



**AN ANALYSIS ON THEV STUDENTS ABILITY
IN CHANGING ACTIVE TO PASSIVE VOICE
AT GRADE VIII SMP NEGERI 11 PADANGSIDIMPUAN**

A THESIS

*Submitted To The State institute for Islamic studies padangsidempuan as
a Partial Fulfilment Of The Requirement For The Degree Of
Islamic Education Scholar (S.Pd.I)in English*

Written By :

CHAIRANI DAMANIK

Reg. No. 08 340 0008

ENGLISH EDUCATION DEPARTMENT

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

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Reg. No. 08 340 0008



ADVISOR I

H. Nurfin Sihotang
H. Nurfin Sihotang, M.A, Ph.D.
NIP. 19531207 198003 1 003

ADVISOR II

Fitri Rayani Siregar
Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

ENGLISH EDUCATION DEPARTMENT

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

2014

Things : Thesis
a.n. Chairani Damanik
Appendix : 7 (Seven) Exemplar

Padangsidimpuan, 02 June 2014
To:
Dean of Tarbiyah and Pedagogy Faculty
in-
Padangsidimpuan

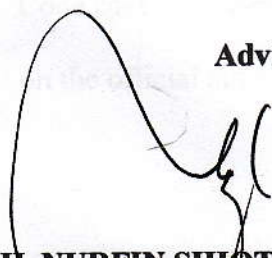
Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Chairani Damanik, entitle "AN ANALYSIS OF THE STUDENTS' ABILITY IN CHANGING ACTIVE TO PASSIVE VOICE AT GRADE VIII SMP NEGERI 11 PADANGSIDIMPUAN". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Islamic Educational Scholar (S.Pd.I), Department of Education in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

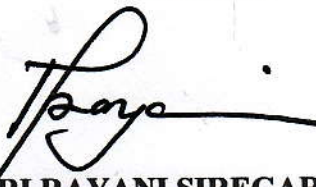
Wassalamu'alaikum Wr.Wb.

Advisor I



H. NURFIN SIHOTANG, M.A., Ph.D
NIP. 19570719 199303 1 001

Advisor II



FITRI RAYANI SIREGAR, M.Hum
NIP. 19820731 200912 2 004

DECLARATION OF SELF THESIS COMPLETION

I my self :

Name : CHAIRANI DAMANIK
Number of Registration : 08 340 0008
Faculty : Tarbiyah and Paedagogy
Department : English Education
Thesis : An Analysis of the Students' Ability in
Changing Active to Passive Voice at Grade VIII
SMP Negeri 11 Padangsidimpuan

I had written this thesis with consultative aids of advisors, devoicing of plagiary and others un-registered advice based on Students' Code case 14 verses 2.

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Padangsidimpuan, 02 June 2014

Assertive writer



CHAIRANI DAMANIK

Reg. No. 08 340 0008



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat : Jl. HT.Rizal Nurdin Km. 4,5 Sihitang, Telp. 0634 – 22080 Padangsidempuan 22733

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

NAME : CHAIRANI DAMANIK
REG.NO : 08 340 0008
THESIS : An Analysis of The Students' Ability in Changing Active to Passive Voice at Grade VIII SMP Negeri 11 Padangsidempuan

Chief

Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Secretary

Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002

Members

1. Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

2. Eka Sustris Harida M.Pd.
NIP. 19750917 200312 2 002

3. Dr. Mahmudin Siregar, M.A.
NIP. 19530104 198203 1 003

4. Dr. Sholeh Fikri, M.Ag.
NIP. 19660606 200212 1 003

Proposed:

Place : Padangsidempuan
Date : June, 16th 2014
Time : 08.00 until finish
Result/Mark : 73.21/B
IPK : 3.25
Predicate : Very Good



**RELIGION MINISTRY OF
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

Jalan Imam Bonjol Km. 4,5 Telp (0634) 22080, Fax (0634) 24022 Padangsidempuan 22733

LEGALIZATION

The Thesis with Title: **AN ANALYSIS ON THE STUDENTS' ABILITY IN
CHANGING ACTIVE TO PASSIVE VOICE AT
GRADE VIII SMP NEGERI 11 PADANGSIDIMPUAN**

Written by : CHAIRANI DAMANIK

Reg.No : 08 340 0008

Had been accepted as a Partial Fulfillment of the Requirement for the Degree
of Islamic Educational Scholar (S.Pd.I) in English



Padangsidempuan, 15 December 2014

Dean

M. Zuhaimma, S.Ag., M.Pd

NIP. 19720702 199703 2 003

ABSTRACT

NAME : CHAIRANI DAMANIK
Reg. No : 08 340 0008
TITLE : AN ANALYSIS ON THE STUDENTS' ABILITY IN CHANGING ACTIVE TO PASSIVE VOICE AT GRADE VIII SMP NEGERI 11 PADANGSIDIMPUAN

The aims of research were to know the ability of the students in changing active to passive voice at grade VIII SMP Negeri 11 Padangsidimpuan, the difficulties of students in changing active to passive voice at grade VIII SMP Negeri 11 Padangsidimpuan and the efforts of English teacher in overcoming the difficulties at grade VIII SMP Negeri 11 Padangsidimpuan in changing active to passive voice.

The research was conducted with descriptive analysis and qualitative approach. There were 24 students from 119 students at grade VIII students' in SMP Negeri 11 Padangsidimpuan. In collecting data, the research used the instrument of the research by interview and test for students, the test consist of 20 items, interview for the teacher and observation the school.

After doing the research to the students of grade VIII SMP Negeri 11 Padangsidimpuan, researcher found that the ability of the Grade VIII SMP Negeri 11 Padangsidimpuan in changing active to passive voice was low (38.95). The students were difficult in changing the sentence especially in change active into passive voice in Present Perfect Tense. Some of students had poor vocabularies so they felt difficult when they were asked to change the verb into regular and irregular verb in passive voice. Then, the students get confused to use the formula of tense and to use helping verb or to be in active and passive voice. The efforts that will be done by the English teacher to overcoming the students' difficulties of the ability in forming active and passive voice at Grade VII SMP Negeri 11 Padangsidimpuan: the English teacher will often repeats the lesson and give more examples that related with the experiences of students; the English teacher will order the students to bring dictionary; before the teacher gave the new lesson, the teacher will ask the late students to write the English words and then they might get into the class and join the lesson.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, who has brought us from the darkness to the brightness.

