



**THE ABILITY OF THE GRADE XI STUDENTS OF  
MAN 3 MANDAILING NATAL IN MASTERING  
PASSIVE VOICE**

**A THESIS**

Submitted to State Institute for Islamic Studies (IAIN) Padangsidempuan  
as a Partial Fulfillment of the requirement for the Degree of Education  
Graduate (S.Pd.) in English

**Written By :**

**AISYAH AMINI ZA**  
Reg. Number: 15 203 00005

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2019**



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PADANGSIDIMPUAN  
2019**





## LETTER OF AGREEMENT

Term : Munaqosyah  
2019

a.n. **Aisyah Amini ZA**

Padangsidempuan, October

To:  
Dean of Tarbiyah and Teacher  
Training Faculty  
In-  
Padangsidempuan

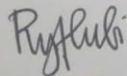
Assalamu'alaikum Wr. Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to **AISYAH AMINI ZA**, entitled "**The Ability of the Grade XI of MAN 3 Mandailing Natal in Mastering Passive Voice**". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan

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

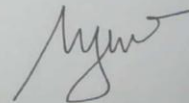
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**DECLARATION LETTER OF WRITING OWN THESIS**

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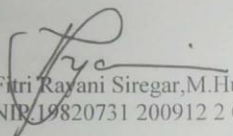


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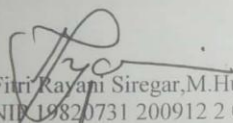
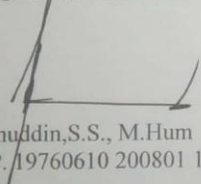
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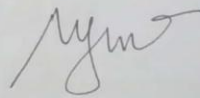
  
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Thesis : The Ability of the Grade XI of MAN 3  
Mandailing Natal in Mastering Passive Voice  
Written By : Aisyah Amini ZA  
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**Name** : Aisyah Amini ZA  
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**Department** : English Education (TBI-1)  
**Title of Thesis** : The Ability of the Students at Grade XI of MAN 3  
Mandailing Natal in Mastering Passive Voice

### **ABSTRACT**

This research discusses about the ability of the students at grade XI in mastering passive voice in MAN 3 Mandailing Natal. The students' problem in this research are: 1) Some of students have less knowledge of regular and irregular in past participle. So, the students hard to make passive voice. 2) Some of students still lack of knowledge of vocabulary, so the students made incorrect in passive sentence because did not understand the meaning of some words in active voice.

The methodology of this research is descriptive research quantitative approach. The population of this research are students at grade XI in MAN 3 Mandailing Natal where they were eight classes. Then the sample of this research is 30 students in XI MIA-1. Purposive sampling is used in sampling technique. The data collection, the researcher uses essay test. To analyze the data, the researcher uses descriptive formula such as: mean score, median, and modus. To test the hypothesis, the researcher used  $Z_{test}$  formula.

The students' ability in mastering passive voice at grade XI in MAN 3 Mandailing Natal is categorized into enough category. It can be seen from the mean score which has gotten from the students' test, it is 60,83. While the result of calculating the hypothesis is  $Z_{count} = 7.10 > Z_{table} = 0,1736$ ,  $Z_{count}$  is bigger than  $Z_{table}$ . In the other word, the hypothesis of the ability of the grade XI of MAN 3 Mandailing Natal in mastering passive voice is categorized into enough category is accepted. So, it can be stated that the ability of the grade XI of MAN 3 Mandailing Natal in mastering passive voice is categorized into enough category.

**Keywords** : Ability, mastery, and passive voice

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**Title of Thesis** : The Ability of the Students at Grade XI of MAN 3  
Mandailing Natal in Mastering Passive Voice

### **ABSTRAK**

Penelitian ini membahas tentang kemampuan siswa di kelas XI dalam menguasai kalimat pasif dalam MAN 3 Mandailing Natal. Permasalahan siswa dalam penelitian ini adalah: 1) Beberapa siswa kurang memiliki pengetahuan tentang reguler dan tidak teratur dalam participle masa lalu. Jadi, para siswa sulit membuat suara pasif. 2) Beberapa siswa masih kurang memiliki pengetahuan tentang kosa kata, sehingga siswa dibuat salah dalam kalimat pasif karena mereka tidak mengerti arti dari beberapa kata dalam kalimat aktif.

Metodologi penelitian ini adalah penelitian kuantitatif dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas XI di MAN 3 Mandailing Natal di mana mereka berada di delapan kelas. Maka sampel penelitian ini adalah 30 siswa di XI MIA-1. Pengambilan sampel Purposive digunakan dalam teknik pengambilan sampel. Pengumpulan data, peneliti menggunakan tes esai. Untuk menganalisis data, peneliti menggunakan rumus deskriptif seperti: skor rata-rata, median, dan modus. Untuk menguji hipotesis, peneliti menggunakan rumus Ztest.

Kemampuan siswa dalam menguasai kalimat pasif di kelas XI di MAN 3 Mandailing Natal dikategorikan ke dalam kategori cukup. Hal ini dapat dilihat dari nilai rata-rata yang didapat dari tes siswa, yaitu 60,83. Sementara hasil perhitungan hipotesis adalah  $Z_{count} = 7.10 > Z_{table} = 0.1736$ ,  $Z_{count}$  lebih besar dari  $Z_{table}$ . Dengan kata lain, hipotesis kemampuan kelas XI MAN 3 Mandailing Natal dalam menguasai kalimat pasif dikategorikan ke dalam kategori cukup diterima. Jadi, dapat dinyatakan bahwa kemampuan kelas XI MAN 3 Mandailing Natal dalam menguasai kalimat pasif dikategorikan ke dalam kategori cukup

**Kata kunci:** Kemampuan, penguasaan, dan kalimat pasif

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Padangsidimpuan,      October 2019  
Researcher

**AI SYAH AMINI ZA**  
**Reg. No. 15 203 00005**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Language is a communication tool for delivering information to other people. Language has a close relationship with people because people need language to interact with others. They usually use the language to express their thoughts, feelings, ideas and everything they mean. It means language is very important for communication. There are many languages used in this world. Such as; Arabic, Italian, Russian, Chinese, Spanish, English, Hindi, Portuguese, French, etc. One of the languages used in this world is English, and now English becomes an international language.

In terms of education, the government of Indonesia decided that English is taught at school. English is one of the materials that is studied by students in the school from elementary until university. In elementary level English is taught as a local-content subject. In Junior and Senior high school, English is taught as a compulsory subject. In university level, English is taught as a complementary subject.

Learning English consists of four skills which are divided into two kinds, namely receptive and productive skills. Receptive skills are listening and reading. The productive skills are speaking and writing. Furthermore, the language components (subskills) are vocabulary,

grammar, pronunciation, and spelling; which are taught in an integrated way with the four basic language skills.

As one of the language components, grammar has many aspects that should be learned at grade XI in Senior High School, such as part of speech, tenses, auxiliaries (modal auxiliaries and auxiliaries verb), past participle verbs, etc, which it has been stated on Standard of Competence – *Standard Kompetensi (SK)* and Basic Competence – *Kompetensi Dasar (KD)* in Curriculum 2013.

One of the aspects in the grammar of tenses that students should study is passive voice besides active voice and nominal. It is often used both in spoken and written form. This case is about passive voice in simple present tense, simple past tense, present continuous tense, future tense, and present perfect tense.

Learning a passive voice, students usually get confused with the tenses. The students do not fully understand the change of each form. Like infinitive change into past participles of regular verbs and irregular verbs of passive voice form, besides about the subject, the students also still get confuse because subject in active voice it will be changed into passive as the object and the object in active voice will be changed as the subject in passive voice. It is important because passive exists in both spoken and written English.

English has many differences from Indonesian, for example in functional skills, especially in passive voice. In Indonesian learning,

knowing about affix “*me-* and *di-*” that just change of active sentence to passive sentence without “to be” and form the tenses so that the students are so easy for understanding about passive voice. But, Students usually make mistakes or errors in using passive voice in English, because in English learning of passive voice must know to be they are: is, am, are, was, were, been, being and followed by a main verb or auxiliary verb in past participle in all tenses. Therefore, when they change an active sentence into a passive one, they should be more careful with the transformation of “to be” because there is no such “to be” or auxiliary verb in their native language (Indonesian language) in “to be” transformation from the active voice to the passive one.

Based on the statement above, passive voice is an important part of English grammar that has to be mastered by the learners actively or passively. The learners have to own so high capability of English grammar so that they can speak and write correctly and grammatically. Indonesian people do not use English as their daily communication and interaction. They only use English at very limited time and occasion.

When researcher interviewed with an English teacher in MAN 3 Mandailing Natal, he said that the students have problem in mastering passive voice because some of students have less knowledge of regular and irregular in past participle and changing of the subject. So, the students hard to make passive voice. Some of students still lack of

knowledge of vocabulary so they made incorrect in passive voice because did not understand the meaning.<sup>1</sup>

This research is focussing on the ability of the students in mastering passive voice for measuring how far students' ability in constructing passive voice. In dead, the passive voice has been being studied since the grade IX in junior high school, so that the students at grade XI have been studying about the passive for three years, so hopefully the students will be easy to understand about passive voice. So the researcher want to know the students' ability in mastering passive voice.

Based on the phenomena above, the writer is interested to conduct a research entitled “ The Ability of the Grade XI Students of MAN 3 Mandailing Natal in Mastering Passive Voice”.

## **B. Identification of the Problem**

Based on the background of the problem above, there were some problems of students in understanding of passive voice in simple present tense, simple past tense, present continuous tense, simple future tense and present perfect tense at grade XI students of MAN 3 Mandailing Natal, such as:

1. Some of students have less knowlegde of regular and irregular in past participle. So, the students hard to make passive voice.

---

<sup>1</sup> Endar Fahmi, an English teacher at grade XI in MAN 3 Mandailing Natal, private interview, (Thursday , 4<sup>th</sup> july 2019, at 11.00 a.m)

2. Some of students still lack of knowledge of vocabulary so they made incorrect in passive voice because did not understand the meaning of some words in active voice.

