, 7	30

<sup>50</sup> Endang Widi Winarni, *Teori Dan Praktik Penelitian Kuantitatif Kualitatif*, ed. Retno Ayu Kusumaningtyas, 1st ed. (Jakarta: Bumi Aksara, 2018).

	answer in understanding vocabulary of simple present tense (negative).			
3	The students are able to choose the correct answer in use by of simple present tense (long answer)	1	8	10
4	The students are able to choose the correct answer in use to be of simple present tense (short answer).	2	9, 10	20
5	The students are able to choose the correct answer in change the verb of simple past tense (positive)	4	11, 12, 13, 14	40
6	The students are able to choose the correct answer in understanding vocabulary of simple past tense (negative).	3	15, 16, 17	30
7	The students are able to choose the correct answer in use by of simple past tense (interrogative long answer)	1	18	10
8	The students are able to choose the correct answer in use to be of simple past tense (interrogative short answer)	2	19, 20	20
<b>Total</b>		<b>20</b>		<b>100</b>

Note :

The formula of students' calculating score, as follows :

$$= \frac{\text{the number of score obtained by students}}{\text{score maximum}} \times 100$$

$$= \frac{100}{100} \times 100 = 100$$

For this research, the score is given to students' ability in mastering passive voice for every element of indicator is 100 for all the correct answer.

Besides indicator, the researcher used the forms as seen in the following table to help the researcher to identify the difficulties of the students :

**Table III.4 The Classification of Students' Difficulties**

No	Students' Initial Name	Simple presents tense				Simple past tense			
		Change the Verb	Understanding Vocabulary	Use By	Use To Be	Change the Verb	Understanding Vocabulary	Use By	Use To Be
1									
2									
3									
4									
5									
6									
7									
<b>Total of Each Difficulties</b>									
<b>Total of All Difficulties</b>									

The result of students' difficulties would be noted to the following form to see the number or frequency of the difficulties :

**Table III.5 Frequency of Students' Passive Voice Difficulties**

No	Types of Difficulties in Passive Voice	Frequency	Percentage
1	Change the verb in simple present tense (positive)		
2	Understanding vocabulary in simple present tense (negative)		
3	Use by in simple present tense (interrogative long answer)		
4	Use To Be in simple present tense (interrogative short answer)		
5	Change the verb in simple past tense (positive)		
6	Understanding vocabulary in simple past tense (negative)		
7	Use by simple past tense (interrogative)		
8	Use to be simple past tense (interrogative short answer)		
<b>Total</b>			

## 2) Interview

Interview is a question and answer process.<sup>51</sup> Imperative to ask question that are likely to yield as much information about the study phenomenon as possible. After the researcher got the result of the test, the researcher interviewed the students

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<sup>51</sup> Narbuko Cholid and Achmadi Abu, *Metodologi Peneelitian*, 16th ed. (Jakarta: PT Bumi Aksara, 2018), PT B.

to get deeply information about the difficulties in mastering passive voice. In the interviews that were conducted there were 3 questions about passive voice: (1) Do you think passive voice is difficult? (2) What are your difficulties in mastering passive voice? (3) How is your solution to solve this problem?

#### **E. Technique of Collecting Data**

The technique of collecting data of this research were described as follow:

1. Coming to the school and permission to headmaster to do the research
2. Meeting with the English teacher to talk about the time to collect the data
3. Preparing the test
4. Coming to the classroom and giving the test
5. Explaining the test.
6. Determine the time of doing the test.
7. Giving the test to the students.
8. Giving chance to the students to answer the test.
9. Collecting the students' answer sheet to analyze it.
10. Interviewing the students.

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

This research deals with the purpose of knowing the students' ability and the students' difficulties in mastering passive voice. In analyzing the students' answers, the researcher analyzes the data by using some steps, as follows :

1. Identifying quantitative data by correction the students' answers sheet.
2. Using the maen score to analyze the result of test.

To abstain the percentage of students' written work by using the formula :

$$M = \frac{\Sigma FX}{N} \times 100\%$$

X = The mean of the score

$\Sigma fx$  = Total the score

N = The total students.<sup>52</sup>

3. Then the result should be appropriated with the interpretation to the index of mean score. The interpretation of the result could be seen in the following table :

**Table III.6**

**Interpretation of mean score<sup>53</sup>**

No	Interval	Category
1	80 – 100	Very good
2	70 -79	Good
3	60 – 69	Enough
4	50 – 59	Less
5	0 - 49	Fails

4. Description of the the classification of students' difficulties and the frequency of students' passive voice mastery.
5. Description the results of students interviews regarding the efforts students to overcome difficulties in mastering the passive voice.
6. Taking conclusion, it is to conclude the result of the research analysis.

<sup>52</sup> Hartono, *Statistic Untuk Penelitian* (Yogyakarta: Pustaka Pelajaran Offset, 2004).

<sup>53</sup> Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo, 2010).

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter present the result, in order to find out the students' difficulties in mastering passive voice at grade XI Madrasah Aliyah Negeri 1 Padang Lawas in 2023/2024 academic year. The researcher described the detail of the data, as follow:

#### A. Findings

##### 1. The students' passive voice mastery

The researcher used test as an instrument for the exent of students' mastering passive voice of second years of Madrasah Aliyah Negeri 1 Padang Lawas, it used test as instrument of collecting the data. The researcher ask the students to answer the multiple choice test. The score of the students could be seen in the table below:

**Table IV.1**  
**The Score of Students' Difficulties in Mastering Passive Voice**

No	Students' Initial	Class	Total Score
1	SAH	IIS 1	40
2	BT	IIS 1	75
3	WAH	IIS 1	65
4	FEPH	IIS 1	40
5	RW	IIS 1	55
6	HN	IIS 1	65
7	YRH	IIS 1	45
8	AS	IIS 1	40
9	SM	IIS 2	55
10	ARL	IIS 2	55
11	SAS	IIS 2	60
12	JH	IIS 2	60
13	FR	IIS 2	55
14	RFN	IIS 2	45
15	NJL	IIS 2	45
16	PS	IIS 2	50
17	ARF	IIS 3	55
18	DSP	IIS 3	55
19	FSS	IIS 3	55

20	RS	IIS 3	55
21	SA	IIS 3	60
22	FAN	IIS 3	40
23	RRL	IIS 3	65
24	ML	IIS 3	40
<b>TOTAL SCORE</b>			<b>1.235</b>
<b>MEAN SCORE</b>			<b>51,45</b>