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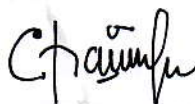
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2. Mrs. Hj. Zulhimma, S.Ag.,M.Pd., the Dean of Tarbiyah and Paedagogy Faculty.
3. Mrs. RayendrianiFahmeiLubis, M.Ag., the Leader of English Department.
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This thesis is still so far from being perfect based on the weakness of the writer. Therefore, I expect the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 02 June 2014
Writer



CHAIRANI DAMANIK
Reg. No. 08 340 0008

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system of communication with other people using sounds, symbols, and words in expressing or conveying a meaning and idea or thought. Language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. From that definition, language can be communicated into three ways: a. Spoken language, b. Written language, and c. Gestures. In spoken language, it includes the speaker and listener. It means that the human organs of speech produce the language through the sound. In written language, it includes the writer and reader. It means that the communication occurs by using the written symbols and the reader interprets these symbols. In gestures, it means that the movement of parts of the body is the form of communication.

Language is mainly composed of letters which stand for signs or sounds. Language as a matter of common knowledge is the medium of communication through which we express our emotions, ideas, feelings and thoughts to our fellow people.¹ There are many language in the world. In holy Quran also had been explained well about difference of language as mentioned in Ar-Ruum verse 21-22

¹ Jayanthy Murhty, *Contemporary English Grammar*, (New Delhi: Shium Printers, 2003), p.

وَمِنْ ءَايَاتِهِ أَنْ خَلَقَ لَكُمْ مِنْ أَنْفُسِكُمْ أَزْوَاجًا لِتَسْكُنُوا إِلَيْهَا وَجَعَلَ بَيْنَكُمْ
 مَوَدَّةً وَرَحْمَةً إِنَّ فِي ذَلِكَ لَآيَاتٍ لِقَوْمٍ يَتَفَكَّرُونَ ﴿١١﴾ وَمِنْ ءَايَاتِهِ خَلْقَ السَّمَوَاتِ
 وَالْأَرْضِ وَاخْتِلَافُ

Meaning: And among power marking of Allah is He create for you a wife from your type by yourself, so that you disposed and feel peaceful to him, and made by Him of you feel the love. Actually for like that really there are marking for clan which think. And among Him power marking is create the sky and earth and your different language and your color skin. In fact which like that is really there are marking for people who know it.²

In Holy Qur'an above explained, Allah creates much language in the world. Every language has a difference. English is one of language. Nowadays, English had been an important language because English is an international language in the world. English language is needed to face the global culture over the world, economic development, and international friendship among people around the world. Most countries have adapted English as compulsory subject at schools. English as one of the obligatory subject to be learned by the students, it can be seen supplied beginning from the primary schools up to the university level. English in Indonesia used as a foreign language. It means that beside another subjects, English should be studied by every student in their level education. It has

²Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an in English Language* (Al-Alami Publications: Beirut, 2001), p. 924.

been studied for several years in school, and the students should be able to use it in their daily life. They have studied vocabulary, grammar, speaking.

In Indonesian educational field nowadays, English had been developed in variety of ways. Many kinds of models and teaching method had been presented in the class to make English more fun to be learnt. Especially for grammar class, where English looks very difficult with formula and rules, it needs to apply attractive methods in teaching and learning process in the classroom. The traditional grammar method in teaching English begins to be left and comes to the more improved methods. Furthermore, English does not only focus on the language learning but more to the language use.

In the Junior High School curriculum, teaching English covers four skills namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary and pronunciation. One of the topics in English grammar that must be learnt by the students is about voice. Voice in English grammar refers to the active and passive use of a verb. Active voice is a sentence that the subject doing a job. Passive voice is the verb form, where the subject receives the action. The passive of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb.

In addition, English is much different from Indonesian, for example in functional skills, especially in passive sentence. Students should master some

elements of language, like tenses. In constructing passive sentence, students should know the tenses, because passive sentences depend on each of the tenses. Based on pre-observation of researcher, when I taught practice there, than I see their note and score is low about passive voice. Many students in SMP Negeri 11 Padangsidimpuan often get confused and make mistakes in changing active to passive voice. Generally, students get confused in use the formula change the active voice into passive voice should be adjusted to the tenses.

Unfortunately, some of students are successful in learning grammar well, especially in changing active to passive voice. Some students that the writer taught have difficulties to make active and passive voice. The difficulties can be seen from their test in grammar subject. Some of students have low score when they did test in changing active to passive voice and partly have high score . Then, students in SMP Negeri 11 Padangsidimpuan also have difficulties in changing regular verb and irregular verb in the study of active and passive voice. Many students still have mistakes in the changes. This is the common mistake. Students often do not replace the verb in the active voice becomes the past participle of verb in passive voice which according to the formula change the active voice into passive voice. The students also get confused to use helping verb or auxiliary verb in active and passive voice.³

³ *The Result of Interview with Miss Masriani Pane*, English teacher of Grade VIII Students SMP Negeri 11 Padangsidimpuan, 13 February 2014.

This analysis might be able to find and help the students to develop their ability in verbal, to help students more responsibility in studying, to be able to deliver what they thought and felt, and to help students to arrange a good sentences so that there is no a misunderstanding. They are hoped to understand and able to write good active and passive sentences easily.

Based on the explanation above, the researcher is interesting to do a research title: “An Analysis of The Students’ Ability in Changing Active to Passive Voice at Grade VIII SMP Negeri 11 Padangsidempuan”.

B. Focus of the Problem

In the formation of the passive voice, tenses required in accordance with the formula. Each formula is different tenses passive voice formation. Researcher limited on making passive voice from active to passive voice by the students in five tenses is the Simple Present Tense, Simple Past Tense, Present Perfect Tense, Present Continuous Tense, and Simple Future Tense.

C. Definition of the Key Terms

The terminologies, as follow:

1. Analysis

Analysis means study or examines in order to learn about something.

2. Students' Ability

According to Hornby, "Student is a person who is studying at school or college".⁴In Indonesia dictionary state that kemampuan adalah kesanggupan, kekuatan, untuk melakukan sesuatu, kekayaan yang dimiliki (ability is power or a mental have someone to do something, a property that people).⁵ Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).⁶

Based on definitions above, the researcher concludes that students' ability is a person who has a level of skill or intelligence in analyzing works that person is studying at Junior High School up to a University or College.

3. Changing Active to Passive voice

- a. Active voice is a sentence that the subject do a job or action.
- b. Passive voice is a sentence that the subject is affected by the action.
- c. Changing is replaced one thing or person with another, act or result of something becoming different.⁷

So, An Analysis of Students' Ability in Changing Active to Passive Voice means study or examines the ability or the potential of students in changing active into passive voice.