### **C. Limitation of the Problem**

In research, it is very important to limit the scope of analysis to get the relevant data. It will be better by limiting the analysis in this research into the ability in mastering passive voice.

To make the study clearly understood by the readers, the researcher limits the problem on the ability of the grade XI students of MAN 3 Mandailing Natal in mastering passive voice in simple present tense, simple past tense, present continuous tense, simple future tense and present perfect tense.

### **D. Formulation of the Problem**

Based on the limitation of the study above, formulation of the problem of this research is “How is the ability of the grade XI students of MAN 3 Mandailing Natal in mastering passive voice?”

### **E. Objective of the research**

Based on the formulations of the problem, the researcher determined the objective of the research is to know the ability of the grade XI students of MAN 3 Mandailing Natal in mastering passive voice.

## **F. Significances of the Research**

The result of this research are expected to be useful for English teachers, English learners and further researchers.

For English teachers, give information to plan teaching programs passive voice sentences are more focused, integrated, effective and efficient. Teachers will know the ability of the students in mastering passive voice. The teacher will be able to predict the error that probably will happen to the students so that the teachers will be able to overcome the troubles.

For English learners, The result of this research can stimulate and motivate the students in the learning of passive sentences. This research is focussing on students in mastering passive voice for measuring how far students' ability in constructing passive voice and also this research may help them in using passive voice in simple present tense, simple past tense, present continuous tense, simple future tense and present perfect tense in the right pattern.

For other researchers, this research can be a useful reference for the other researchers who want to study English passive voice further. It can also be a reference in conducting similar research in the next time.

## **G. Definition of Key Terms**

To avoid misunderstanding of the concepts used in this study, some definitions are provided as the following:



1. Ability

Ability means capacity or power to do something. It is also cleverness, intelligence and talent. In this research, it is the ability of the grade XI students of MAN 3 Mandailing Natal in mastering passive voice.

2. Mastery

Mastery is comprehension or capability to use knowledge or skill.

3. Passive voice

Passive voice is a sentence which the subject is the receiver of an action. It refers to five tenses, they are; simple present tense, present continuous tense, simple past tense, present perfect tenses, and future tense.

## **H. Outline of the thesis**

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follows.

Chapter one consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significant of the research, definition of key terms and outline of the research,

Chapter two consist of theoretical description which explain about passive voice (definition of passive voice, using of passive voice, form of passive voice, passive voice in present tense, simple past tense, present

continuous tense, future tense and present perfect tense), conceptual framework, and related finding is adding information in conduct this research.

Chapter three consist of place and time of the reseach, research methodology, population and sample, instrument of collecting data, the technique of data collection and the last is the technique of data analysis.

Chapter four consist of results of the resarch, consist of data description, analysis of the data, discussion and treats of this research.

Finally, chapter five consist of conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Definition of Students' Ability

Students' ability comes from words; students and ability. Students are who learn at elementary school, junior high school and senior high school to develop their potency. In Collins English Dictionary, student is a person following a course of study, as in a school, college, university, etc<sup>1</sup>. Student is the person who is studying at school and observes or has a particular interest of something.<sup>2</sup> Based on definition above, the researcher concludes that student is a person who learning at elementary school, junior high school and senior high school whether it is formal or informal education. So, student here means that a person who learn at grade XI in MAN 3 Mandailing Natal.

In oxford dictionary, stated that ability is skill, talent, qualification, competence, power and cleverness of to do something.<sup>3</sup> Ability is fact able to do something physical or mental. Means that we do something consist of phisical or mental achievement.<sup>4</sup> Mariam says that the ability is quality or

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<sup>1</sup> William Collins Sons & Co. Ltd., 'Collins English Dictionary - Complete & Unabridged 2012 Digital Edition', 2012 <<https://www.dictionary.com/browse/student>>.

<sup>2</sup> *Cambridge Dictionary Advanced Learner's Dictionary and Thesaurus* (Cambridge University Press, 2019) <<https://dictionary.cambridge.org/dictionary/english/student>>.

<sup>3</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, fifth edit (New York: Oxford University Press, 2000). p.2

<sup>4</sup> Houghton Mifflin Harcourt, *Webster's New World College Dictionary*, ed. by The American Heritage Dictionaries, Fifth Edit (USA: Houghton Mifflin Harcourt Publishing Company, 2016) <<https://www.yourdictionary.com/ability>>.

being able, especially in physical, mental, or legal power to perform.<sup>5</sup> So, the connotation of some definitions above is ability means, skill, potential, quality or capacity of being able to do something physical or mental.

## **2. Definition of Mastery**

Mastery is comprehensive knowledge or skill in a particular subject or activity. In other words, mastery is a construct that can not be observed directly but can be inferred from observable performance on a set of items or task related to a particular concept, skill or subject.<sup>6</sup> Mastery is the all of comprehending of knowledge. Mastery is complete knowledge or great skill.<sup>7</sup> Mastery is comprehension or capability to use knowledge or skill.

## **3. Passive Voice**

Before discussing passive voice, firstly the researcher would like to discuss about active voice. It is important to include the discussion of active voice; because active voice is stem from which the passive voice is produced. Basically in English there are only two voices namely active voice and passive voice. The active voice of the verb simply means the form of the verb used when the subject is the doer of the action. Many active voice sentences are transitive sentences. A transitive sentence is a sentence with a subject that performs the verbal action and an object that receives the verbal action. Active voices follow the tenses gives the forms of the follows:

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<sup>5</sup> Merriam Webster, 'Webster's Cologlate Thesaurus' (USA: Masaa Chausttes, 2015) <<https://www.merriam-webster.com/dictionary/ability>>.

<sup>66</sup> Hornby. *Oxford Advance Learner's...* p.260

<sup>7</sup> Harcourt. *Webster's New World.....* p.431

**Table 1**  
**Tenses in Active Voice**

|                      |                        |
|----------------------|------------------------|
| Simple Present Tense | The news surprises me  |
|                      | The news surprises Sum |
|                      | The news surprises us  |
| Simple Past Tense    | The news surprised me  |
|                      | The news surprised us  |

a. Definition of Passive Voice

Passive voice is one of the important English grammars that have to be mastered by the learners actively or passively. The learners need to have high capability of English grammar in order that they are able to speak and write with correct grammar. Although the active construction is used more frequently in English than the passive voice, but there are certain situations when the passive seems to be more effective or appropriate, for example; When it is not so important who or what did the action, but the focus is the object of the sentence.

George says that passive voice is composed of some form of the verb *be* + the appropriate auxiliary, if any, + the past participle form of the verb.<sup>8</sup> Mariana adds that passive voice is used when focusing on the person or thing affected by an action<sup>9</sup>. The passive is formed from its counterpart 'active' sentence by making the object into the subject,

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<sup>8</sup> George E. Wishon and Julia M.Burks, *Let's Write English* (New York: Litton Educatioanal Publishing, 2005).p.215

<sup>9</sup> F.A Soeprapto and Mariana Darwis, *Linked to The World English for Senior High School*, second (Jakarta: Yudistira, 2007).p. 40

transforming the verb, and expressing the original subject (if needed) in a prepositional phrase beginning with by.<sup>10</sup> The passive voice is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the ‘agent’ of the passive verb.<sup>11</sup> The agent is very often not mentioned. When it is mentioned it is preceded by by and placed at the end of the clause.

Passive voice is the opposite of active voice in sentence pattern, in the passive voice, the object of an action becomes the subject of the passive verb.<sup>12</sup> In other words, the object in the active sentence moved into the subject position in the passive voice. An active verb is used to say what the subject does, while passive verb is used to say what happens to the subject. Both show different understanding and function and have a dissimilar rule in use. In the case of this research, there will be only a passive voice that is explained more rather than one.

#### b. Using of Passive Voice

The passive voice is used when focusing on the person or thing affected by an action. The passive voice is used when:

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<sup>10</sup> Roger Berry, *English Grammar (A Resource Book for Students)*, Second Edi (Hong Kong: Lingnan University, 2012) <[http://www.solutionsproj.net/software/English\\_Grammar\\_Resource\\_Book.pdf](http://www.solutionsproj.net/software/English_Grammar_Resource_Book.pdf)>.

<sup>11</sup> Ingles Carmelita, ‘English Grammar the Passive Voice’, 2011 <<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwiA2ePs73lAhVEKo8KXHVUTB8wQFjABegQIBRAC&url=https%3A%2F%2Finglescarmelitaslb.files.wordpress.com%2F2011%2F03%2Fthe-passive-voice1.pdf&usg=AOvVaw1B8dSTOH9>>.

<sup>12</sup> Betty Schramfer Azar, *Understanding and Using English-Grammar Third Edition*, third edit (New York: Pearson Education, 2002) <<https://aytacyavasblog.files.wordpress.com/2013/05/betty-azar-understanding-and-using-english-grammar.pdf>><https://aytacyavasblog.files.wordpress.com/2013/05/betty-azar-understanding-and-using-english-grammar.pdf>>.





be omitted from the passive sentence altogether. The verb in a passive sentence is always a verb phrase that includes a form verb phrase *be* and the past participle of the main verb. If other helping verbs appear in the active sentence, they must also be included in the passive.

The passive transformation is to form the passive version of a sentence, the following operations are performed:

- 1) The subject noun phrase in the deep structure is replaced by the noun phrase that follows the verb.
- 2) The passive auxiliary (be + -en is added as the final constituent of the auxiliary.
- 3) The position vacated by the noun phrase that followed the verb in deep structure is left empty
- 4) A prepositional phrase, consisting of the preposition *by* and the subject noun phrase from the deep structure, is added at the end of the verb phrase.<sup>14</sup> To change an active voice to a passive voice:
  1. Make the object of the active voice into the subject of the passive.
  2. Use the verb “to be” in the same tense as the main verb of the active voice.
  3. Use the past participle of the main verb of the active voice.