Based on table above, the total score at grade XI IPS of MAN 1 Padang Lawas in answering passive voice test was 1.295 and the mean score was 51,45. It can be seen that student have got 75 as the highest score and where the student have got 40 score as the lowest score, to know the quality score of the students in identify in answering passive voice test can be seen below :

**Table IV.2**  
**Quality Score of the Students' Difficulties in Mastering Passive Voice**

No	Students' Initial	Class	Total Score	Quality Score
1	SAH	IIS 1	40	Fail
2	BT	IIS 1	75	Good
3	WAH	IIS 1	65	Enough
4	FEPH	IIS 1	40	Fail
5	RW	IIS 1	55	Less
6	HN	IIS 1	65	Enough
7	YRH	IIS 1	45	Fail
8	AS	IIS 1	40	Fail
9	SM	IIS 2	55	Less
10	ARL	IIS 2	55	Less
11	SAS	IIS 2	60	Enough
12	JH	IIS 2	60	Enough
13	FR	IIS 2	55	Less
14	RFN	IIS 2	45	Fail
15	NJL	IIS 2	45	Fail
16	PS	IIS 2	50	Less
17	ARF	IIS 3	55	Less
18	DSP	IIS 3	55	Less
19	FSS	IIS 3	55	Less
20	RS	IIS 3	55	Less
21	SA	IIS 3	60	Enough
22	FAN	IIS 3	40	Fail

23	RRL	IIS 3	65	Enough
24	ML	IIS 3	40	Fail
<b>TOTAL SCORE</b>			<b>1.235</b>	
<b>MEAN SCORE</b>			<b>51,45</b>	

From table above, it was known the high score for variable in mastering passive voice has been search for twenty four (24) students was different. There were many students who have fail, less, enough and good. It can also seen there was 8 students got fail, 9 students got less, 6 students got enough and only 1 students got good. The tabulation can be seen below :

No	Quality Score	Total	%
1	Fail	8	33%
2	Less	9	37%
3	Enough	6	26%
4	Good	1	4%

From the table it is seen that the students' mastering passive voice at grade XI MAN 1 Padang Lawas was less.

The test score become from the resume of data, in this research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

**Table IV.3**  
**The Resume of Variable Score in Mastering Passive Voice**  
**of XI IIS Grade Students**

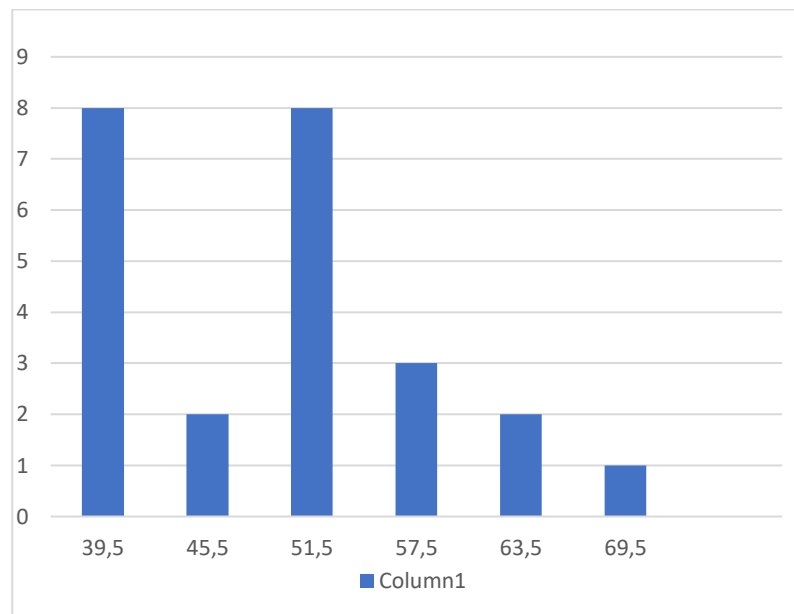
No	Statistic	Variable
1	Highest Score	75
2	Lowest Score	40
3	Sum	1.235
4	Class Interval	6
5	Mean Score	51.45
6	Mode	52
7	Median	53
8	Range	35

From table above, it was known calculating score for variable in answering passive voice test had been search from 24 students. Based on 24 students have been researched 75 was the highest score, 40 was the lowest score, sum or all the score of students was 1.235, class klasify was 5,5, class interval was 6, means score was 51,45, mode score was 52, median score was 53, and rage was 35.

Based on calculating the mean score that was 51,45, the sudents' mastering passive voice was less. It can be known by the interpretation mean score in table III.6 interpretation of mean score. Then to know the description about classification or the criteria of mean score the students' difficulties in mastering passive voice at grade XI IIS in MAN 1 Padang Lawas in 2023/2024 academic year, look the following table :

**Table IV.4**  
**The Frequency of Students Score in Mastering Passive Voice**

No	Interval Class	Frequency Absolute	Frequency Relative
1	40 – 45	8	33%
2	46 – 51	2	8%
3	52 – 57	8	33%
4	58 – 63	3	14%
5	64 – 69	2	8%
6	70 – 75	1	4%
<b>i = 6</b>		<b>24</b>	<b>100%</b>



**Figure 1 : Histogram of Students' Mastering Passive Voice**

Based on the table above, it was known that the variable revelation of students' answering passive voice test shown that the respondent in 40-45 were 8 students (33%), interval 46-51 were 2 students (8%), interval 52-57 were 8 students (33%), interval 58-63 were 3 students (14%), interval 64-69 were 2 students (8%), and 70-75 were 1 student (4%). So, interval in this research shown the count of result from the sampel or participant in percentace form.

This research applied distribution frequency to descriptions the data of students ability in mastering passive voice. To know the students' ability in mastery passive voice can be used the criteria of means score. The description of classification or criteria of means score in mastering passive voice in MAN I Padang Lawas can be seen in the following table:

**Table IV.5**  
**Percentage of Students' Frequency Score in Mastering Passive Voice**

No	Students range frequency score (lowest to highest)	Category	Amount of students	%
1	0 – 49	Fail	8	33%
2	50 – 59	Less	9	37%
3	60 – 69	Enough	6	26%
4	70 – 79	Good	1	4%
5	80- 100	Very Good	0	0%

From the explanation above can be seen the table frequency distribution above shown that the students mastering passive voice were less score.

## **2. Students' Difficulties in Mastering Passive Voice**

### **a. General findings of students' difficulties**

This research consisted of the answer for formulation of the problems. In this research, the researcher focused on students' difficulties in mastering passive voice that consisted of two tense, they are simple present tense and simple past tense in 20 multiple choice. First, in simple present tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. Second, in simple past tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. The process of collecting data was held on May 30 2023. The subject of the research is limited to the XI grade of Madrasah Aliyah Negeri 1 Padang Lawas.