⁴Hornby, *Oxford Pocket Learner's Dictionary* (New York: Oxford University Press, 2008), p.

⁵Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p. 511.

⁶A. Merriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chusetts, 1976), p. 33.

⁷ *Ibid.*, p. 67

D. Formulation of the Problem

Based on the above identification, the researcher formulates the problem as follows:

1. How is grade VIII students' ability in changing active to passive voice at SMP Negeri 11 Padangsidempuan?
2. How is the teachers' effort that will be done to improve the students' ability in changing active to passive voice at SMP Negeri 11 Padangsidempuan?

E. Aims of the Research

The aims of this research are:

1. To know the students ability in changing active to passive voice at SMP Negeri 11 Padangsidmpuan!
2. To know the teachers' effort that will be done to improve the students' ability in changing active to passive voice at SMP Negeri 11 Padangsidempuan!

F. Significances of the Research

The significant of the research is expected to be useful for the teacher to improve their teaching active and passive voice. It is also expected to be useful for the students in increasing their ability in changing active to passive voice. The significance has two major benefits follows:

1. Theoretically

As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning active and passive voice.

2. Practically

- a. As an input for the headmaster in guiding his English teacher
- b. As an input for the English teacher in teaching process especially in learning active and passive voice.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with details as follow:

Chapter one consist of the background of the problem, focus of the problem, definition of key terms, formulation of the problem, aims of the research, significant of the research, and outline of the thesis.

Chapters two, consist of the theoretical description, review of related finding and conceptual framework.

Chapter three, consist of the research methodology that consists of the setting of the research, research design, the sources of the research, the technique for collecting the data and instrument, technique of checking trustworthiness and the technique of data analysis.

Chapter four, consist of the result of the research and analysis of data which in at the describing of data.

Finally, chapters five consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Literature Review

1. Description of Students' Ability

a. Student

According to Hornby states that student is a person who is studying at school or college¹. While in Indonesia dictionary state that siswa adalah seorang pelajar khususnya pada tingkat sekolah dasar, sekolah menengah pertama dan sekolah menengah atas (student is a learner especially on the grade of elementary, junior and senior high school.²

So, based of those definitions above, the researcher concludes that the student is a person on grade of elementary, junior and senior high school not only on the formal educational institution but also on the informal educational. The student in this research is a person who studies at the VIII Grade in State Junior High School 11 Padangsidempuan.

b. Ability

Ability is skill or talent. Every people have ability. Then A.S. Hornby stated that ability is able to do, or a level of skill or intelligence.³ On Indonesia dictionary state that kemampuan adalah kesanggupan, kekuatan

¹A.S. Hornby, *Oxford's Learner's Pocket Dictionary*, (New York: Oxford University, 2003), p. 482.

²Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

³A.S.Hornby. *Op. Cit.*,p. 502.

untuk melakukan sesuatu, kekayaan yang dimiliki (ability is power or a mental have someone to do something, a property that people). While A. Merriam Webster stated that ability is physical, mental or legal to perform (he has ability accomplish whatever he sets his mind to).⁴ Ability is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It' also can be determined as a skills, expertness or talent.⁵ So, ability is a power, capacity or mental to do something.

Based on above definitions, the researcher concludes that the students ability is a power level of skill or intelligence of a person who is studying in a university or college in performing something. So, students' ability is a person who has a level of skill or intelligence in analyzing works that person is studying at Junior High School up to a University or College.

2. Description of Active and Passive Voice

a. Active voice

Active voice is one of two kinds of voice. Active voice is a sentence that the subject does something. Subject of active voice is people, animal or thing. In most English sentences with an action verb, the subject performs

⁴A. Merriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chusetts, 1976), p. 33.

⁵Victoria Neufelat, David B. Guralmik. *Webstren New World Collage Dictionary* (USA: MacMillan, 1995), p. 2.

the action denoted by the verb.⁶ When the subject of a verb performs an action the verb is said to be in the active voice. The effect of the action may or may not fall on an object, that is, the verb may or may not have an object.

Examples:

- 1) My brother buys a ball.
- 2) The girl cries.

In the first sentence, 'kicked' is the verb or the action; the 'boy' is the subject or the 'doer' who performs that action; and the 'ball' is the object on whom the effect of that action is directed. In the second sentence, 'cries' is the verb or the action; and the 'girl' is the subject or the doer of that action. There is no object because the effect of the girl's crying cannot be directed at another object.

Based on above definition, the researcher concludes that active voice is one from two kinds of voice. Active voice is a voice where the subject to do or action something.

b. Passive Voice

When the object of a verb appears to perform an action so that the effect of that action appears to fall on the subject the verb is said to be in the passive voice.⁷ Look the examples:

⁶ Jayanthi Dakhsina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 2003), p. 278.

- 1) The work was completed on time.
- 2) The song was sung beautifully by the singer.

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

Examples:

- 1) A film was watched by us.
- 2) A kite was flown by me.

The terms passive form, passive structure and passive voice are used to mean the same wherever they occur. The structure of the sentence takes one of two forms either active or passive. The active structure consists of a common order including the subject, transitive verb, object and a complement if necessary.

Based on above definition, the researcher concludes that passive voice is the inverse of active voice. Passive voice is the sentence that subject is receiver of the effect on an action from passive voice.

c. **Changing Active to Passive Voice**

1) Changing

The based word is change. In Oxford Pocket Learner's Dictionary, change is replace one or thing with another.⁸ From the above definition,

⁷ Wren and Marthin, *High School English Grammar & Composition* (New Delhi: S Chand and Company LTD, 1994), p.59

⁸ A.S.Hornby. *Op. Cit.*, p. 174

researcher took the conclusion that forming is employing something for a purpose like as a usage of passive voice from active voice.

2) Forms of sentences

The forms of sentences can be looked from the aim of the sentences, as follows:

a) Positive sentence (+)

Positive sentence is a sentence that used to inform something.

It is punctuated by a period. The arrangement of positive sentence

is: (+) subject + helping verb (auxiliary verb) + . . .

b) Negative sentence (-)

Negative sentence is a sentence that used to debate. It is punctuated by a period. Negative sentence also use 'not' word.

The arrangement of negative sentence is:

(-) subject + helping verb + not + . . .

c) Interrogative sentence (?)

Interrogative sentence is a sentence that used to ask a question.

It is punctuated by a question mark. The arrangement of interrogative sentence is:

(?) short answer: helping verb + subject + ?

(?) long answer: question word + helping verb +?

d) Imperative sentence (!)