Here are some active and passive voice examples :

Active: *Hasan write a letter*

Passive: *A letter is written by Hasan*

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<sup>14</sup> Ricard Veit, *Discovering English ...*p.181

Active: *Husein took a book*

Passive: *A book was taken by Husein*

In the sentence above, *Hasan and Husein* are the subjects who perform the action which is *write and took*. It will be different if the active sentence above changes into the passive voice. *Hasan and Husein* as the subject of the active sentence will become an object who receives the action or in the other word, it can be said that the action it expresses which is *write and took* are performed upon its subject which is *Hasan and Husein*.

Every sentence at least contains a subject and a verb. As John Eastwood writes, only transitive verbs are used in the passive. It is not possible to use an intransitive verb in the passive.<sup>15</sup> Based on the explanation above, a sentence which has no object or it is usually called intransitive, will not be able to turn into passive voice. This occurs because, in passive sentences, its subject is derived from the object of the active sentence.

According to Azar, most passive constructions are formed with auxiliary to be (being, been, am, is, are, was, were) followed by participle<sup>16</sup>. There are three forms of auxiliary that can appear with past participle, they are:

1. Am/is/are/was/were

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<sup>15</sup> John Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 2002) <<https://www.goodreads.com/book/show/2902422-oxford-guide-to-english-grammar>>.

<sup>16</sup> Betty Schramplfer Azar, *Fundamentals of English Grammar Third Edition* (United States of America: Longman, 2003).

2. Get/gets/got

3. Have/has/had

The second forms of those auxiliary can also be used to construct passive voice, for examples:

1. I am confused

2. I get confused

In (2) *gets* can be changed by *am* to construct passive voice. It means, *gets* helped contains the meaning with *am* helped. The stages in transforming active sentences constructed with tense into passive are follows:

1. Replace the object of active voice as subject in passive voice.
2. Identify the tense in active voice, put auxiliary to be or form of get, gets, got in passive voice.
3. After auxiliary to be, change the main verb in active voice into past participle in passive voice.
4. Put "by" phrase after passive verb if it is necessary to tell the agent.

These stages are used to construct passive voice in positive form.

Hewings in Husnul Chotimah Kurniasih also explains that the Passive form you choose depends on which is more appropriate in a Particular context.<sup>17</sup> Moreover, Hewings explains about passive that:

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<sup>17</sup> Husnul Chotimah Kurniasih, 'An Analysis on Students' Error on the Use of Passive Voice in Simple Past Tense' (UIN Syarif Hidayatullah Jakarta, 2013).

- Verbs that can be followed by either object + object or object + prepositional object in active clauses can have two corresponding passive form.

**Table 2**  
**The Verb that have Two Corresponding Passive Form**

| Active                       | Passive                      |
|------------------------------|------------------------------|
| She handed me the plate ✓    | I was handed the plate ✓     |
| She handed the plate to me ✓ | The plate was handed to me ✓ |

Other verbs like this include *give, lend, offer, promise, sell, teach, tell, throw*.

- Verbs that cannot be followed by object + object in the active have only one of these passive forms:

**Table 3**  
**The Verb that have Only One of Passive Forms**

| Active                            | Passive                             |
|-----------------------------------|-------------------------------------|
| He described me the situation ×   | I was described the situation ×     |
| He describe the situation to me ✓ | The situation was described to me ✓ |

Other verbs like this include *demonstrate, explain, introduce, mention, report, and suggest*.

Betty Azar Schramfer states about passive voice that:<sup>18</sup>

- All the passive verbs are formed with be + past participle

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<sup>18</sup> Betty Schramfer Azar. Understanding and Using .... p.245

a) “be” can be in any of its forms: am, is, are, was, were, has been, have been, will be, etc.

b) The past participle followed by to be. For regular verbs, the past participle ends in -ed (e.g., mailed, corrected). Some past participles are irregular (e.g., taught), as

in Active : The news surprised me

Passive : I was surprised by the news .

2. Only transitive verbs can be used in the passive. A transitive is a verb that is followed by an object, as in

S      V      O

Bob mailed the letter

Mr. Lee signed the check

A cat killed the bird

3. An intransitive verb is a verb that is not followed by an object, an intransitive can not be used in the passive, as in

S                  V

An accident happened

John came to our house

I slept well last night

4. The “by-phrase” is used in passive voice when it is important to know who performs an action, as in This sweater was made by my aunt

5. The passive is used when it is not known or not important to know exactly who performs an action, as in that sweater was made in Korea (by someone).

**Table 4**  
**The Verb that can be Followed by Object**

| If the main verb of the active sentence is | Then be of the corresponding passive sentence is: |                                                  |
|--------------------------------------------|---------------------------------------------------|--------------------------------------------------|
|                                            | Active                                            | Passive                                          |
| a). Present tense: <i>am, is, are.</i>     | They write letters every day.                     | Letters <i>are written</i> every day             |
| b). Past tense: <i>was, were.</i>          | They wrote yesterday                              | Letters <i>were written</i> yesterday            |
| c). Infinitive: <i>be</i> .                | They are going to write letters tomorrow          | Letters are going to <i>be written</i> tomorrow. |
| (future with will)                         | They will write letters                           | Letters will be written                          |
| (modal should)                             | tomorrow.                                         | tomorrow.                                        |
| (have to)                                  | They should write letters.                        | Letters should be written.                       |
|                                            | They have to write letters                        | Letters have to be written.                      |
| d). -ing: being                            | They are writing letters.                         | Letters are being written.                       |
|                                            | They were writing letters                         | Letters were being written.                      |
| e). Past participle: been                  | They have written letters.                        | Letters have been written.                       |
|                                            | They had written letters                          | Letters had been written                         |

d. Kinds of Passive Voice

Moreover, passive voice has two types of a passive voice, they are:

1. Passive with the agent by –phrase

The by – phrase is included only if it is important to know who performs an action. For example:

*“That novel was written by Ahmad Fatih”*

The example told the agent of the poet-writer, where the sentence *by Ahmad Fatih* is important information.

Else, subject of passive voice in the corresponding active voice may be:

- a) Direct object

*The professor was dismissed by dean*

- b) Indirect Object

*Suzi was given many presents by her father*

- c) Object of preposition

*This bed has been slept in by the boy*

- d) Object complement<sup>19</sup>

*That he had special privileges was resented by everyone*

## 2. Passive without an agent *by* –phrase

Usually, the passive is used without agent *by* –phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action. For example:

*“Tree is grown in the forest”*

From the example, the writer assumes that the tree is grown in the forest by people, by the farmer, or by animals. It is not known or important to know exactly who grows the tree in the forest.

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<sup>19</sup> Ron Cowan, *The Teacher 's....*, p.398



Passive without an agent *by* -phrase is also called *short passive*.

There are many reasons why a native speaker may decide to use *short passives* in speech and writing includes the following:

- a) The most obvious reason for not including the agent is that the *speaker does not know who the agent is*.

For example: “*Her rings were stolen at home*”

- b) The *speaker does not want to reveal who the agent is*. For example, he or she may use the agentless passive to avoid assigning blame, as in: “Rather than dwelling unnecessary on the causes of this fiasco, let’s just say that *mistakes were made*.”

- c) The identity of the agent can be assumed or understood, so it is not necessary to mention the agent. For example: “*Our grapes are usually harvested in late August*.”

- d) The speaker is interested more in the action being reported than in the agent that carries it out.<sup>20</sup> For example: “The animals were first given a cue for orientation, and then a series of the grating was presented.

#### e. Passive Voice in Tenses

##### 1. Passive Voice in Simple Present Tense

Passive voice in the simple present tense is a sentence that an express an event, actions, activities that occur and apply today in the

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<sup>20</sup> Ron Cowan, *The Teacher’s Grammar of English*, (Cambridge: Cambridge University Press, 2008), p.394-395

form of the passive sentence.<sup>21</sup> In the present, the passive voice uses the verbs *is* and *are* + past participle of the main verb.

**S + is/am/are + past participle**

e.g : 1. (Active Voice) Fatimah helps the girl

(Passive Voice) The girl is helped by Fatimah

2.(Active voice) my mother makes a cake

(passive voice) a cake is made by my mother

3. (active voice) Furqon cleans the mosque

(passive voice) Mosque is cleaned by Furqon

The passive voice present is often used to describe:

a) Processes

First the apples *are picked*, then they *are cleaned*, and finally, they're *packed* and *shipped* to the market.

b) General thoughts, opinions, and beliefs

1) New York *is considered* the most diverse city in the U.S.

2) It *is believed* that Amelia Earhart's plane crashed in the Pacific Ocean.

3) Hungarian *is seen* as one of the world's most difficult languages to learn.

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<sup>21</sup> Andre Wicaksono, *The New Complete English Grammar*, (Jakarta: Pustaka Ilmu, 2010), p.328

4) Skin cancers *are thought* to be caused by excessive exposure to the sun.

## 2. Passive Voice in Simple Past Tense

We use the past simple to talk about actions and states which we see as completed in the past.<sup>22</sup> In the past, the passive voice uses the verbs *was* and *were* + past participle of the main verb.

**S + was/were + past participle**

e.g : 1. (active voice) Furqon cleaned the mosque.

(passive voice) The mosque was cleaned by Furqon.

2.(active voice) we visited our grandmother

(passive voice) our grandmother was visited by us

3. (active voice) umar signed a contract.

(passive voice) a contract was signed by Umar.

The passive voice past is used to describe:

1) Events in history

a) George Washington *was elected* president in 1788.

2) Crimes / Accidents<sup>23</sup>

a) Two people *were killed* in a drive-by shooting on Friday night.

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<sup>22</sup> Caroline Brown and Pearson Brown, *English Grammar Secrets*, 2010, I, 31 <<https://www.passeidireto.com/arquivo/34135386/english-grammar-secrets-caroline-brown-and-pearson-brown/6>>.

<sup>23</sup>Shyna Oliveria, *Basic English Grammar for ESL Students*, 1–100 <<http://espressoenglish.net/wp-content/uploads/2014/06/Free-English-Grammar-Book-Level-1.pdf>>.

b) Ten children *were injured* when part of the school roof collapsed

### 3. Passive Voice in Present Continuous Tense

The present continuous is used to talk about present situations which we see as short term or temporary. We use the present simple to talk about present situations which we see as long-term or permanent. In the present continuous, the passive voice uses the verbs *is being* + past participle of the main verb.