The data were taken from 24 students from XI grade students of Madrasah Aliyah Negeri 1 Padang Lawas. The researcher draws up the result of calculation into table and converting them into percentage.

**Table IV.6**  
**The classification of Students' Difficulties**

NO	Students ' Initial Name	Simple Present tense				Simple Past Tense			
		Change the Verb	Understanding Vocabulary	Use By	Use To Be	Change the Verb	Understanding Vocabulary	Use By	Use To Be
1	RW	3	3	1	0	1	0	1	0
2	WAH	1	1	1	0	2	1	1	0
3	FEPH	3	3	0	0	3	2	0	1
4	RS	1	1	1	1	2	3	0	0
5	JH	3	1	0	0	3	1	0	0
6	PS	2	3	0	1	3	0	1	0
7	DSP	1	2	1	1	2	0	1	1
8	AS	2	0	1	2	2	3	0	2
9	ML	2	1	1	2	4	2	0	0
10	ARL	2	1	0	0	3	1	0	2
11	HN	1	1	1	0	2	1	0	1
12	FSS	2	1	1	2	1	1	1	2
13	ARF	3	1	1	1	2	0	1	0
14	FAN	3	2	1	0	3	3	0	0
15	FR	1	1	0	1	4	0	0	2
16	RRL	1	2	0	1	2	1	0	0
17	SA	2	1	0	0	3	2	0	0
18	NJL	1	1	1	1	3	3	1	0

19	SAS	1	3	0	2	2	0	0	1
20	YRH	2	2	1	1	2	1		2
21	SAH	3	1	1	1	4	2	0	0
22	SM	2	1	1	2	3	0	0	2
23	BT	2	1	0	0	2	0	0	0
24	RFN	1	2	1	1	4	0	1	1
<b>Total of Each Difficulties</b>		<b>45</b>	<b>36</b>	<b>15</b>	<b>14</b>	<b>62</b>	<b>27</b>	<b>7</b>	<b>16</b>
<b>Total of All Difficulties</b>		<b>222</b>							

These difficulties were classified into these following :

- 1) Verb (simple present tense in positive) = 45
- 2) Vocabulary (simple present tense in negative) = 36
- 3) By (simple present tense interrogative long answer) = 15
- 4) To Be (simple present tense interrogative short answer) = 14
- 5) Verb (simple past tense in positive) = 62
- 6) Vocabulary (simple past tense in negative) = 27
- 7) By (simple past tense interrogative in long answer) = 7
- 8) To Be (simple past tense in interrogative short answer) = 16

**b. The Difficulties in Mastering Passive Voice in Simple Present Tense**

There are 10 items in simple present tense test in (Multiple Choice), it was in item number 1,2,3,4,5,6,7,8,9, and 10. In verb (positive sentence), it was in item number 1,2,3,and 4. In vocabulary (negative sentence), it was in item number 5,6,

and 7. In by (long answer sentence), it was in item number 8, and in to be (short answer), it was in item number 9,10.

Based on the questions in item number 1,2,3,4,5,6,7,8,9, and 10, from 24 students, some of students get incorrect answer it. Some of students faced difficulties in verb (positive sentence) 45 incorrect answer it. In vocabulary (negative sentence) 36 incorrect answer it that make. In by (long answer sentence) 15 incorrect answer it. In to be (short answer sentence) 14 incorrect answer it, so total of all difficulties from 24 students in simple present tense were 110 items based on students answers sheets.

The type of the test which was done by the students was multiple choices with four options such as a, b, c, and d. Those difficulties made by students was analyzed here, the researcher will put each incorrect answer based on the categories of difficulties in passive voice. The researcher calculates the frequency of difficulties by using this formula :

$$P = F / N \times 100 \%$$

P-Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

1) Verb in simple present tense (positive)

From 222 difficulties, the students made 45 incorrect answer of simple present tense (positive sentence), therefore frequency of difficulties of simple present tense (positive sentence) is:

$$P = F / N \times 100\%$$

$$P = 45/222 \times 100\%$$

$$P = 20.27\%$$

Based on the data above the researcher described that some students had difficulties to determining simple present tense (positive sentence) of the question. The mean of students in percentage is 20.27%. The model of questions to find out the simple present tense (positive sentence) of the students test can be seen below:

Question number 1 there are 23 students made correct answer and 1 student made incorrect answer, she is Saskia choose "A. is borrow" to answer this question. So, the correct answer should be "C. is borrowed".

Question number 2 there are 7 students made correct answer and 17 students made incorrect answers, they are Rizka Wardhani, Syarifah Anas, Rosalinda Roitona Lubis, Fitri Arnaema Nasution, Aisyah Raihan Fadhilah, they choose "A. Is exported for" to answer this question. After that, Wafiq Azizah Hasibuan, Bagus Tama, Sopi Agustin Hrp, Nur Jamila Lubis, Fitri Rahmadani, Fitria Sakinah Silalahi, Helen Nabilah, Ahmad Royhan Lubis, Juli Arif Hutapea, Aril Aswabil, Diana Santi Pardede, Pajrin Siregar, they choose "B. Are exported by" to answer this question. So, the correct answer should be "C. is exported by".

Question number 3 there are 12 students made correct answer and 12 students made incorrect answer to analyse this question, they are Rizka Wardhani, Aril Aswabil, Juli Arif Hutapea, Ahmad Royhan Lubis, Rosy Firdausy Nuzula chose "B. was cleaned" to answer this question. Next, Fitria Sakinah Silalahi and Sopi Agustin Hrp chose "C. is clean" to answer this question. Then, Marhamah

Lubis, Aisyah Raihan Fadhilah, Fitri Arnaema Nasution, Syarifah Anas, Yenna Rosita Hsb chose "D. are clean". So, the correct answer should be "A. are cleaned".

Question number 4 there are 12 students made correct answer and 12 students made incorrect answer, they are Juli Arif Hutapea, Sopi Agustin Hrp, Fitri Arnaema Nasution, Yenna Rosita Hsb, Pajrin Siregar, Siti Aminah Simbolon, Rizky Suwandi, Fatimah Erni Pratiwi Hsb choose "C. The new vocabulary was copied by the student" to answer this question. Next, Marhamah Lubis, Aisyah Raihan Fadhilah, Bagus Tama, Saskia Meidingtyas choose " D. every car are checked by us throughly " to answer this question. So, the correct answer should be "B. every car are cheacked by we throughly".