Imperative sentence is a sentence that used to request or command. It is punctuated by an exclamation mark.

3) Form Passive Forms of Verb

Passive voice is the sentence that subject is receiver of the effect on an action from passive voice. When rewriting active voice into passive voice, the form of the verb is the appropriate form of to be (the tense of the active voice main verb and adding the past participle.

To form passive forms of verb, it can be seen from the following table:

Table 1: Verbs' form in active and passive voice

Tense	Active	Passive
Simple Present Tense	go, goes	is gone (Singular) are gone (Plural)
Simple Past Tense	went	was went (Singular) were went (Plural)
Present Continuous Tense	am going is going	is being going are being going
Simple Future Tense	will / can / may / must => go	will/ can etc => be gone
Present Perfect Tense	have gone had gone	Have been gone (Plural) Has been gone (Singular)

Based on the table above, it can explain how to form verb in active and passive voice. So, the researcher concludes that to form verb in active

voice and passive voice must appropriate with tense. The table above, make the students are cheaper see the difference form from the five tense.

4) Changes of Pronouns in Active and Passive Voice

Active voice describes a sentence where the subject performs the action stated by the verb. In passive voice sentence, the subject is acted upon by the verb. The subject of the active sentence becomes the object of the passive sentences. If the subjects in active sentence are pronouns, we can change the subject. The changing of pronoun can be seen in the following table:⁹

Table 2: Changes of pronouns

Active	Passive
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

The table above explains about the changing pronouns from active voice into passive voice. In active voice used personal pronoun nominative case where pronoun as a subject. Then, in passive voice must use personal pronoun objective case where pronoun as an object.

d. Rules changing Active Voice to Passive voice

⁹ Jayanthi Daksina Murthy, *Op. Cit*, p.280

- 1) The rules of changing from active to passive voice are:¹⁰
 - a) Identify the subject, the verb and the object: SVO
 - b) Change the object into subject
 - c) Put the suitable helping verb or auxiliary verb. In case helping verb is given, use the same. But note that the helping verb given agrees with the object.
 - d) Change the verb into past participle of the verb.
 - e) Add the preposition "by"
 - f) Change the subject into object.

- 2) The rules changing active to passive voice in five tenses are:¹¹
 - a) For the simple present tense use am, is or are with a past participle to form the passive voice.
 - b) For the simple past tense, use was or were with a past participle to form the passive voice
 - c) For the present continuous tense, used am, is or are with being followed by a past participle, to form the passive voice.
 - d) For the future tense, use shall or will with be, followed by a past participle, to form the passive voice.
 - e) For the present perfect tense, used have or has with been, followed by a past participle, to form the passive voice.

¹⁰ Betty Schramper Azar, *Fundamental of English Grammar*, (New Jersey: Regent/Prentice Hall, 1992) , p. 282

¹¹ *Ibid*, p.283

3) The rules changing active to passive voice in Imperative sentence are:

If the given sentence in the active voice is in the imperative, to get the passive voice use 'Let'.

Passive Voice = Let + Object + be + Past Participle¹²

Table 3: Imperative sentence in active and passive voice

Active	Passive
Help me!	Let me be helped!
Sing a song!	Let a song be sing!
Open the door!	Let the door be opened!
Don't eat this fruit!	Let not this fruit be eaten!
Don't forget me!	Let not me be forgotten!

e. **Formula Active and Passive Voice in Five Tense**

a. Simple Present Tense

Simple Present Tense is a tense that used to show the Present Tense. When we make active and passive sentences, we use different formula. It can be seen from the following table:

Table 4: Formula active and passive voice in Simple Present Tense¹³

SIMPLE PRESENT TENSE

¹² *Ibid*, p. 285

¹³ Danny R. Cysso, *Comprehensive English Grammar Preparation for TOEFL*, (Jakarta: Kesaint Blanc, 2009), p. 165

Active Voice	Passive Voice
<ul style="list-style-type: none"> • Formula Active [+] Subject + Verb (1) + Object [-] Subject + do/does + not + Verb (1) + Object [?] Do/does + Subject + Verb (1) + Object	<ul style="list-style-type: none"> • Formula Passive [+] Subject + am/is/are + Verb (3) + Object [-] Subject + am/is/are + not + Verb (3) + Object [?] Am/is/are + Subject + Verb (3) + Object
<ul style="list-style-type: none"> • Example [+] John always helps his father in the garden [-] John doesn't always helps his father in the garden [?] Does John always helps his father in the garden?	<ul style="list-style-type: none"> • Example [+] His father is always helped (by John) in the garden [-] His father not always helped (by John) in the garden [?] Is his father always helped (by John) in the garden

b. Simple Past Tense

Simple Past Tense is a tense that used to show an action was completed. When we make active and passive sentences, we use different formulate. It can be seen from the following table:

Table 5: Formula active and passive voice in Simple Past Tense¹⁴

SIMPLE PAST TENSE	
Active Voice	Passive Voice
<ul style="list-style-type: none"> • Formula Active [+] Subject + Verb (2) + Object [-] Subject + did + not + Verb (1) + Object	<ul style="list-style-type: none"> • Formula Passive [+] Subject + was/were + Verb (3) + Object [-] Subject + was/were + not + Verb (3) + Object [?] Was/were + Subject + Verb (3) + Object

¹⁴ *Ibid*, p. 167

[?] Did + Subject + Verb (1) + Object	
<ul style="list-style-type: none"> • Example 	<ul style="list-style-type: none"> • Example
[+] Dhiana bought this English Book three weeks ago	[+] This English book was bought (by Dhiana) last week
[-] Dhiana didn't buy this English Book three weeks ago	[-] This English book was not bought (by Dhiana) last week
[?] Did Dhiana buy this English Book three weeks ago?	[?] Was This English book bought (by Dhiana) last week

c. Present Continuous Tense

Present Continuous Tense is a tense that used to show what is really happening now. When we make active and passive sentences, we use different formulate. It can be seen from the following table:

Table 6: Formula active and passive voice in Present Continuous Tense¹⁵

PRESENT CONTINUOUS TENSE	
Active Voice	Passive Voice
<ul style="list-style-type: none"> • Formula Active 	<ul style="list-style-type: none"> • Formula Passive
[+] Subject + am/is/are + Verb -ing + Object	[+] Subject + am/is/are + being + Verb (3) + Object
[-] Subject + am/is/are + not + Verb -ing + Object	[-] Subject + am/is/are + not + being + Verb (3) + Object
[?] Am/is/are + Subject + Verb -ing + Object	[?] Am/is/are + Subject + being + Verb(3) + Object
<ul style="list-style-type: none"> • Example 	<ul style="list-style-type: none"> • Example