**S+ be (is/am/are) + being + past participle**

e.g : 1. (Active Voice) Zahra is reading Al-Qur'an.

(Passive Voice) Al-Qur'an is being read by Zahra.

2. (active voice) they are waiting Adzan Magrib

(passive voice) adzan magrib is being waited by them

3. (active voice) Furqon is cleaning the mosque

(passive voice) Mosque is being cleaned by Furqon

### 4. Passive Voice in Simple Future Tense

In the simple future tense, the passive voice uses the verbs *will be* + past participle of the main verb.

**S + will/shall + be + past participle**

e.g : 1. (Active Voice) Fatimah will help the girl

(Passive Voice) The girl will be helped by Fatimah

2. (active voice) Umar will sign a contract.

(passive voice) A contract will be signed by Umar.

3. (active voice) Furqon will clean the mosque

(passive voice) Mosque will be cleaned by Furqon

#### 5. Passive Voice in Present Perfect Tense

We use the present perfect when we want to look back from the present to the past.<sup>24</sup> In the present perfect tense, the passive voice uses the verbs has/have been + past participle of the main verb.

|                                            |
|--------------------------------------------|
| <b>S + has/have been + past participle</b> |
|--------------------------------------------|

e.g : 1. (Active Voice) Zainab has eaten the dates.

(Passive Voice) The dates has been eaten by Zainab.

2. (active voice ) Nisa has helped the children

( passive voice) The children has been helped by Nisa

3. (active voice) Furqon has clean the mosque

(passive voice) Mosque has been cleaned by Furqon

### **B. Conceptual Framework**

Grammar is bridge to master skills of English, passive voice is one of part that must be learnt. In this case passive voice consist of five tenses, they are simple present tense, simple past tense, present continuous tense,

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<sup>24</sup> Betty Schramfer Azar. *Understanding and Using English.....*p.214

future tense and present perfect tense. Having problem in mastering passive voice make students can not making good in passive voice especially in simple present tense, simple past tense, present continuous tense, future tense and present perfect tense. The researcher got some problem to used passive voice by students. Therefore, the researcher thought the students of grade XI of MAN 3 Mandailing Natal did not mastering passive voice. So, the researcher giving some test to know the result of this research.

### **C. Review of Related Findings**

Some studies dealing with this study were done by Kurnia Sandi and friends, Surti Apriliya, Yunita, and friends, Diah Novianti Galini, and Rudi Martua Siregar. The short explanations of those studies are explained in the following section.

Kurnia Sandi, Ummi Rasyidah and Andri Donal's research, based on the test result, the researcher found that students' ability in using passive voice due to their score on the test given was 85 and it can be classified in the excellent level. For the use of passive voice in simple present tense, the researcher found that the average students' score was 84 and it can be classified in the good level and in the passive voice of simple past tense the students' average score was 84 and it can be classified as the good level. From the result of interview, the researcher found that most of the students' difficulties in learning passive voice was in the mastering of past participle.

Surti Apriliya's research, based on the recapitulation on the test result and the data analyzed, it was found that the students' ability in identifying passive voice in reading text was classified into poor to average (55.8). The factors that influence the students' ability in identifying passive voice in reading text were low motivation, limited time, intelligence, teachers' method, class condition, environment, family, and peers.<sup>25</sup>

Yunita, Rima, Syarif, Hermawati Fitrawati's research.<sup>26</sup> Based on the findings of the research, it was found that students' ability in constructing passive voice is in average level. There are four common grammatical problems identified from the students' writing, which are grammatical problems related to the use of auxiliary be (22%), the use of past participle verb (46%), the agreement of subject and auxiliary (20%), and the choice of voice that should be used to construct the sentences (12%). V1, Ving, and incorrect form of past participle verb were used to replace the use of past participle verb in students' passive sentences. In addition, incorrect forms of auxiliary and missing auxiliary were found to be the students' problem

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<sup>25</sup> Surti Aprilia, 'Students' Ability in Identifying Passive Voice in Reading Text at the Second Year of SMAN 3 Teluk Kuantan', *Journal of Chemical Information and Modeling* (IAIN Sultan Syarif Kasim Riau, 2013) <<https://doi.org/10.1017/CBO9781107415324.004>>.

<sup>26</sup> Rima Yunita, Hermawati Syarif, and Fitrawati, 'The Ability of The Fourth Semester Students in Constructing Passive Voice in Writing Explanatory Essay : A Study at the English Department FBS UNP Padang' (Universitas Negeri Padang, 2017) <<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved>>.

Diah Novianti Galini's research.<sup>27</sup> This study used a descriptive quantitative research working on a single variable. After analyzing and computing the collected data, it was identified that the highest score obtained by the students was 60, the lowest was 3, and students' mean score was 21.8. As the calculation points out, the whole samples (100%) failed to reach the score of 65 as the minimum completion score. Only 35% percent of students succeeded in objective multiple choice test and only less than 30% of students are capable to provide relevant answer in sentence transformation test. Based on this figures, students' ability in using passive voice of simple past tense can be categorized as very poor.

Rudi Martua Siregar's research.<sup>28</sup> The result can be categorized in to enough category, mean score 48%. The students difficulties in mastering passive voice are four vocabulary, the lack of mastering grammar, lack of knowledge to understand how to use passive voice sentence. The efforts by English teacher to overcome the difficulties are repeat the lesson, give explanation again and exercise.

Therefore the researcher concludes that everyone' ability in mastering passive voice is different. The researcher expect that this research can contributee the previous findings. So, the researcher

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<sup>27</sup> Diah Novianti Galini, 'The Student's Ability in Using Passive Voice of Simple Past Tense, a Survey Study on the Second Year Student of Sman 1 Lingsar in Academic Year 2013/2014' (Universitas Mataram, 2015) <[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwiXtLTqp6\\_kAhVHgUsFHcxNDP0QFjABegQIA](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwiXtLTqp6_kAhVHgUsFHcxNDP0QFjABegQIA)>.

<sup>28</sup> Rudi Martua Siregar, 'The Students' Ability in Mastering Passive Voice at Grade X MAS Batangtoru' (State Institute For Islamic Studies Padangsidempuan, 2014).



conducted the research through the title the ability of the grade XI of MAN 3 Mandailing Natal in mastering passive voice.

#### **D. Hypothesis**

The usage of hypothesis is to show the resercher's expectation from the result of the research before done. So, the hypothesis is the ability of the students at grade XI in mastering passive voice is categorized into enough category.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The discussion of the chapter is concerned with the design of the research that includes design of the research, research site and access, population of the sample, technique of collecting data, instrument of the research, validity, and data analysis

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

The research have been conducted at MAN 3 Mandailing Natal. It is located at Jl. Medan Padang, Huraba km.53, Kecamatan Siabu, Kabupaten Mandailing Natal, South of Sumatera. The schedule of the research have been started from March 2019 until September 2019.

#### **B. Research Design**

This research used quantitative approach. Quantitative approach is the research analysis the data by using figura data. The method of this study is descriptive analysis method for investigation a variety of educational problems an issue, it is used to term and describe the way things.

After the researcher got the data, the researcher described the result of the research by the real data has been gotten. The researcher analyzed the students' ability then describing the result of the research. To analyzed the students' ability, the researcher has given a test.

Before describing the result, the researcher used the statistical form and statistical data to test the result and the hypothesis.

### C. Population and Sample of the Research

#### 1. Population

Population is all individuals becoming the subjects in the research. The population of this research is the whole members of the eleventh grade students of MAN 3 Mandailing Natal as follow:

**Table 5**  
**Situation of Students**

| No           | Class    | Male      | Female     | Total               |
|--------------|----------|-----------|------------|---------------------|
| 1            | XI MIA 1 | 8         | 22         | 30 Students         |
| 2            | XI MIA 2 | 6         | 26         | 32 Students         |
| 3            | XI MIA 3 | 8         | 22         | 30 Students         |
| 4            | XI MIA 4 | 6         | 22         | 28 Students         |
| 5            | XI IIS 1 | 8         | 24         | 32 Students         |
| 6            | XI IIS 2 | 6         | 25         | 31 Students         |
| 7            | XI IIS 3 | 10        | 20         | 30 Students         |
| 8            | XI IIS 4 | 4         | 26         | 30 Students         |
| <b>Total</b> |          | <b>56</b> | <b>187</b> | <b>243 Students</b> |

#### 2. Sample

From the population 243 students at grade XI, the researcher takes 30 students, they are XI MIA 1. This research only

needed one class as the sample. Random sampling is used in sampling technique of this research. Random sampling is probability sample that every element has an equal chance of getting selected to be the part sample. It is used when we don't have any kind of prior information about the target population.

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

In this case, in order to get the data of this research, the researcher would prepared the available instrument. It is a test.

##### **a. Test**

The type of test is an essay test. It focuses on passive voice. The test consists of 20 items that must be changed into a passive voice which has to finish for 60 minutes by the students. The researcher uses an essay test. The researcher choose essay test because it is appropriate test to measure students' mastery in mastering passive voice. essay test consist of five tenses . Each tense consists of 4 items and the score for each item is 5. It means that the totality of the score for this test is 100. The researcher made the indicator of the test as follow:

**Tabel 6**  
**Indicator of the Test**

| <b>No</b>    | <b>Indicator</b>                                                     | <b>Items</b> | <b>Number<br/>Items</b> | <b>Score</b> |
|--------------|----------------------------------------------------------------------|--------------|-------------------------|--------------|
| 1.           | Change the active voice to passive voice in simple present tense     | 4            | 1,2,3,4                 | 20           |
| 2.           | Change the active voice to passive voice in simple past tense        | 4            | 5,6,7,8                 | 20           |
| 3.           | Change the active voice to passive voice in present continuous tense | 4            | 9,10,11,12              | 20           |
| 4.           | Change the active voice to passive voice in future tense             | 4            | 13,14,15,16             | 20           |
| 5.           | Change the active voice to passive voice in present perfect tense    | 4            | 17,18,19,20             | 20           |
| <b>Total</b> |                                                                      | <b>20</b>    |                         | <b>100</b>   |

The techniques for collecting data with the test as follows:

1. Explaining the outline of the matter about the research
2. Preparing the test
3. Giving the test to the students
4. Determining the time of doing the test
5. Giving chance to students to check their answer sheet before collecting it

6. Collecting the students' answer sheets to analyze

### **E. Validity of the Test**

Validity is the important one measuring in a research process. Validity is important in all forms of research and all types of test and measures in some situations, a test or instrument is used to make a number different interpretations.