## 2) Vocabulary in simple present tense (negative)

From 222 difficulties, the studentts' made 36 incorrect answer of simple present tense (negative sentence), therefore frequency of difficulties of simple present tense (negative sentence) is :

$$P = F/N \times 100\%$$

$$P = 36/222 \times 100\%$$

$$P = 16.21\%$$

Based on the data above the researcher described that some students had difficulties to determining simple present tense (negative sentence) of the question. The mean of students in percentage is 16.21%. The model of: questions to find out the simple present tense (negative sentence) of the students test can be seen below:

Question number there are 17 students made correct answer and 7 students made incorrect answer, they are Rizka Wardhani, Sopi Agustin Hrp, Fitri Arnaema Nasution, Siti Aminah Simbolon, Marhamah Lubis, Fatimah Erni Pratiwi Hsb choose " B. was not kept " to answer this question. And only Pajrin Siregar choose, "D. were not keep" to answer this question. So, the correct answer should be " C. Are not kept".

Question number there are 11 students made correct answer and 13 students made incorrect answer, they are Aisyah Raihan Fadhilah, Rosalinda Roitona Lbs, Diana Santi Pardede, Helen Nabilah, Fitri Rahmadani, Nur Jamila Lubis, Rizka Wardhani, Siti Aminah Simbolon, Fatimah Erni Pratiwi Simbolon choose "B. is not send to answer this question. Next, Joel Hasibuan, Wafiq Azizah Hasibuan, Rosy Firdausy Nuzula, Pajrin Siregar choose "C. were not send" to answer this question. Then only Yenna Rosita Hsb choose "D. is not sent". So, the correct answer should be "A. are not sent".

Question number 7 there are 8 students made correct answer and 16 students made incorrect answer, they are Isna Khoiriah Nst, Bagus Tama, Siti Aminah Simbolon, Fatimah Erni Pratiwi Hsb choose "A. the garages is not cleaning by us every day" to answer this question. Next, Syarifah Anas, Fitria Sakinah Silalahi, Ahmad Royhan Lubis, Juli Arif Hutapea, Rizky Suwandi, Saskia Meidingtyas, Fitri Arnaema Nasution, Rosalinda Roitona Lbs, Diana Santi Pradede, Rizka Wardhani, Rosy Firdausi Nuzula, Pajrin Siregar, Yenna Rosita Hsb choose "B. the garages was not cleaned by us every day" to answer this question. So, the answer should be " D. the garages are not cleaned by us every day".

3) To Be in simple present tense (interrogative short answer)

From 222 difficulties, the students' made 15 incorrect answer of simple present tense (interrogative short answer sentence), therefore frequency of difficulties of simple present tense (interrogative short answer sentence) is:

$$P = F/N \times 100\%$$

$$P = 15/222 \times 100\%$$

$$P = 6.75\%$$

Based on the data above the researcher described that some students had difficulties to determining simple present tense (interrogative short answer sentence) of the question. The mean of students in percentage is 6.75%. The model of questions to find out the simple present tense (interrogative short answer sentence) of the students test can be seen below :

Question number 8 there are 15 students made correct answer and 9 students made incorrect answer, they are Sopi Agustin Harahap and Fatimah Erni Pratiwi choose " B. Were to". Next Aril Aswabil, Nur Jamila Lubis, Isna Khoiriah Nst, Rizky Suwandi choose "C. was for" to answer this question. Then, Marhamah Lubis, Diana Santi Pradede, Rizka Wardhani, Rosy Firdausy Nuzula choose "D. were by" to answer this question. So, the correct answer should be "A. is by".

Question number 9 there are 13 students made correct answer and 11 students made incorrect answer, they Yenna Rosita Hsb, Pajrin Siregar, Rosalinda Roitona Lbs, Fitri Rahmadani, Aril Aswabil, Rosy Firdausy Nuzula choose "B. are borrowed" Next, Marhamah Lubis, Siti Aminah Simbolon, Aisyah Raihan Fadhilah, Wafiq Azizah Hasibuan, Fatimah Erni Pratiwi Hsb choose "C. was

borrowed" to answer this question. So, the correct answer should be "D. is borrowed.

4) By in simple present tense (interrogative long answer)

From 222 difficulties, the students' made 14 incorrect answer of simple present tense (interrogative long answer sentence), therefore frequency of difficulties of simple present tense (interrogative long answer sentence) is:

$$P = F/N \times 100\%$$

$$P = 14/222 \times 100\%$$

$$P = 6,36\%$$

Based on the data above the researcher described that some students had difficulties to determining simple present tense (interrogative long answer sentence) of the question. The mean of students in percentage is 6,36%. The model of questions to find out the simple present tense (interrogative long answer sentence) of the students test can be seen below:

Question number 10 there are 12 students made correct answer and 12 students made incorrect answer, they are Marhamah Lubis, Aisyah Raihan Fadhilah, Nur Jamila Lubis, Saskia Meidingtyas choose "A. were borrowed by" to answer this question. Next, Diana Santi Pardede, Sopi Agustin Hrp, Helen Nabilah, Fitria Sakinah Silalahi, Fitri Arnaema Nasution, Yenna Rosita Hsb choose "C. are borrow for" to answer this question. Then, Rizky Suwandi and Aril Aswabil choose "D. Were borrow for" to answer this question. So, the correct answer should be "B. is borrowed by".

**c. The Difficulties in Mastering Passive Voice in Simple Past Tense**

There are 20 items in simple past tense test (Multiple Choice), it was in item number 11,12,13,14,15,16,17,18,19 and 20 In positive sentence, it was in item number 11,12,13, and 14. In negative sentence, it was in item number 15,16, and 17. In long answer sentence, it was in item number 18. And in short answer, it was in item number 19, and 20.

Based on the questions in item number 11, 12,13,14,15,16,17,18,19 and 20. From 24 students, some of students get incorrect answer it. Some of students faced difficulties in positive sentence, negative sentence, long answer sentence and short answer sentence. Total of all difficulties from 24 students simple past tense were 112 items based on students answers sheets.