¹⁵ *Ibid*, p.168

[+] His brother is repairing the car in the garage	[+] The car is being repaired by (my brother) in the garage
[-] His brother is not repairing the car in the garage	[-] The car is not being repaired by (my brother) in the garage
[?] Is his brother repairing the car in the garage?	[?] Is the car being repaired by (my brother) in the garage?

d. Simple Future Tense

Simple Future Tense is a tense that used to show that some action will take place in future. When we make active and passive sentences, we use different formulate. It can be seen from the following table:

Table 7: Formula active and passive voice in Simple Future Tense¹⁶

FUTURE TENSE	
Active Voice	Passive Voice
<ul style="list-style-type: none"> • Formula Active [+] Subject + shall/will + Verb (1) + Object [-] Subject + shall/will + not + Verb (1) + Object [?] Shall/will + Subject + Verb (1) + Object 	<ul style="list-style-type: none"> • Formula Passive [+] Subject + Shall/Will + be + verb (3) + Object [-] Subject + Shall/Will + not + be + Verb(3) + Object [?] Shall/Will + Subject + be + Verb (3) + Object
<ul style="list-style-type: none"> • Example [+] My father will sell that old house next month [-] My father will not sell that old house next month 	<ul style="list-style-type: none"> • Example [+] That old house will be sold by (my father) next month [-] That old house will not be sold by (my father) next month

¹⁶ *Ibid*, p.169

[?] Will my father sell that old house next month?	[?] Will that old house be sold by (my father) next month?
--	--

e. Present Perfect Tense

Present Perfect Tense is a tense that used to show an action has just been completed or an action has finished at the moment of speaking. When we make active and passive sentences, we use different formulate. It can be seen from the following table:

Table 8: Formula active and passive voice in Present Perfect Tense¹⁷

PRESENT PERFECT TENSE	
Active Voice	Passive Voice
<ul style="list-style-type: none"> • Formula Active [+] Subject + have/has + Verb (3) + Object [-] Subject + have/has + not + Verb (3) + Object [?] Have/has + Subject + Verb (3) + Object 	<ul style="list-style-type: none"> • Formula Passive [+] Subject + have/has + been + Verb (3) + Object [-] Subject + have/has + not + been + Verb(3) + Object [?] Have/has + Subject + been + Verb (3) + Object
<ul style="list-style-type: none"> • Example [+] My sister have returned all the books to the library [-] My sister has not returned all the books to the library [?] Has my sister returned all the books to the library 	<ul style="list-style-type: none"> • Example [+] All the books have been returned by (my sister) to the library [-] All the books have not been returned by (my sister) to the library [?]Have all the books been returned by (my sister) to the library?

¹⁷ *Ibid*, p.170

Based the explanation above, the researcher concludes that active voice and passive voice have different formula in each tense. The object forms in the active voice to be subject forms in the passive voice. There are four forms of sentence. They are positive sentence, negative sentence, interrogative sentence and imperative sentence.

Based the conclusion above, the researcher makes the indicator to know student's ability in forming active and passive voice. The students must know and comprehending about formula active and passive voice in five basic tense and to applied in grammar test. So, the researcher makes indicator test about changing active into passive voice in five basic tense at positive, negative, interrogative, and imperative sentence.

B. Review of Related Findings

Research is the study about certain object to find out new facts about it. There have been many researchers done regard to this research problem, grammar skill improvement. They are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are firstly, a script of Anggiat "A Study on the Passive Voice Mastery of the Second Year Students at SMA Kampus Pematangsiantar".¹⁸ It is shown from the percentage of the students

¹⁸Anggiat, *A Study on the Passive Voice Mastery of the Second Year Students at SMA KAMPUS Pematangsiantar (Unpublished Script)*. (Medan: UNIMED, 2006).

who can answer the correct test is 57.37 % or 17 students from 30 students, and the percentage of the students who faced the difficulties is 42.36 % or 13 from 30 students.

Secondly, Sri Rahayu in her script: *The Analysis on Students' Ability in Mastering Reported Speech at Grade XI in SMA Negeri 3 Padangsidimpuan*.¹⁹ The result of her research said that the students' ability in mastering reported speech, at XI grade in SMA N. 3 Padangsidimpuan can be categorized enough (57.41%).

In conclusion, from the description above, the researcher wanted to look for other information deeply. So that, the researcher interest to make the research about "An Analysis of The Students' Ability in Changing Active to Passive Voice at Grade VIII SMP Negeri 11 Padangsidimpuan.

C. Conceptual Framework

The general goal of teaching English is the students can comprehend about the subject in reading, writing, listening and speaking. The four skills are supported by the learning of language elements. They are structure/grammar, vocabulary and pronunciation

¹⁹ Sri Rahayu, *The Analysis on the Students' Ability in Mastering Reported Speech at Grade XI in SMA Negeri 3 Padangsidimpuan 2011/2012 Academic Year (Unpublished Script)*. (Padangsidimpuan: STAIN, 2012).

One of the topics in English grammar that must be learnt by the students is about voice. Voice in English grammar refers to the active and passive use of a verb. Active voice is a sentence that the subject doing a job. Passive voice is the verb form, where the subject receives the action.

The successful of learning Grammar depends on the researcher factor. One of them is how the teacher to teach English for students. The suitable method is very important to teach Grammar.

This method has influence in teaching English, especially in learning active and passive voice. So, the cause is due to the fact that active and passive voice is defined as a way to know the students ability in grammar.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research had been done at Junior High School Negeri 11 Padangsidempuan with complete address is at street Sisingamangaraja Gg. Air Bersih Sitamiang Padangsidempuan. This subject of research is the second grade of student in State Junior High School 11 Padangsidempuan. Time of this research is start Januari 2014 until May 2014 at State Junior High School 11 Padangsidempuan.

B. Research Design

Based on the analysis of data, the research used qualitative approach. Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.¹Next, L.R Gay and Peter Airasian stated "Qualitative approach is based on the collection and analysis of non numeric data such as observations, interviews and other more discursive sources of information".² A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on

¹Lexy J. Moleong, *Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), p. 126.

²L. R Gay and Peter Airasian, *Education Research* (Competence for Analysis & Application) (USA: Prentice Hall, 2000), p. 8.

constructivist perspectives.³ The method used in this research was descriptive method. According to Winarto Surakhman:

Metode Descriptive adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis, angket, observasi atau teknis tes, studi khusus waktu 2 gerak analisis komperatif atau operasional.⁴ (Descriptive method is a survey that determine and allocate it with interview technical, observation, or test technical studying time of problem and indication comparative analysis or operational).