In this research, the researcher uses essay test. To make sure that the test have been available for the students, the researcher uses construct validity. Construct validity is used to know whether the test valid or not by using expert judgment such as English teacher. So, to valid the test, the researcher using expert judgment to make it valid. The researcher asked to the teacher in MAN 3 Mandailing Natal, he thinks that a test is well construct and useful.

### **F. The Technique of Data analysis**

After doing collecting data, the researcher analyze the result of the test with calculation, the reseacher count the answer of the students answer, then classify it based on their score and the average scores of the students are interprets in descriptive data. After the researcher get the data, it will be entered in frequency table with the formula as follow:

1. To know the range of the data, the formulation is:

$$\text{Range} = \text{high score} - \text{low score}$$

2. To know the total of classes (BK) used formula:

$$1 + 3.3 \log n$$

3. To know the interval (i) used formula :

$$I = \frac{R}{BK}$$

4. To know the Mean score:

$$\text{Mean } x = \frac{\sum xi}{n}$$

where :

$\sum xi$  : the total of all scores

$n$  : the total of sample

5. To know the Median score:

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

Where :

$b$  : median lower class

$p$  : long class interval

$n$  : the quantities of data

$f$  : the frequency of meida class

$F$  : the sum of all frequencies ( class mark is

smaller than the median class mark

6. To know the modus score :

$$\text{Mo} = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

where :

$b$  : lower limit of modal class

$p$  : long class interval

$b_1$  : frequency of modal class (smaller)

$b_2$  : frequency of modal class (bigger)

7. Description of the data, it is done to describe or interpretation of data that will be collected sistematically.
8. After calculating and scoring the students' answer test, then the students' score are interpretation consult into the criteria on the table below:

**Table 7**  
**The clasiffication ability of the students' score**

| No | Interval | Predicate             |
|----|----------|-----------------------|
| 1  | 81 – 100 | Very high             |
| 2  | 61 – 80  | High                  |
| 3  | 41 – 60  | Enough                |
| 4  | 21 – 40  | Low                   |
| 5  | 0 - 20   | Very low <sup>1</sup> |

It is consulate the criteria as follow:

- a. If the value of the score 81-100, it can be categorized into very high.
- b. If the value of the score 61-80, it can be categorized into high.
- c. If the value of the score 41-60, it can be categorized into enough.
- d. If the value of the score 21-40, it can be categorized into low.
- e. If the value of the score 0-20, it can be categorized into very low.

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<sup>1</sup> Riduan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi Dan Bisnis* (Bandung: Alfabeta, 2013).



9. The researcher described the result of the data

10. To determine how the ability of students in mastering passive voice, the researcher used Test-Z, as follows:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

Where :

$x$  : the quantities of data in hypothesis category

$n$  : the quantities of data

$p$  : proportion on hypothesis

The formula of hypothesis formulated appropriated on the list of score 70 upward.

## **CAPTER IV**

### **RESULT OF RESEARCH**

This chapter presents the research result, in order to know the ability of the students at grade XI of MAN 3 Mandailing Natal in mastering passive voice. The researcher has calculated the data by using some descriptive analysis formulas. The formula is are mean score, median, and modus. Whereas to prove the hypothesis, the researcher calculated it by using Test-Z formula. It would be described the detailed description of data as follow:

#### **A. The Description of the Data**

##### **1. Students' Ability in Mastering Passive Voice**

The researcher calculated the data that had been gotten by the students in mastering passive voice. There were 30 students that have been tested. There is a student got score 30, there are two students got score 45, there is a student got score 50, there are two students got score 55, there is a student got score 60, there are four students got score 65, there are nine students got score 70, there are three students got score 75, there are three students got score 80 and the last there are three students got score 85. The lowest score was 30, the highest score was 85, and the sum of students' score was 2.005. (It can be seen in appendix 7)

To know the quality score of each student in mastering passive voice (it can be seen in appendix 8). There are three students got very high score. There are nineteen students got high score, there are seven

students got enough score. There is one student got low score. There is no any student got very low score. It means that the ability of students at grade XI of MAN 3 Mandailing Natal in mastering passive voice is variously. The score dominated by students who got up enough categories.

The score resume of the students ability in mastering passive voice of the grade XI of MAN 3 Mandailing Natal has been gotten as table below:

**Table 8**  
**The Resume of Variable Score in Mastering Passive Voice**

| No | Statistic     | Variable |
|----|---------------|----------|
| 1  | Highest score | 85       |
| 2  | Lowest score  | 30       |
| 3  | Mean score    | 60,83    |
| 4  | Median        | 58,5     |
| 5  | Modus         | 55,9     |

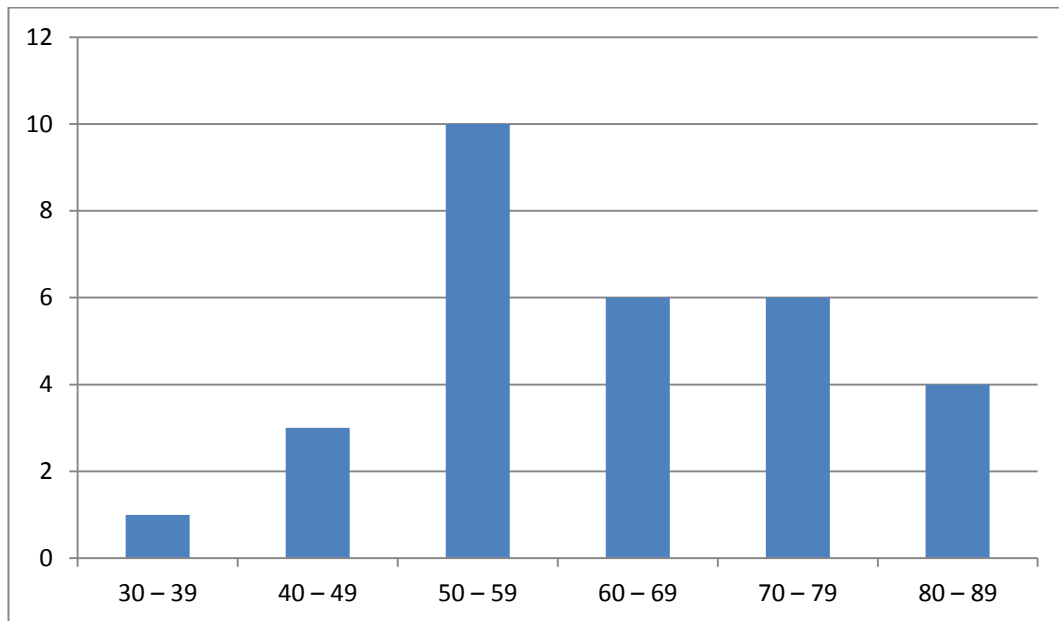
From the table above, it can be known from 30 students that the highest score is 85 and the lowest score is 30. From the data, researcher calculated that the mean score is 60,83. Mean score is gotten from score all of the students divide total number of students. The researcher got median score 58,5 and modus is 55,9 (It can be seen in appendix 6). By the calculation, it can be concluded that the students' ability in mastering

passive voice was high. Then to know the description about criteria of mean score students' ability in mastering passive voice, it can be looked at the following table:

**Table 9**  
**The Frequency of Distribution in Mastering Passive Voice**

| No   | Interval | Frequency Absolute | Frequency Relative (%) |
|------|----------|--------------------|------------------------|
| 1    | 30 – 39  | 1                  | 3,3 %                  |
| 2    | 40 – 49  | 3                  | 10 %                   |
| 3    | 50 – 59  | 10                 | 33,3 %                 |
| 4    | 60 – 69  | 6                  | 20 %                   |
| 5    | 70 – 79  | 6                  | 20 %                   |
| 6    | 80 – 89  | 4                  | 13,3 %                 |
| i=10 |          | 30                 | 100%                   |

Based on the above table, the interval is 10. Interval from 30-39 there is 1 student, and the percentage frequency 3,3%. Interval from 40-49 there are 3 students, and the relative frequency 10%. Interval from 50-59 there are 10 students, and the relative frequency 33,3%. Interval from 60-69 there are 6 students, and the relative frequency 20%. Interval from 70-79 there are 6 students, and the relative frequency is 20%. Interval from 80-89 there is 4 students, and the relative frequency 13,3%. (It can be seen on the appendix 5). To get the description of data easily, it was drawn at the following histogram:



**Figure 1. The Frequency of Distribution**

According to the histogram, it is shown that the variable revolution students' ability in mastering passive voice. The respondents who got score about 30-39 is one student with the relative frequency 3,3%. The got score about 40-49 are 3 students with the relative frequency 10%. The got score about 50-59 are 10 students with the relative frequency 33,3%. The got score about 60-69 are 6 students with the relative frequency 20%. The got score about 70-79 are 20 students with the relative frequency 20%. The got score about 80-89 are 6 students with the relative frequency 20%. From the description above, it can be found the total of relative frequency is 13,3%.

Based on the result of the students' ability in passive voice which the reseacher had given essay test about changing active voice into

passive voice. The researcher used the instrument to collect the data. It is the test consists of 20 items. It is consists of 5 indicators. Those are change active voice into passive in simple present tense, present continuous tense, future tense, simple past tense and present perfect tense.