The type of the test which was done by the students was multiple choices with four options such as a, b, c, and d. Those difficulties made by students was analyzed here, the researcher will put each incorrect answer based on the categories of difficulties in passive voice. The researcher calculates the frequency of difficulties by using this formula:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

1) Verb in simple past tense (positive)

From 222 difficulties, the students' made 62 incorrect answer of simple past tense (positive sentence), therefore frequency of difficulties of simple past tense (positive sentence) is:

$$P = F/N \times 100\%$$

$$P = 62/222 \times 100\%$$

$$P = 27.92\%$$

Based on the data above the researcher described that some students had difficulties to determining simple past tense (positive sentence) of the question. The mean of students in percentage is 27.92%. The model of questions to find out the simple past tense (positive sentence), of the students test can be seen below:

Question number 11 there are 6 students made correct answer and 18 of students made incorrect answer, they are Bagus Tama, Syarifah Anas, Ahmad Royhan Lubis, Juli Arif Hutapea, Rosalinda Roitona Lbs, Yenna Rosita Hsb, Nur Jamila Lubis, Rosy Firdausy Nuzula, Isna Khoiriah Nst choose "A. is copy" to answer this question. Then, Aisyah Raihan Fadhilah, Helen Nabilah, Fitri Arnaema Nasution, Saskia Meidinintyas, Fitri Rahmadani, Marhamah Lubis choose "B. are copies" to answer this question. Next, Diana Santi Pardede, Sopi Agustin Hsb, Rizky Suwandi, Fatimah Erni Pratiwi Hsb choose "C. copied" to answer this question. So, the correct answer should be "D. was copied".

Question number 12 there are 12 students made correct answer and 12 of students made incorrect answer, they are Fitri Arnaema Nasution and Isna Khoiriah Nst choose "A. are eat" to answer this question. Then Pajrin Siregar, Aril Aswabil, Syarifah Anas, Ahmad Royhan Lubis, Rosalinda Roitona Lbs, Nur Jamila Lubis,

Rosy Firdausy Nuzula, Saskia Meidingtyas, Fitri Rahmadani, Marhamah Lubis, Sopi Agustin Hrp choose "C. ate" to answer this question. So, the correct answer should be "D. was ate".

Question number 13 there are 11 students made correct answer and 13 of students made incorrect answer, they are Siti Aminah Simbolon, Juli Arif Hutapea, Rosy Firdausy Nuzula, Fitri Rahmadani choose "B. was write" to answer this question. Then, Wafiq Azizah Hasibuan, Rizky Suwandi, Fatimah Erni Pratiwi Hsb, Fitri Arnaema Nasution, Pajrin Siregar, Aril Aswabil, Marhamah Lubis, Sopi Agustin Hrp choose "D. is written" to answer this question. So, the correct answer should be "C. was written".

Question number 14 there are 4 students made correct answer and 20 of students made incorrect answer, they are Syarifah Anas, Aisyah Raihan Fadhilah, Yenna Rosita Hsb, Siti Aminah Simbolon, Wafiq Azizah Hasibuan, Fatimah Erni Pratiwi Hsb, Marhamah Lubis, Sopi Agustin Hrp choose "A. Was Chopped, is grating. Next Saskia Meidingtyas Nur Jamilan Lubis, Ahmad Royhan Lubis, Diana Santi Pardede, Bagus Tama, Rizka Wardhani, Juli Arif Hutapea, Rosy Firdausy Nuzula, Fitri Rahmadani, Pajrin Siregar Choose "B. was choppe were garte" to answer this question. Then, Helen Nabilah, Fitria Sakinah Silalahi, Isna Khoiriah Nst choose "D. were choppe are grated" to answer this question. So, the correct answer should be "C. was chopped was grated".

## 2) Vocabulary in simple past tense (negative)

From 222 difficulties, the students' made 27 incorrect answer of simple past tense (negative sentence), therefore frequency of difficulties of simple past tense (positive sentence).

PF/Nx 100%

$P = 27/222 \times 100\%$

P = 12.16%

Based on the data above the researcher described that some students had difficulties to determining simple past tense (negative sentence) of the question. The mean of students in percentage is 12.16%. The model of questions to find out the simple past tense (negative sentence) of the students test can be seen below:

Question number 15 there are 16 students made correct answer and 8 of students made incorrect answer, they are Aril Aswabil, Rizky Suwandi, Syarifah Anas, Marhamah Lubis, Nur Jamila Lubis, Ahmad Royhan Lubis, Juli Arif Hutapea, Joel Hasibuan choose "B were made for" to answer this question. Next, Fitri Arnaema Nasution and Sopi Agustin Hrp choose " C. was made by" to answer this question. So, the correct answer should be " A. were made by".

Question number 16 there are 18 students made correct answer and 6 of students made incorrect answer, only Fitri Arnaema Nasution choose "A. were, influence by" to answer this question. Next, Rizky Suwandi and Isna Khoiriah Nst choose "C. was, influence for" to answer this question. Then, Fatimah Erni Pratiwi Hsb, Aril Aswabil, Syarifah Anas, Nur Jamila Lubis, Joel Hasibuan

choose "D. is influence by" to answer this question. So, the correct answer should be "B. were, influenced by".

Question number 17 there are 12 students made correct answer and 12 of students made incorrect answer, they are Helen Nabilah, Sopi AGustin Hrp, Marhamah Lubis, Rosalinda Roitona Lbs, Yenna Rosita Hsb, Wafiq Azizah Hasibuan, Fitri Arnaema Nasution, Fatimah Erni Pratiwi Hsb, Aril Aswabil, Mhd. Ikhsan Hsb choose "C. was not, was" to answer this question. Isna Khoiriah Nst, Rizky Suwandi, Nur Jamila Lubis, Fitria Sakinah Silalahi choose " D. were not" to answer this question. So, the correct answer should be "B. were, influenced by".

### 3) To Be in simple past tense (interrogative short answer)

From 222 difficulties, the students' made 16 incorrect answer of simple past tense (interrogative short answer sentence), therefore frequency of difficulties of past tense (interrogative short answer sentence) is:

$$P = F/N \times 100\%$$

$$P = 16/222 \times 100\%$$

$$P = 7.20\%$$

Based on the data above the researcher described that some students had difficulties to determining simple past tense (interrogative long short sentence) of the question. The mean of students in percentage is 7.20%. The model of questions to find out the simple past tense (interrogative short answer sentence) of the students test can be seen below:

Question number 18 there are 13 students made correct answer and 11 of students made incorrect answer, they are Yenna Rosita Hsb, Wafiq Azizah Hasibuan, Fatimah Erni Pratiwi Hsb, Aril Aswabil choose "B. gave" to answer this question. Then, Fitri Rahmadani, Rosy Firdausy Nuzula, Rizka Wardani, Diana Santi Pardede, Saskia Meidingtyas, Ahmad Royhan Lubis, Helen Nabilah, Fitria Sakinah Silalahi choose "C. gives" to answer this question. So, the correct answer should be "D. given".