This method was used to describe the students' ability in using forming Active and Passive Voice at Grade VIII SMP Negeri 11 Padangsidimpuan.

Finally, the researcher had been used Qualitative Descriptive Method to know the students' ability in changing active to passive voice at grade VIII SMP Negeri 11 Padangsidimpuan.

C. Participants of the Research

The participant in this research are divided into two parts, they are:

1. Primary participant was the second grade of students SMP Negeri 11 Padangsidimpuan. The research took only one class of them is VIII-1. There are 24 students in the classroom. The researcher took this class because

³ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Sage Publications, 2002), p. 18

⁴Winarto Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982), p. 2.

based on pre-observation in this school more of the students of class VIII-1 cannot understand in changing active to passive voice.⁵

2. Secondary participant was the English teacher of SMP Negeri 11 Padangsidempuan. The research only gets information from English teacher of Grade VIII-1 SMP Negeri 11 Padangsidempuan to know about the student weakness and the teacher effort that will be done by the teacher. She is Miss Masriani Pane, S.Pd.

D. Instruments of Collecting Data

The instruments of collecting data that had been used in this research were:

1. Observation

Observation was done directly to the process of teaching active and passive voice at grade VIII of SMP Negeri 11 Padangsidempuan. The indicators in observation as follows: condition of class VIII-1 in learning, situation of learning process in the school, facilities in learning process, the methods that used by the teacher when teaching active and passive voice and how the students followed received the English subject.

2. Interview

Interview is a conversation to get information with the aims. Gay and Peter Airasian said that Interview is a purposeful interaction usually between

⁵ *The result of Interview with Miss Masriani Pane*, English teacher of Grade VIII SMP Negeri 11 Padangsidempuan, 13 February 2014

two people, focused on one person to get information from the other person⁶. This research had been used was structural interview. As knows that in structural interview, the researcher prepares the Question an alternative of the answer that will be given to the respondents⁷. So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher did the interview to the English teacher about the effort of English teacher that will be done in overcoming the students' difficulties in changing active to passive voice and the students about the students' difficulties in changing active to passive voice.

3. Test

Based on the sources of the research, for the primary data the researcher used the test as an instrument for collecting the data, although this research used the qualitative research. L.R. Gay and Airasian stated: "Qualitative research sometimes combines qualitative (ex. observation) and quantitative (ex. test scores) data in studies, resulting in the need for statistical analysis."⁸ Suharsimi Arikunto said: "Test adalah serentetan pernyataan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang

⁶L. R. Gay dan Airasian, *Op. Cit*, p. 219.

⁷Amirul Hadi and Hariyono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

⁸L.R. Gay and Peter Airasian. *Op. Cit*, p. 109.

dimiliki oleh individu atau kelompok” (the measure the skill, knowledge, ability, or talents are had by individual or group)⁹.

The research had been used the test make some Question about changing active to passive voice in order to get the score about the ability of students in changing active to passive voice in five tenses. They are Simple Present Tense, Simple Past Tense, Present Continuous Tense, Simple Future Tense, and Present Perfect Tense. Each of Tense consists of 3 items. They are positive sentence, negative sentence, and imperative sentence. Another it, there are 5 items about forming active and passive voice in Imperative sentence.

The researcher stated the total of test was 20 items, and the score for each items is 5. It meant that the totality of score for this test was 100. The researcher made the indicator of test as follow:

Table 10 Indicators of the test

No.	Indicator	Items	Number items	Score
1.	Students are able to changing active voice to passive voice in Simple Present Tense (Positive sentence, Negative sentence, and, Interrogative sentence)	3	1,2,3	5x3= 15
2.	Students are able to changing active voice to passive voice in Simple Past Tense (Positive sentence, Negative sentence, and, Interrogative sentence)	3	1,2,3	5x3= 15

⁹Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2005), p. 156.

3.	Students are able to changing active voice to passive voice in Present Continuous Tense (Positive sentence, Negative sentence, and, Interrogative sentence)	3	1,2,3	5x3 = 15
4.	Students are able to changing active voice to passive voice in Simple Future Tense (Positive sentence, Negative sentence, and, Interrogative sentence)	3	1,2,3	5x3 = 15
5.	Students are able to changing active voice to passive voice in Present Perfect Tense (Positive sentence, Negative sentence, and, Interrogative sentence)	3	1,2,3	5x3 = 15
6.	Students forming active voice into passive voice in Imperative sentence	5	1, 2, 3, 4, 5	5x5 = 25
Total		20		100

E. Techniques of Data Analysis

After the collecting data, the researcher had analyzed the data. The technique of data analysis will be in presented descriptive form and table form. So, the researcher makes the technique analysis data for this research. The data will be analyzed by the following procedure:

- a. Classification the data, it is done to classification of primary and secondary data
- a. Check the data collected
- b. Calculate the their result (mark) by using Mean Score, the formula is below:

$$M = \frac{\sum X}{N}$$

Where: M : Mean Score (average)

N : Sum of respondents

$\sum x$: Total of the result

c. After calculating and scoring students answer sheets then, their score are consulted into the classification quality on the table below:

Table 11: The Classification Quality of the Students Score

No	Interval	Predicate
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very High ¹⁰

After the data researcher found the mean scores of all students, it is consulted to the criteria as follows:

- 1) If the value of mean score is 81 – 100, it can be categorized into very good category
- 2) If the value of mean score is 61 – 80, if the value of mean score is 81 – 100, it can be categorized into good category
- 3) If the value of mean score is 41 – 61, it can be categorized into enough category
- 4) If the value of mean score is 21 – 40, it can be categorized in low category

¹⁰ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

5) If the value of mean score is 0 – 20, it can be categorized into very low category

d. Finally, the researcher concludes the analysis.

F. Technique of the Data Trustworthiness

In doing the research, the researcher needed to make validating of the findings; in this case the research used the term of ‘trustworthiness’ for validating the accuracy findings.

Trustworthiness of qualitative research is very important because checking to the trustworthiness of the data is use to contradict the assumption of qualitative research is not scientific. There are many techniques to determine the data trustworthiness but the researcher only used checking with friend through discussion.