**Table 10**  
**The Percentage Distribution in Mastering Passive Voice**

| No | Indicator                                            | Incorrect | Percentage (100%) | Correct | Percentage (100%) | Amount |
|----|------------------------------------------------------|-----------|-------------------|---------|-------------------|--------|
| 1  | Change active to passive in simple present tense     | 23        | 19,17%            | 97      | 80,83%            | 100%   |
| 2  | Change active to passive in simple past tense        | 26        | 21,67%            | 94      | 78,33%            | 100%   |
| 3  | Change active to passive in present continuous tense | 29        | 24,17%            | 91      | 75,83%            | 100%   |
| 4  | Change active to passive in future tense             | 30        | 25%               | 90      | 75%               | 100%   |
| 5  | Change active to passive in present perfect tense    | 32        | 26,67%            | 88      | 73,33%            | 100%   |

From the result of students it could be known that the description of students' ability based on indicator. In using present perfect tense is the lowest score than other 4 indicators. (simple present tense, simple past tense, present continuous tense, future tense, present perfect tense).

There were 26,67% answered incorrect and there were 73,33% answered correct. The second lowest is using future tense, there were 25% answered incorrect and there were 75% correct. The third lowest is using present continuous tense, there were 21,67% answered incorrect and there were 78,33% correct. The fourth lowest is using simple past tense, there were 19,17% answered incorrect and there were 80,83% answered correct. The second lowest is using future tense, there were 25% answered incorrect and there were 75% correct. The highest in using simple present tense, there were 19,17% answered, there were 80,83% answered correct.

## B. Hypothesis Testing

The hypothesis of the research was the ability of the students at grade XI of MAN 3 Mandailing Natal in mastering passive voice into enough category. Based on the collected data that had been analyzed to prove the hypothesis by using Z-test formula as follows:

$$Z_{\text{count}} = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

$$Z_{\text{count}} = 7.10$$

Calculation for  $Z_{\text{table}} =$

$$Z_{\text{table}} = Z_{(1/2-\alpha)}$$

$$Z_{\text{table}} = Z (1/2-0.05)$$

$$Z_{\text{table}} = 0.45$$

$$Z_{\text{table}} = 0,1736$$

Based on the calculation of Z-test, it can be found that  $Z_{\text{count}} = 7.10$ , while the result of  $Z_{\text{table}} = 0,1736$ .  $Z_{\text{count}}$  is bigger than  $Z_{\text{table}}$ . ( $Z_{\text{count}} = 7.10 > Z_{\text{table}} = 0,1736$ ). From the result above, the researcher concluded that the hypothesis the ability of the students in mastering passive voice is categorized into enough categorized was accepted.

### C. Discussion

After did the researcher, the researcher compared this research with some related finding. The first related finding is the researcher by Kurnia Sandi, Umami Rasyidah and Andri Donal's research, based on the test result, the researcher found that students' ability in using passive voice due to their score on the test given was 85 and it can be classified in the excellent level. For the use of passive voice in simple present tense, the researcher found that the average students' score was 84 and it can be classified in the good level



and in the passive voice of simple past tense the students' average score was 84 and it can be classified as the good level. From the result of interview, the researcher found that most of the students' difficulties in learning passive voice was in the mastering of past participle.

Surti Apriliya's research.<sup>1</sup> Based on the recapitulation on the test result and the data analyzed, it was found that the students' ability in identifying passive voice in reading text was classified into poor to average (55.8). The factors that influence the students' ability in identifying passive voice in reading text were low motivation, limited time, intelligence, teachers' method, class condition, environment, family, and peers.

Yunita, Rima, Syarif, Hermawati Fitrawati's research.<sup>2</sup> Based on the findings of the research, it was found that students' ability in constructing passive voice is in average level. There are four common grammatical problems identified from the students' writing, which are grammatical problems related to the use of auxiliary be (22%), the use of past participle verb (46%), the agreement of subject and auxiliary (20%), and the choice of voice that should be used to construct the sentences (12%). V1, Ving, and incorrect form of past participle verb were used to replace the use of past

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<sup>1</sup> Aprilia. 'Students' Ability in Identifying Passive Voice in Reading Text at the Second Year of SMAN 3 Teluk Kuantan', *Journal of Chemical Information and Modeling* (IAIN Sultan Syarif Kasim Riau, 2013) <<https://doi.org/10.1017/CBO9781107415324.004>>.

<sup>2</sup> Yunita, Syarif, and Fitrawati., 'The Ability of The Fourth Semester Students in Constructing Passive Voice in Writing Explanatory Essay : A Study at the English Department FBS UNP Padang' (Universitas Negeri Padang, 2017) <<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved>>

participle verb in students' passive sentences. In addition, incorrect forms of auxiliary and missing auxiliary were found to be the students' problem.

Diah Novianti Galini's research.<sup>3</sup>This study used a descriptive quantitative research working on a single variable. After analyzing and computing the collected data, it was identified that the highest score obtained by the students was 60, the lowest was 3, and students' mean score was 21.8. As the calculation points out, the whole samples (100%) failed to reach the score of 65 as the minimum completion score. Only 35% percent of students succeeded in objective multiple choice test and only less than 30% of students are capable to provide relevant answer in sentence transformation test. Based on this figures, students' ability in using passive voice of simple past tense can be categorized as very poor.

Rudi Martua Siregar's research.<sup>4</sup> The result can be categorized into enough category, mean score 48%. The students difficulties in mastering passive voice are four vocabulary, the lack of mastering grammar, lack of knowledge to understand how to use passive voice sentence. The efforts by English teacher to overcome the difficulties are repeat the lesson, give explanation again and exercises.

For this research the researcher has proven, the students' ability in mastering passive voice at grade XI in MAN 3 Mandailing Natal was

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<sup>3</sup> Diah Novianti Galini, 'The Student's Ability in Using Passive Voice of Simple Past Tense, a Survey Study on the Second Year Student of Sman 1 Lingsar in Academic Year 2013/2014' (Universitas Mataram, 2015) <[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwiXtLTqp6\\_kAhVHgUsFHcxNDP0QFjABegQIA](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwiXtLTqp6_kAhVHgUsFHcxNDP0QFjABegQIA)>.

<sup>4</sup> Siregar. The Students' Ability in Mastering Passive Voice at Grade X MAS Batangtoru' (State Institute For Islamic Studies Padangsidempuan, 2014)

categorized into enough category. It can be seen from the mean score which has gotten from the students' test, it is 60,83. While the result of calculating the hypothesis is  $Z_{\text{count}} = 7.10 > Z_{\text{table}} = 0,1736$ . In the other word, the hypothesis of this research, the ability of the grade XI of MAN 3 Mandailing Natal in mastering is categorized into enough category was accepted. So, it can be stated that the ability of the grade XI of MAN 3 Mandailing Natal in mastering passive voice is categorized into enough category.

The researcher also found some of the students difficulties in mastering passive voice. The first, some the students hard in changing of verb from infinitive into past participle. The second because some of the students did not master about tenses, so the students hard to change the verb and to be. For example, in active voice the tense is simple present tense and it is changed into past tense. The third the students' difficulties because the students did not know the meaning of some words because lack of vocabulary. Based on the comparison between this research and some of related findings above. It can be concluded that those researches have the similar problem from different result.

#### **D. Threats of the Research**

In doing this research, there were many threats of the researcher. Here some threats that found by the researcher:

1. Some of the sample did not do the test seriously because when the researcher gave the test to the students, the time is the last lesson.

2. When the researcher did seminar proposal the kind of the research was changed from qualitative into quantitative and qualitative research. But when the researcher did result seminar the kind of the research was changed into quantitative. It made the researcher need much time to revised.
3. After researcher got the data from students, The researcher had difficulties in counting the data.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses the conclusion and suggestion of this research based on the result about the ability of the grade XI of MAN 3 Mandailing Natal in mastering passive voice.

#### **A. Conclusion**

Based on the result of calculating data, the researcher got the conclusion that the students' ability in mastering passive voice at grade XI in MAN 3 Mandailing Natal was categorized into enough category. It can be seen from the mean score which has gotten from the students' test, it is 60,83. While the result of calculating the hypothesis is  $Z_{\text{count}} = 7.10 > Z_{\text{table}} = 0,1736$ ,  $Z_{\text{count}}$  is bigger than  $Z_{\text{table}}$ . In the other word, the hypothesis the ability of the grade XI of MAN 3 Mandailing Natal in mastering passive voice is categorized into enough category was accepted. So, it can be stated that the ability of the grade XI of MAN 3 Mandailing Natal in mastering passive voice is categorized into enough category.

#### **B. Suggestion**

Based on the result of research, the researcher would give some suggestion to become advice and motivation for:

1. The teachers,

- a. The teacher motivate the students for learning more about passive voice because passive voice is using in spoken and written.
  - b. The teacher must be more creative and innovative when teaching English to make the students comfortable in the class and like learning English, especially passive voice.
2. The students:
- a. The student should develop their motivations because it is an important factor in the English learning.
  - b. The student should study the material intensively, repeatedly and toughly.
  - c. The students should do more practices in order to decrease their lacking knowledge and understanding of the grammatical rules.
  - d. The students should answer every question, which is given by the teacher, and are not afraid to answers false.
3. The other researcher, it is hoped to make the deeper research with the similar topic because this research is still far from the perfect one. The researcher also hopes for other researchers to do experimental research to find the good method or technique in teaching and learning grammar, especially passive voice.

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## CURRICULUM VITAE



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### C. Educational Background

1. Elementary School : SDN 016 Aek Mual (2009)
2. Junior High School : MTs Negeri Siabu (2012)
3. Senior High School : MAN Siabu (2015)
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## APPENDIX I

### List of Test

#### A. Introduction

1. The instrument is used to find out the students' ability in changing active to passive voice. So, do by yourself.
2. Your answer will be kept for its confidentiality.

#### B. Indicator

1. Score of every item is 5.
2. Score of all items are 100

**Instruction: Change the following sentences into passive sentences.**

**a. Change these active sentences into passive in simple present tense**

1. Zahra makes the painting.
2. Nisa serves breakfast at 7 o'clock every day.
3. People throw away tones of rubbish every day.
4. Qasim writes a letter

**b. Change these active sentences into passive in future tense**

5. Umar will sign a contract.
6. The police will arrest the robbers.
7. She will send the letter next week.
8. They will build a new bridge next year.