Question number 19 there are 17 students made correct answer and 7 of students made incorrect answer, they are Yenna Rosita Hsb, Aril Aswabil, Sasakia Meidingtyas, Ahmad Royhan Lubis, Fitria Sakinah Silalahi choose "A. was broke for" to answer this question. . Next, Siti Aminah Simbolon, Fitri Rahmadani, Rosy Firdausy Nuzula choose "C. were broken by" to answer this question. So, the correct answer should be "B. was broken by".

5) By in simple past tense (interrogative long answer)

From 222 difficulties, the students' made 7 incorrect answer of simple past tense (interrogative long answer sentence), therefore frequency of difficulties of simple past tense (interrogative long answer sentence) is:

$$P = F/N \times 100\%$$

$$P = 7/222 \times 100\%$$

$$P = 3.15\%$$

Based on the data above the researcher described that some students had difficulties to determining simple past tense (interrogative long answer sentence) of the question. The mean of students in percentage is 3.15%. The

model of questions to find out the simple past tense (interrogative long answer sentence) of the students test can be seen below:

Question number 20 there are 20 students made correct answer and 4 of students made incorrect answer, they are Nur Jamila Lubis, Pajrin Siregar, Aisyah Raihan Fadhilah, Diana Santi Pardede, Fitria Sakinah Silalahi choose "B. was broke by" to answer this question. So, the correct answer should be "A. was broken by".

The result of students' difficulties would be noted to the following form to see the number or frequency of the difficulties.

**Table IV.7**

**The Frequency of Students' Passive Voice Difficulties**

No	Types of Difficulties in Passive Voice	Frequency	Percentage
1	Change the verb in simple present tense (positive)	45	20,27%
2	Understanding vocabulary in simple present tense (negative)	36	16,21%
3	Use by in simple present tense (interrogative long answer)	15	6,75%
4	Use To Be in simple present tens (interrogative short answer)	14	6,34%
5	Change the verb in simple past tense (positive)	62	27,92%
6	Understanding vocabulary in simple past tense (negative)	27	12,16%

7	Use by simple past tense (interrogative)	7	3,15%
8	Use to be simple past tense (interrogative short answer)	16	7,20%
<b>Total</b>		<b>222</b>	<b>100%</b>

### 3) The Effort To Overcome Difficulties in Mastering Passive Voice

In this discussion, explain the students' efforts in overcome the difficulties about mastering passive voice. To solve the students difficulties In description on mastery passive voice by using test (See table IV.6 the classification of studnts' difficulties), in this research conducted interview to students of MAN 1 Padang Lawas to know students' efforts to overcome the difficulties in mastering passive voice.

In this research the most common difficulty experienced by students was difficulty in changing verbs to simple past tense 27.92%. So, the students' effort to solve the difficulties in mastery passive voice, as follows :

- a) To memorizing many verbs such as regular verbs and irregular verbs, read more English books to increase vocabulary and often talk with friends using English language.
- b) To learning more about tenses such as memorizing the formulas of the tenses, and if there is material that is not understood, they can ask the teacher and friends.

So, the students' effort to overcome the difficulties in mastering passive voice with memorizing the formulas and many verb such as regular verbs and irregular verbs, reading more English books to increase vocabulary and often

talk with friends using English language, learning more about tenses and if there is material is not understood can asking the teacher and friends

## **B. Discussion**

From the description of the research findings above, researchers have found the results of students' ability to mastery passive voice. Based on the research results, students' ability to master passive voice is included in the less category with a mean score of 52, this finding is in line with the findings of Uswatun Hasanah and Gayah Andrayanti who also found that students were less in mastering passive voice. However, the research results were different from those of Niki Lesmana, Renny Maryulis and Ummi Rasyidah because in their research, they found students' ability to mastery passive voice was good.

From the results of research in mastering passive voice, students at MAN 1 Padang Lawas there were 222 difficulties from students' in mastering passive voice. There was 45 (20,27%) difficulties in simple present tense (positive sentence), there was 36 (16,21%) difficulties in simple present tense (negative sentence), there were 15 (6,75%) difficulties in simple present tense (interrogative long answer sentence), there were 14 (6,34%) difficulties in simple present tense (interrogative short answer sentence), there were 62 (27,92%) difficulties in simple past tense (positive sentence), there were 27 (12,16%) difficulties in simple past tense (negative sentence), there were 7 (3,15%) difficulties in simple past tense (interrogative long answer sentence), there were 16 (7,20%) difficulties in simple past tense (interrogative short answer sentence). This finding similiar with

Uswatun hasanah and Gavah Andrayanti. They also found that some students in their research had difficulty in mastering passive voice.

The weakness of my research in the limitations of the problem and in the interview, in limitations of the problems I only discussed two tenses, and for future researchers it is better to use more than two tenses to get complete results.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The students' mastering passive voice at grade XI MAN 1 Padang Lawas is less.
2. The difficulty experienced by students in mastering passive voice is changing verbs in simple past tense.
3. The students' effort to solve he difficulties in mastering passive voice are : to memorize many verbs, learn more about the formula and ask the teacher.

#### B. Implication

Passive voice in its use does not only limit itself to different ways of conveying information. Besides the ability to shift emphasis to the object or action received by the subject, passive voice also provides room for creating variations in sentence structure. It means that speakers or writers can present richer and more dynamic variations in conveying information Apart from that, the use of passive voice can also create an aura of ambiguity or anonymity in a statement, by hiding the subject performing the action, the passive voice encourages focus on the object or action itself, creating an air of mystery or uncertainty that can deepen the meaning of a sentence. Through its versatile capabilities, the passive voice is not only a useful tool in communicating effectively, but also a creative element in composing more complex and engaging texts. Studying in depth about the various possibilities for using the passive voice

can open the door to further enrich and expand one's language skills in various contexts

### **C. Suggestions**

Based on conclusion above, the researcher gave some suggest as follow:

#### 1. For headmaster of MAN 1 Padang Lawas

The researcher recommends to Headmaster for giving some motivations to the teacher, especially English Teacher of MAN 1 Padang Lawas Plus Keterampilan dan Riset, so they will always give motivate for their students in studying English.

#### 2. For the English Teacher

The researcher recommends the teacher to evaluate the students' competency especially to the students low in passive voice by assignments. The teacher should give more attention when the students writing on passive voice. By the students' difficulties in passive voice on change the verb, understanding vocabulary, use by and use to be, the teacher can help the students' to more active, creative in make the techniques of teaching grammar and should give opportunity for students to ask material especially grammar on passive voice. Then the teacher motivated the students to decrease students' difficulties in mastering passive voice. Even, up to university, the students still learn about passive voice would be used in the daily activity, so, be sure that the students have been understood first.

### 3. For the Students

The students should more to learn English subject more active in the classroom, specifically in passive voice. Because from passive voice the students can add vocabulary, knowledge, and information more detail.