So, here the researcher used the fourth techniques to determine the data trustworthiness. It was checking with friends through discussion was done with expose the interim result or the final result that gotten in the discussion with friends.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Findings

1. Learning Process of Students at Grade VIII-1 SMP Negeri 11

Padangsidempuan

In learning process, students as the production of teaching and learning are the factor that to be the target that will be guidance and developed based on the potency of students. Without the students, an education institution is not named by an education. Institution or school caused the students that took the lesson and object of target in learning process. So that, the position of students as educated people is very important.

Next, in the grade VIII-1 SMP Negeri11 Padangsidempuan, the researcher looked that the condition of English teaching learning process is so conducive, patient and in the comfortable. They learned English too curious, because not many of them used to ask the teacher when their English teacher explained their subject unclear. Then, they were also enthusiastic answering the question that the teacher gave.

2. The facilities of the English Teachers in Learning Changing Active to Passive Voice

Mrs. Masriani said that, the facilities of English teacher in learning changing active to passive voice are the comfortable classroom.¹ There is white board, and some chairs and table for students. They use English in focus as their primary book in learning English in SMP Negeri 11 Padangsidempuan, but it was dependent to them to use the other books as the secondary book in learning English for example: Effective English, English on sky, Lks, and information from internet and magazine.

3. The Method and Strategies that Used by the English Teacher in Teaching Active and Passive Voice

Mrs. Masriani said that, the English teacher used three kinds of method in teaching about active and passive voice were explanation, practice and discussion. *The first*, the English teacher explained the material to the students such as thought about active voice, passive voice and how to change active voice into passive voice. *The second*, the teacher made discussion class. In this season, the teacher gave the chance to ask the unclear explanation. *The third*, after the students understood about the material, then the teacher gave

¹ Masriani, *The English Teacher in SMP Negeri 11 Padangsidempuan*, Interview at, 28th May 2014

them a test. The test was given to know the students ability in changing active to passive voice.²

B. Specific Findings

1. The Description of Students' Ability in Changing Active to Passive Voice at Grade VIII SMP Negeri 11 Padangsidimpuan

a. The Data From Test of Students in Changing Active to Passive at Grade VIII SMP Negeri 11 Padangsidimpua

Based on instruments of collecting data that one of the instruments of this research was test. In this case, the students were asked to answer the test about forming active and passive voice on essay form.

From the test, the researcher found that the students' ability in changing active to passive voice at grade VIII SMP Negeri 11 Padangsidimpuan as general is low³. Then, there was no student got the score in range 81 – 100% or very good category. It can be looked on Appendix 5.

The description scores of them in writing sentences could be seen as below:

²Masriani, *The English Teacher in SMP Negeri 11 Padangsidimpuan*, Interview at, 28th May 2014

³ Masriani, *The English Teacher in SMP Negeri 11 Padangsidimpuan*, Interview at, 28th May 2014

1. Simple Present Tense

For the question about changing Active to Passive Voice in Simple Present Tense those are number 1, 2, and 3. For question number 1, the sentence is **“I write a letter.”** The students have mistake in putting helping verb “is”. The students who answered with true were 20 students (83.33%) and 4 students (16.67%) who answered with false. Their sentences who answered with false are **“A letter written by me.”** and the true answer is **“A letter is written by me.”**

For question number 2, the sentence is **“I don’t write a letter”**. The students have mistake in using preposition “by. The students who answered with true were 19 students (79.16%) and 5 students (20.84%) who answered with false. Their sentences who answered with false are **“A letter is not written me.”** and the true answer is **“A letter is not written by me.”**

For question number 3, the sentence is **“Do I write a letter?”** The students have mistake in using formula. The students who answered with true were 15 students (62.5%) and 9 students (37.5%) were answered with false. Their sentences who answered with false are **“Do a letter is written by me?”** and the true answer is **“Is a letter written by me?”**.

From the result above, the research can be concluded that the students' ability in changing Active to Passive Voice in Simple Present Tense at Grade VIII SMP Negeri 11 Padangsidempuan are able with mean score 74.99, and it's include in to high categories according to Riduan.⁴

2. Simple Past Tense

For the question about changing Active to Passive Voice in Simple Past Tense those are number 1, 2, 3. For question number 1, the the sentence is **“She studied Mathematics last week”**. The students have mistake in changing pronoun. The students who answered with true were 18 students (75%) and 6 students (25%) who answered false. Their sentences who answered with false are **“Mathematics was studied last week by she.”** and the true answer is **“Mathematics was studied by her last week.”**

For question number 2, the sentence is **“She didn't study Mathematics last week.”** The students who answered with true were 14 students (58.33%) and 10 students (41.67%) who answered with false. Their sentences who answered with false are **“Mathematics was study by her last week.”** and the true answer is **“Mathematics was not studied by her last week.”**

⁴Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89

For question number 3, the sentence is **“Did she study mathematics last week?”**. The students who answered with true were 11 students (45.83%) and there were 13 students (54.17%) who answered with false. Their sentences who answered with false are **“Was mathematics she study last week?”** and the true answer is **“Was mathematics studied by her last week?”**.

From the result above, the research can be concluded that the students' ability in changing Active to Passive Voice in Simple Past Tense at Grade VIII SMP Negeri 11 Padangsidempuan are able with mean score 59.72, and it's include in to enough categories according to Riduan.⁵

3. Present Continuous Tense

For the question about changing Active to Passive Voice in Present Continuous Tense those are number 1, 2, and 3. For question number 1, the sentence is **“They are playing football.”** The students who answered with true were 6 students (25%) and there were 18 students (75%) who answered with false. Their sentences who answered with false are **“Football are played by them.”** and the true answer is **“Football is being played by them.”**

For question number 2, the sentence is **“They are not playing football.”** The students who answered with true were 4 students

⁵*Ibid.*, p. 89

(16.67%) and whereas, there were 20 students (83.33%) who answered with false. Their sentences who answered with false are **“Football are not played by them.”** and the true answer is **“Football is not being played by them.”**

For question number 3, the sentence is **“Are they playing football?”** No one can answer the test and whereas, there were 24 students (100%) unable in changing Active to Passive Voice in Present Continuous Tense interrogative form. Their sentences who answered with false are **“Are football playing by them?, “Is football played by them?”**

From the result above, the research can be concluded that the students' ability in forming Active into Passive Voice in Present Continuous Tense at Grade VIII SMP Negeri 11 Padangsidimpuan are able with mean score 13.89, and it's in to very low categories according to Riduan.⁶

4. Simple Future Tense

For the question changing forming Active to Passive Voice in Simple Future Tense those are number 1, 2, and 3. For question number 1, the sentence is **“She will post the letter tomorrow.”** The students who answered with true were 9 students (37.5%), there were 15 students (62.5%) who answered with false. Their sentences who answered with

⁶ Ibid, p. 89

false are **“The letter will post by her tomorrow.”** and the true answer is **“The letter will be posted by her tomorrow”**.