**c. Change these active sentences into passive in simple past tense**

9. Someone found my wallet.
10. Ahmad invited him.
11. The editor edited the articles
12. Someone built this house 200 years ago.

**d. Change these active sentences into passive in present continuous tense**

13. They are sending the book right now.
14. Zahra is buying some flowers
15. Farmers are planting the rice
16. Mr. Fatih is teaching Al-Qur'an and Hadits

**e. Change these active sentences into passive in present perfect tense**

17. We have eaten up all the biscuit
18. They have taken her to hospital
19. An unseen hand has opened the window
20. They have given you the answer

Researcher

Huraba, 18<sup>th</sup> of September 2019  
English Teacher

Aisyah Amini ZA  
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## APPENDIX II

### Answer Sheet

#### a. In simple present tense

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### b. In future tense

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

#### c. In simple past tense

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

#### d. In present continuous tense

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

#### e. In present perfect tense

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## APPENDIX III

### Key Answer

**a. In simple present tense**

1. The painting is made by Zahra
2. Breakfast is served by Nisa at 7 O'clock every day
3. Tones of rubbish are thrown away by people every day
4. A letter is written by Qasim

**b. In Future tense**

5. A contract will be signed by Umar
6. Al-Qur'an will be given by Fatir to his friend
7. The letter will be sent by her next week
8. The new bridge will be built by them next year

**c. In Simple past tense**

9. My wallet was found by someone
10. He was invited by Ahmad
11. The house was cleaned by my sister yesterday
12. The house was built by someone 200 years ago

**d. In present continos tense**

13. The book is being sent by them right now
14. Some flowers are being bought by Zahra
15. The ride is being planted by Farmers
16. Al- Qur'an and Hadits are being taught by Mr. Fatih

**e. In present perfect tense**

17. All the biscuit have been eaten up by us
18. She has been taken by them to hospital
19. The window has been opened by unseen hand
20. Our homework have been done by us

## APPENDIX IV

### DESCRIPTION OF DATA USING STATISTICAL FORMULA

1. The students' score from the lowest to the highest

|    |    |    |    |    |
|----|----|----|----|----|
| 30 | 40 | 40 | 40 | 50 |
| 50 | 50 | 50 | 55 | 55 |
| 55 | 55 | 55 | 55 | 60 |
| 60 | 60 | 65 | 65 | 65 |
| 70 | 70 | 70 | 70 | 75 |
| 75 | 80 | 80 | 85 | 85 |

2. The highest score = 85

3. The lowest score = 30

4. Range = highest – lowest  
= 85 – 30  
= 55

5. Limit Class =  $1 + 3.3 \log (n)$   
=  $1 + 3.3 \log (30)$   
=  $1 + 3.3 (1,47)$   
=  $1 + 4,85$   
= 5, 58

6. Interval class (i) =  $\frac{R}{BK}$   
 $i = \frac{55}{6} = 9, 17 = 10$

7. mean score  $x = \frac{\sum xi}{n}$   
=  $\frac{1825}{30}$   
= 60, 83

| No   | Interval | $f_i$ |
|------|----------|-------|
| 1    | 30 – 39  | 1     |
| 2    | 40 – 49  | 3     |
| 3    | 50 – 59  | 10    |
| 4    | 60 – 69  | 6     |
| 5    | 70 – 79  | 6     |
| 6    | 80 – 89  | 4     |
| i=10 |          | 30    |

8. Class median  $= \frac{n}{2} = \frac{30}{2} = 15$   
 $b = 50 - 0,5 = 49,5$   
 $F = 6$   
 $f = 10$   
 $p = 10$

$$\begin{aligned} \text{Me} &= b + p \left( \frac{\frac{1}{2}n - F}{f} \right) \\ &= 49,5 + 10 \left( \frac{\frac{1}{2}30 - 6}{10} \right) \\ &= 49,5 + 10 \frac{9}{10} \\ &= 49,5 + 9 \\ &= 58,5 \end{aligned}$$

9.  $b = 50 - 0,5 = 49,5$   
 $b_1 = 10 - 3 = 7$   
 $b_2 = 10 - 6 = 4$

$$\begin{aligned} \text{Modus (Mo)} &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\ &= 49,5 + 10 \left( \frac{7}{7+4} \right) \\ &= 49,5 + 10 (0,5) \\ &= 49,5 + 6,4 \\ &= 55,9 \end{aligned}$$

## APPENDIX V

### Calculation for $Z_{\text{count}}$ and $Z_{\text{table}}$

Calculation for  $Z_{\text{count}}$  :

$$Z_{\text{count}} = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

$$Z_{\text{count}} = \frac{\frac{7}{30} - 0,77}{\sqrt{\frac{0,77(0,77-1)}{30}}}$$

$$Z_{\text{count}} = \frac{0,23 - 0,77}{\sqrt{\frac{0,77(0,23)}{30}}}$$

$$Z_{\text{count}} = \frac{-0,54}{\sqrt{\frac{0,77(-0,23)}{30}}}$$

$$Z_{\text{count}} = \frac{-0,54}{\sqrt{\frac{-0,1771}{30}}}$$

$$Z_{\text{count}} = \frac{-0,54}{\sqrt{-0,0059}}$$

$$Z_{\text{count}} = \frac{-0,54}{-0,076}$$

$$Z_{\text{count}} = 7.10$$

Calculation for  $Z_{\text{table}} =$

$$Z_{\text{table}} = Z_{(1/2-\alpha)}$$

$$Z_{\text{table}} = Z (1/2-0.05)$$

$$Z_{\text{table}} = 0.45$$

$$Z_{\text{table}} = 0,1736$$

## **APPENDIX VI**



## Z-Table

| <b>z</b>   | <b>0.00</b> | <b>0.01</b> | <b>0.02</b> | <b>0.03</b> | <b>0.04</b> | <b>0.05</b>   | <b>0.06</b> | <b>0.07</b> | <b>0.08</b> | <b>0.09</b> |
|------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|-------------|
| <b>0.0</b> | 0.0000      | 0.0040      | 0.0080      | 0.0120      | 0.0160      | 0.0199        | 0.0239      | 0.0279      | 0.0319      | 0.0359      |
| <b>0.1</b> | 0.0398      | 0.0438      | 0.0478      | 0.0517      | 0.0557      | 0.0596        | 0.0636      | 0.0675      | 0.0714      | 0.0753      |
| <b>0.2</b> | 0.0793      | 0.0832      | 0.0871      | 0.0910      | 0.0948      | 0.0987        | 0.1026      | 0.1064      | 0.1103      | 0.1141      |
| <b>0.3</b> | 0.1179      | 0.1217      | 0.1255      | 0.1293      | 0.1331      | 0.1368        | 0.1406      | 0.1443      | 0.1480      | 0.1517      |
| <b>0.4</b> | 0.1554      | 0.1591      | 0.1628      | 0.1664      | 0.1700      | <b>0.1736</b> | 0.1772      | 0.1808      | 0.1844      | 0.1879      |
| <b>0.5</b> | 0.1915      | 0.1950      | 0.1985      | 0.2019      | 0.2054      | 0.2088        | 0.2123      | 0.2157      | 0.2190      | 0.2224      |
| <b>0.6</b> | 0.2257      | 0.2291      | 0.2324      | 0.2357      | 0.2389      | 0.2422        | 0.2454      | 0.2486      | 0.2517      | 0.2549      |
| <b>0.7</b> | 0.2580      | 0.2611      | 0.2642      | 0.2673      | 0.2704      | 0.2734        | 0.2764      | 0.2794      | 0.2823      | 0.2852      |
| <b>0.8</b> | 0.2881      | 0.2910      | 0.2939      | 0.2967      | 0.2995      | 0.3023        | 0.3051      | 0.3078      | 0.3106      | 0.3133      |
| <b>0.9</b> | 0.3159      | 0.3186      | 0.3212      | 0.3238      | 0.3264      | 0.3289        | 0.3315      | 0.3340      | 0.3365      | 0.3389      |
| <b>1.0</b> | 0.3413      | 0.3438      | 0.3461      | 0.3485      | 0.3508      | 0.3531        | 0.3554      | 0.3577      | 0.3599      | 0.3621      |
| <b>1.1</b> | 0.3643      | 0.3665      | 0.3686      | 0.3708      | 0.3729      | 0.3749        | 0.3770      | 0.3790      | 0.3810      | 0.3830      |
| <b>1.2</b> | 0.3849      | 0.3869      | 0.3888      | 0.3907      | 0.3925      | 0.3944        | 0.3962      | 0.3980      | 0.3997      | 0.4015      |
| <b>1.3</b> | 0.4032      | 0.4049      | 0.4066      | 0.4082      | 0.4099      | 0.4115        | 0.4131      | 0.4147      | 0.4162      | 0.4177      |
| <b>1.4</b> | 0.4192      | 0.4207      | 0.4222      | 0.4236      | 0.4251      | 0.4265        | 0.4279      | 0.4292      | 0.4306      | 0.4319      |
| <b>1.5</b> | 0.4332      | 0.4345      | 0.4357      | 0.4370      | 0.4382      | 0.4394        | 0.4406      | 0.4418      | 0.4429      | 0.4441      |
| <b>1.6</b> | 0.4452      | 0.4463      | 0.4474      | 0.4484      | 0.4495      | 0.4505        | 0.4515      | 0.4525      | 0.4535      | 0.4545      |
| <b>1.7</b> | 0.4554      | 0.4564      | 0.4573      | 0.4582      | 0.4591      | 0.4599        | 0.4608      | 0.4616      | 0.4625      | 0.4633      |
| <b>1.8</b> | 0.4641      | 0.4649      | 0.4656      | 0.4664      | 0.4671      | 0.4678        | 0.4686      | 0.4693      | 0.4699      | 0.4706      |
| <b>1.9</b> | 0.4713      | 0.4719      | 0.4726      | 0.4732      | 0.4738      | 0.4744        | 0.4750      | 0.4756      | 0.4761      | 0.4767      |
| <b>2.0</b> | 0.4772      | 0.4778      | 0.4783      | 0.4788      | 0.4793      | 0.4798        | 0.4803      | 0.4808      | 0.4812      | 0.4817      |
| <b>2.1</b> | 0.4821      | 0.4826      | 0.4830      | 0.4834      | 0.4838      | 0.4842        | 0.4846      | 0.4850      | 0.4854      | 0.4857      |
| <b>2.2</b> | 0.4861      | 0.4864      | 0.4868      | 0.4871      | 0.4875      | 0.4878        | 0.4881      | 0.4884      | 0.4887      | 0.4890      |
| <b>2.3</b> | 0.4893      | 0.4896      | 0.4898      | 0.4901      | 0.4904      | 0.4906        | 0.4909      | 0.4911      | 0.4913      | 0.4916      |
| <b>2.4</b> | 0.4918      | 0.4920      | 0.4922      | 0.4925      | 0.4927      | 0.4929        | 0.4931      | 0.4932      | 0.4934      | 0.4936      |
| <b>2.5</b> | 0.4938      | 0.4940      | 0.4941      | 0.4943      | 0.4945      | 0.4946        | 0.4948      | 0.4949      | 0.4951      | 0.4952      |
| <b>2.6</b> | 0.4953      | 0.4955      | 0.4956      | 0.4957      | 0.4959      | 0.4960        | 0.4961      | 0.4962      | 0.4963      | 0.4964      |