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### Appendix I : Passive Voice Test

Name :

Class :

1. My book ..... By Amir
  - A. Is borrow
  - B. Are borrowed
  - C. Is borrowed
  - D. Borrowed
  
2. This laptop ..... Us to twenty five different countries
  - A. Is exported for
  - B. Are exported by
  - C. Is exported by
  - D. Are exported to
  
3. The garages ..... by us every day
  - A. Are cleaned
  - B. Was cleaned
  - C. Is clean
  - D. Are clean
  
4. Which one is the incorrect sentence in passive voice
  - A. My book is borrowed by sarah
  - B. Every car engine are checked by we thoroughly
  - C. The new vocabulary was copied by the student
  - D. Every car engine are checked by us thoroughly
  
5. The document ..... By us in drawer

- A. Are not keep
  - B. Was not keep
  - C. Are not kept
  - D. Was not keep
6. The two million tables ..... by them to America
- A. Are not sent
  - B. Is not send
  - C. Were not send
  - D. Is not sent
7. Which one is the correct sentence in passive voice
- A. The garages is not cleaning by us every day
  - B. The garages was not cleaned by us every day
  - C. The garages were not cleaned by us every day
  - D. The garages are not cleaned by us every day
8. .... this laptop exported ..... us to twenty five different countries?
- A. Is by
  - B. Were to
  - C. Was for
  - D. Were by
9. A : .....your slippers ..... by Sahlan?
- B : yes, he is
- A. Is borrow
  - B. Are borrowed

C. Was borrowed

D. Is borrowed

10. Sarah : Why ..... your slippers ..... by Asmiyah?

Isroha : Because her slippers was lost

A. Were borrowed by

B. Is borrowed by

C. Are borrow for

D. Were borrow for

11. The new vocabulary ..... By the student in to her notebook

A. Is copy

B. Are copies

C. Copied

D. Was copied

12. The cherries on her tree ..... by the crow

A. Are eat

B. Is eating

C. Ate

D. Was ate

13. My mother wrote this book. It ..... by her

A. Are wrote

B. Was write

C. Was written

D. Is written

14. The onions ..... and the ginger ..... by my mother

- A. Was chopped, is grating
- B. Was choppe, were grate
- C. Were chopped, was grated
- D. Were choppe, are grated

15. All the beds ..... not ..... my father

- A. Were made by
- B. Were made for
- C. Was made by
- D. Is make for

16. Many writes ..... not ..... shakespeare

- A. Were influence by
- B. Were influenced by
- C. Was influence for
- D. Is influence by

17. The word ..... written by Parlin and the music ..... by Reza

- A. Was not, is not
- B. Were not, was not
- C. Was not, was
- D. Were not

18. Was enough sugar ..... To you by them?

- A. Give
- B. Gave

C. Gives

D. Given

19. .... the window pane ..... the children?

A. Was broke for

B. Was broken by

C. Were broken by

D. Are broken for

20. Asmiyah : Who was broken the mirror

Ikhwan : The mirror ..... the children

A. Was broken by

B. Was broke by

C. Are broken by

D. Is broke by

Sibuhuan,

2023

Validator

Researcher

Fatimah Hasna Hasibuan, S.Pd  
NIP : 197708262014112001

Siti Sarah Nst  
NIM : 1920300052

## **APPENDIX II Answer Key**

1. B

2. C

3. A

4. B

5. C

6. A

7. D

8. A

9. D

10. B

11. D

12. D

13. C

14. C

15. A

16. B

17. B

18. D

19. B

20. A

## **APPENDIX III Interview Guidelines**

### **Guidelines of Interview The students' Difficulties in Mastering Passive Voice**

The list of respondent's identity

Name :

Class :

1. Berikan alasan, mengapa kamu merasa kesulitan dalam menguasai passive voice?

(Give your reasons, why you find it difficult to master the passive voice?)

Answer :

2. Kesulitan – kesulitan apa saja yang saudara hadapi dalam menguasai passive voice?

( What are your difficulties in mastering passive voice?)

Answer :

3. Bagaimana saudara/i memecahkan masalah tersebut?

( How your solution to solve this problem?)

Answer :

Sibuhuan, Juli 2023

**APPENDIX IV The classification of Students' Difficulties**

NO	Students' Initial Name	Simple Present tense				Simple Past Tense			
		Change the Verb	Understanding Vocabulary	Use By	Use To Be	Change the Verb	Understanding Vocabulary	Use By	Use To Be
1	RW	3	3	1	0	1	0	1	0
2	WAH	1	1	1	0	2	1	1	0
3	FEPH	3	3	0	0	3	2	0	1
4	RS	1	1	1	1	2	3	0	0
5	JH	3	1	0	0	3	1	0	0
6	PS	2	3	0	1	3	0	1	0
7	DSP	1	2	1	1	2	0	1	1
8	AS	2	0	1	2	2	3	0	2
9	ML	2	1	1	2	4	2	0	0
10	ARL	2	1	0	0	3	1	0	2
11	HN	1	1	1	0	2	1	0	1
12	FSS	2	1	1	2	1	1	1	2
13	ARF	3	1	1	1	2	0	1	0
14	FAN	3	2	1	0	3	3	0	0
15	FR	1	1	0	1	4	0	0	2
16	RRL	1	2	0	1	2	1	0	0
17	SA	2	1	0	0	3	2	0	0
18	NJL	1	1	1	1	3	3	1	0

19	SAS	1	3	0	2	2	0	0	1
20	YRH	2	2	1	1	2	1		2
21	SAH	3	1	1	1	4	2	0	0
22	SM	2	1	1	2	3	0	0	2
23	BT	2	1	0	0	2	0	0	0
24	RFN	1	2	1	1	4	0	1	2
<b>Total of Each Difficulties</b>		<b>45</b>	<b>36</b>	<b>15</b>	<b>14</b>	<b>62</b>	<b>27</b>	<b>7</b>	<b>16</b>
<b>Total of All Difficulties</b>		<b>222</b>							

## APPENDIX V Data Analysis

### 1. Data Description

The score of students' score from low score to high score

40	40	40	40	40	45
45	45	50	55	55	55
55	55	55	55	55	60
60	60	65	65	65	75

2. High score = 75
3. Low score = 40
4. Range = High score – low score = 75 – 40 = 35
5. Total of classes =  $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (24)$$

$$= 1 + 3,3 (1,38)$$

$$= 1 = 4,55$$

$$= 5,55 = 6$$

$$6. \text{ Interval (i)} = \frac{\text{range}}{\text{total of class}}$$

$$= \frac{35}{6} = 5,83 = 6$$

### 7. Mean score

Interval class	F	Xi	fixi
40 - 45	8	42,5	340
46 – 51	2	48,5	97
52 – 57	8	54,5	436
58 – 63	3	60,5	181,5
64 – 69	2	66,5	133
70 – 75	1	72,5	72,5
	$\Sigma fi$ = 24		$\Sigma fixi$ = 1.260

$$\begin{aligned}\bar{x} &= \frac{\Sigma fixi}{\Sigma fi} \\ &= \frac{1260}{24} \\ &= 52,5 = 53\end{aligned}$$

## 8. Median

Interval class	F	fk
40 - 45	8	8
46 - 51	2	10
52 - 57	8	18
58 - 63	3	21
64 - 69	2	23
70 - 75	1	24
	n = 24	

$$\text{Letak Me} = \frac{n}{2} = \frac{24}{2} = 12$$

$$\text{Me} = \frac{tb + \frac{n}{2} - fk}{fm} \cdot p$$

$$\text{Me} = \frac{51,5 + 12 - 10}{8} \cdot 6$$

$$\text{Me} = 51,5 + \frac{12}{8}$$

$$\text{Me} = 51,5 + 1,5$$

$$\text{Me} = 53$$

## 9. Modus

$$\text{Mo} = tb \left( \frac{d1}{d1+d2} \right) \cdot p$$

$$\text{Mo} = 51,5 \left( \frac{6}{6+5} \right) \cdot 6$$

$$\text{Mo} = 51,5 \left( \frac{6}{11} \right) \cdot 6$$

$$\text{Mo} = 51,5 + \frac{36}{11}$$

$$Mo = 51,5 + 3,27$$

$$Mo = 54,77 = 55$$

**APPENDIX VI The Question Item**

<b>NO</b>	<b>Qustion Item</b>	<b>Passive Voice In Tense</b>
1	1	Change the Verb in Simple Present Tense ( Positive)
2	2	Change the Verb in Simple Present Tense ( Positive)
3	3	Change the Verb in Simple Present Tense ( Positive)
4	4	Change the Verb in Simple Present Tense ( Positive)
5	5	Understanding Vocabulary in Simple Present Tense (Negative)
6	6	Understanding Vocabulary in Simple Present Tense (Negative)
7	7	Understanding Vocabulary in Simple Present Tense (Negative)
8	8	Use To Be in Simple Present Tense (Interrogative Short Answer)
9	9	Use To Be in Simple Present Tense (Interrogative Short Answer)
10	10	Use By in Simple Present Tense (Interrogative Long Answer)
11	11	Change the Verb in Simple Past Tense (Positive)
12	12	Change the Verb in Simple Past Tense (Positive)
13	13	Change the Verb in Simple Past Tense (Positive)
14	14	Change the Verb in Simple Past Tense (Positive)
15	15	Understanding Vocabulary in Simple Past Tense (Negative)
16	16	Understanding Vocabulary in Simple Past Tense (Negative)
17	17	Understanding Vocabulary in Simple Past Tense (Negative)
18	18	Use To Be in Simple Past Tense (Interrogative Short Answer)
19	19	Use To Be in Simple Past Tense (Interrogative Short Answer)
20	20	Use To Be in Simple Past Tense (Interrogative Short Answer)

**APPENDIX VII The Score of Students'**

No	Students' Initial	Class	Total Score
1	SAH	IIS 1	40
2	BT	IIS 1	75
3	WAH	IIS 1	65
4	FEPH	IIS 1	40
5	RW	IIS 1	55
6	HN	IIS 1	65
7	YRH	IIS 1	45
8	AS	IIS 1	40
9	SM	IIS 2	55
10	ARL	IIS 2	55
11	SAS	IIS 2	60
12	JH	IIS 2	60
13	FR	IIS 2	55
14	RFN	IIS 2	45
15	NJL	IIS 2	45
16	PS	IIS 2	50
17	ARF	IIS 3	55
18	DSP	IIS 3	55
19	FSS	IIS 3	55
20	RS	IIS 3	55

21	SA	IIS 3	60
22	FAN	IIS 3	40
23	RRL	IIS 3	65
24	ML	IIS 3	40
<b>TOTAL SCORE</b>			<b>1.235</b>
<b>MEAN SCORE</b>			<b>51,45</b>

## APPENDIX VIII Research Documentation

### Pictures while doing the research



**Pictures researcher while gave the test and explain how to answer it.**



**The researcher while interviewed the students of MAN 1 Padang Lawas**



## CURRICULUM VITAE



### A. Identity

Name : Siti Sarah Nst  
Reg. No. : 19 203 00052  
Place/Birth : Sibuhuan Julu/October, 21<sup>st</sup> 2000  
Sex : Female  
Religion : Islam  
Address : Sibuhuan Julu,kec.Barumun, kab. Padang Lawas.

### B. Parents

Father's Name : Muhammad Salman Nasution  
Mother's Name : Desma Lubis

### C. Educational Background

1. Elementary School : SD N 0105 Sibuhuan Julu (2007)
2. Junior High School : MTsN Sibuhuan (2013)
3. Senior High School : MAN 1 Padang Lawas (2016)
4. Institute : UIN Padangsidimpuan (2019)



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17 Oktober 2022

Yth.

1. Dr. Eka Sustri Harida, M.Pd.  
2. Yusni Sinaga, M.hum.

(Pembimbing I)  
(Pembimbing II)

Assalamu'alaikum Wr, Wb,

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Siti Sarah Nst  
NIM : 19 203 00052  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Students' Difficulties in Mastering Passive Voice at Grade XI  
MAN 1 Padang Lawas Plus Keterampilan dan Riset

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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h. Kepala MAN 1 Padang Lawas Plus Keterampilan dan Riset

Dengan hormat, bersama ini kami sampaikan bahwa :

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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan

**Judul “ The Students’ Difficulties in Mastering Passive Voice at Grade XI MAN 1 Padang Lawas Plus Keterampilan dan Riset”**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan

Wakil Dekan Bidang Akademik



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Tempat

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Tgl. Permohonan izin Melakukan Penelitian di MAN 1 Padang Lawas atas nama:

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Program Studi : Tadris Bahasa Inggris  
Alamat : Sibuhuan Julu, Kec. Barumun, Kab. Padang Lawas

Surat telah melakukan Riset di Madrasah Aliyah Negeri 1 Padang Lawas terhitung mulai tanggal 17..  
21..2023 sesuai dengan judul Penelitian di atas.

Surat ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.



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