|            |        |        |        |        |        |        |        |        |        |        |
|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| <b>2.7</b> | 0.4965 | 0.4966 | 0.4967 | 0.4968 | 0.4969 | 0.4970 | 0.4971 | 0.4972 | 0.4973 | 0.4974 |
| <b>2.8</b> | 0.4974 | 0.4975 | 0.4976 | 0.4977 | 0.4977 | 0.4978 | 0.4979 | 0.4979 | 0.4980 | 0.4981 |
| <b>2.9</b> | 0.4981 | 0.4982 | 0.4982 | 0.4983 | 0.4984 | 0.4984 | 0.4985 | 0.4985 | 0.4986 | 0.4986 |
| <b>3.0</b> | 0.4987 | 0.4987 | 0.4987 | 0.4988 | 0.4988 | 0.4989 | 0.4989 | 0.4989 | 0.4990 | 0.4990 |
| <b>3.1</b> | 0.4990 | 0.4991 | 0.4991 | 0.4991 | 0.4992 | 0.4992 | 0.4992 | 0.4992 | 0.4993 | 0.4993 |
| <b>3.2</b> | 0.4993 | 0.4993 | 0.4994 | 0.4994 | 0.4994 | 0.4994 | 0.4994 | 0.4995 | 0.4995 | 0.4995 |
| <b>3.3</b> | 0.4995 | 0.4995 | 0.4995 | 0.4996 | 0.4996 | 0.4996 | 0.4996 | 0.4996 | 0.4997 | 0.4997 |
| <b>3.4</b> | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4998 |
| <b>3.5</b> | 0.4998 | 0.4998 | 0.4998 | 0.4998 | 0.4998 | 0.4998 | 0.4998 | 0.4998 | 0.4998 | 0.4998 |
| <b>3.6</b> | 0.4998 | 0.4998 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 |
| <b>3.7</b> | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 |
| <b>3.8</b> | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 | 0.4999 |
| <b>3.9</b> | 0.5000 | 0.5000 | 0.5000 | 0.5000 | 0.5000 | 0.5000 | 0.5000 | 0.5000 | 0.5000 | 0.5000 |

**APPENDIX VII**

**Students' Name, Initials and Total Score at Grade XI  
MIA-1 of MAN 3 Mandailing Natal**

| <b>NO</b>            | <b>Students' Name</b>     | <b>Students' Initial</b> | <b>Total Score</b> |
|----------------------|---------------------------|--------------------------|--------------------|
| 1                    | Ahmad Rizal               | ARL                      | 60                 |
| 2                    | Ainun Mardiah             | AMH                      | 55                 |
| 3                    | Annisa Putri Lubis        | APL                      | 85                 |
| 4                    | Arfah Anggina             | AHA                      | 85                 |
| 5                    | Destia Indah Safitri      | DIS                      | 65                 |
| 6                    | Dina Wardani              | DWI                      | 65                 |
| 7                    | Erma Khairani             | EKI                      | 50                 |
| 8                    | Fitri Madani BTR          | FMB                      | 55                 |
| 9                    | Fitri Mulyani Siregar     | FMS                      | 60                 |
| 10                   | Halima Tusakdiah          | HTH                      | 50                 |
| 11                   | Isma Hayati Nasution      | IHN                      | 80                 |
| 12                   | Juli Yanti                | JYI                      | 50                 |
| 13                   | Masdiana Hasibuan         | MHN                      | 55                 |
| 14                   | Muhammad Kurniawan        | MKN                      | 65                 |
| 15                   | Nayaka                    | NYK                      | 30                 |
| 16                   | Nur Atikah                | NAH                      | 70                 |
| 17                   | Nur Hamidah               | NHH                      | 60                 |
| 18                   | Nur Saimah Putri Nasution | NSP                      | 70                 |
| 19                   | Nurliana Hutagalung       | NHG                      | 70                 |
| 20                   | Rabiah Nasution Borotan   | RNB                      | 55                 |
| 21                   | Rabiatul Adawiyah         | RAH                      | 40                 |
| 22                   | Ratna Sari Dalimunthe     | RSD                      | 55                 |
| 23                   | Rika Sri Wahyuni          | RSW                      | 50                 |
| 24                   | Riski Maulidah Hasibuan   | RMH                      | 55                 |
| 25                   | Rodiatun Nadia            | RNA                      | 70                 |
| 26                   | Rosa Meilanni Nasution    | RMN                      | 75                 |
| 27                   | Sesli Sakilah Nasution    | SSN                      | 75                 |
| 28                   | Siti Aminah               | SAH                      | 40                 |
| 29                   | Wahyu Azali               | WAI                      | 45                 |
| 30                   | Wildani                   | WDI                      | 80                 |
| <b>Highest score</b> |                           |                          | 85                 |
| <b>Lowest score</b>  |                           |                          | 30                 |
| <b>Sum</b>           |                           |                          | 1.825              |

**APPENDIX VIII**

**The Quality Score of the Students in Mastering Passive Voice**

| <b>NO</b>  | <b>Students' Initial</b> | <b>Total Score</b> | <b>Quality Score</b> |
|------------|--------------------------|--------------------|----------------------|
| 1          | ARL                      | 60                 | Enough               |
| 2          | AMH                      | 55                 | Enough               |
| 3          | APL                      | 85                 | Very high            |
| 4          | AHA                      | 85                 | Very high            |
| 5          | DIS                      | 65                 | High                 |
| 6          | DWI                      | 70                 | High                 |
| 7          | EKI                      | 50                 | Enough               |
| 8          | FMB                      | 55                 | High                 |
| 9          | FMS                      | 60                 | Enough               |
| 10         | HTH                      | 50                 | Enough               |
| 11         | IHN                      | 80                 | Very high            |
| 12         | JYI                      | 50                 | Enough               |
| 13         | MHN                      | 55                 | Enough               |
| 14         | MKN                      | 65                 | High                 |
| 15         | NYK                      | 30                 | Low                  |
| 16         | NAH                      | 70                 | High                 |
| 17         | NHH                      | 60                 | Enough               |
| 18         | NSP                      | 70                 | High                 |
| 19         | NHG                      | 80                 | High                 |
| 20         | RNB                      | 55                 | Enough               |
| 21         | RAH                      | 40                 | Low                  |
| 22         | RSD                      | 55                 | Enough               |
| 23         | RSW                      | 50                 | Enough               |
| 24         | RMH                      | 55                 | Enough               |
| 25         | RNA                      | 70                 | High                 |
| 26         | RMN                      | 75                 | High                 |
| 27         | SSN                      | 75                 | High                 |
| 28         | SAH                      | 40                 | Low                  |
| 29         | WAI                      | 45                 | Enough               |
| 30         | WDI                      | 80                 | High                 |
| <b>Sum</b> |                          | 1.825              |                      |

## **DOCUMENTATION OF THE RESEARCH**









**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

15 November 2018

nomor : 272/In.14/E.6a/PP.00.9/11/2018  
tempat : -  
 perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

**1. Rayendriani Fahmei Lubis, M. Ag.** (Pembimbing I)  
**2. Yusni Sinaga, S.Pd., M. Hum** (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Aisyah Amini ZA  
NIM : 1520300005  
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : **The Ability of the Grade XI Students of MAN 3  
Mandailing Natal in Mastering Passive Voice**

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

Ketua Program Studi Tadris Bahasa Inggris

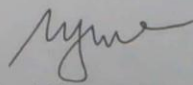
  
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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Hal : Izin Penelitian  
Penyelesaian Skripsi.

7 September 2019

Yth. Kepala MAN 3 Mandailing Natal  
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Aisyah Amini ZA  
NIM : 1520300005  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Aek Mual Kec. Siabu

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Ability of the Grade XI Students of MAN 3 Mandailing Natal in Mastering Passive Voice".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.p. Decker  
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN MANDAILING NATAL**  
**MADRASAH ALIYAH NEGERI 3 MANDAILING NATAL**

Jl. Medan Padang Km. 53 Huraba 22976  
email : [man.siabu@yahoo.com](mailto:man.siabu@yahoo.com)

**SURAT KETERANGAN**

NOMOR: 443 /Ma.02.32/09/2019

Yang bertanda tangan di bawah ini,

Nama : Muallim, S.Pd  
NIP : 19670722 199403 1 005  
Jabatan : Kepala MAN 3 Mandailing Natal

Dengan ini menerangkan bahwa,

Nama : Aisyah Amini ZA  
NPM : 1520300005  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris/Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian untuk Penulisan Skripsi dengan judul "The Ability of the Grade XI Students of MAN 3 Mandailing Natal in Mastering Passive Voice".

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya, terimakasih.

Siabu, 28 September 2019

Kepala