For question number 2, the sentence is **“She will not post the letter tomorrow.”** The students who answered with true were 7 students (29.16%) and there were 17 students (70.83%) who answered with false. Their sentences who answered with false are **“The letter will not posted by her tomorrow.”** and the true answer is **“The letter will be not posted by her tomorrow.”**

For question number 3, the sentence is **“Will she post the letter tomorrow?”** The students who answered with true were 4 students (16.67%) and there were 20 students (83.33%) who answered with false. Their sentences who answered with false are **“Will the letter she posted tomorrow?”** and the true answer is **“Will the letter be posted by her tomorrow?”**.

From the result above, the research can be concluded that the students' ability in changing Active to Passive Voice in Future Tense at Grade VIII SMP Negeri 11 Padangsidempuan are able with mean score 27.77 and it's in to low categories according to Riduan.⁷

5. Present Perfect Tense

For the question about changing Active to Passive Voice in Present Perfect Tense those are number 1, 2, and 3. For question number

⁷ Ibid, p. 89

1, the sentence is **“Santi has eaten a mango.”** The students who answer with true were 13 students (54.17%) and there were 11 students (45.83%) who answer with false. Their sentences who answered with false are **“A mango has eaten by Santi.”** and the true answer is **“A mango has been eaten by Santi..”**

For question number 2, the sentence is **“Santi has not eaten a mango.”**the students who answered with true were 10 students (41.67%) and there were 14 students (58.33%) who answered with false. Their sentences who answered with false are **““A mango has not eaten by Santi.”** and the true answer is **““A mango has been not eaten by Santi.”.**

For question number 3, the sentence is **“Has Santi eaten a mango?”**. The students who answered with true were 8 students (33.33%) and there were 16 students (66.67%) who answered with false. Their sentences who answered with false are **“Has a mango eaten by Santi?”** and the true answer is **“Has a mango been eaten by Santi?”.**

From the result above, the research can be concluded that the students' ability in changing Active to Passive Voice in Present Perfect Tense at Grade VIII SMP Negeri 11 Padangsidempuan are able with

mean score 43.05, and it's include in to enough categories according to Riduan.⁸

6. Passive voice in Imperative sentence

For the question about changing Active to Passive Voice in Imperative sentence those are number 1, 2, 3, 4, and 5. For question number 1, based on the pattern of the sentence as an item of the test, the students must changing Active to Passive Voice in Imperative sentence. It means that the students change Imperative sentence in Active into Imperative sentence in Passive with formula **Passive Voice = Let + Object + be + Past Participle**. The sentence that must changed by the student is **“Open your book!”**. From the result of the test, students' ability in changing Active into Passive Voice in Imperative sentence were 7 students (29.16%) and whereas, there were 17 students (70.84%) unable in changing Active into Passive Voice in Imperative sentence. Their sentences who answered with false are **“Let your book open!”** and the true answer is **“Let your book be opened!”**.

For question number 2, the sentence is **“Don't make noise!”** There were 5 students (20.83%) able and whereas, there were 19 students (79.17%) unable in changing Active into Passive Voice in Imperative sentence. Their sentences who answered with false are **“Let not make noise!”** and the true answer is **“Let not noise be made!”**.

⁸*Ibid.*, p. 8

For question number 3, the sentence is **“Read the paragraph together!”** There were 6 students (25%) able and whereas, 18 students (75%) unable in changing Active into Passive Voice in Imperative sentence. Their sentences who answered with false are **“Let the paragraph read together!”** and the true answer is **“Let the paragraph read together.”**

For question number 4, the sentence is **“Clean the whiteboard!”** There were 4 students (16.67%) able and whereas, there were 20 students (83.33%) unable in changing Active into Passive Voice in Imperative sentence. Their sentences who answered with false are **“Let cleaned the whiteboard!”** and the true answer is **“Let the whiteboard be cleaned!”**

For question number 20, the sentence is **“Close the window!”** There were 4 students (16.67%) able and whereas, 20 students (83.33%) unable in changing Active into Passive Voice in Imperative sentence. Their sentences who answered with false are **“Let closed the window!”** and the true answer is **“Let the window be closed!”**.

From the result above, the research can be concluded that the students' ability in changing Active into Passive Voice in Imperative

Sentence at Grade VIII SMP Negeri 11 Padangsidimpuan are able with mean score 21.66, and it's in to low categories according to Riduan.⁹

Table 11
The Results of The Students' Test

Test	True	False	Result (%)
1	20	4	83.33%
2	19	5	79.16%
3	15	9	62.50%
4	18	6	75%
5	14	10	58.33%
6	11	13	45.83%
7	13	11	54.17%
8	10	14	41.67%
9	8	16	33.33%
10	6	18	25%
11	4	20	16.67
12	0	25	0
13	9	15	37.5%
14	7	17	29.16%
15	4	20	16.67%
16	7	17	29.16%
17	5	19	20.83%

⁹ Ibid, p. 89

18	6	18	25%
19	4	20	16.67%
20	4	20	16.67%

After analyzing the data that had been collected from the respondents, it was gotten that the value of the mean score (M) at Grade VIII SMP Negeri 11 Padangsidempuan in 2013/2014 academic year of students' ability in changing active to passive voice is 38.95 and it can be categorized to the low category. It can be seen on the table:

Table 12
The Criteria Score Interpretation¹⁰

No.	Range Score	Category
1	0% - 20%	Very low
2	21% -40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81%-100%	Very High

Whereas, for looking the classification total of students' ability in changing active to passive voice, here is the table 15:

Table 13
The Classification of the students' ability in changing active to passive voice at Grade VIII SMP Negeri 11 Padangsidempuan.

No.	Classification	Predicate	Total of student	Percentage
1.	0% - 20%	Very low	1	4.16%

¹⁰Ibid, p.89

2.	21% - 40%	Low	21	87.5%
3.	41% - 60%	Enough	2	8.34%
4.	61% - 80%	High	0	0%
5.	81% - 100%	Very High	0	0%
Total			24	100%

According to the classification in the table above, it can be seen that:

- 1) There was 1 student that can be categorized into very low category. It means that there are 4.16% of the student can be classified very low category.
- 2) There were 21 students that can be categorized into low category. It means that there are 87.5% of the student can be classified low category.
- 3) There were 2 students that can be categorized into enough categories. It means that there are 8.34% of the student can be classified enough category.
- 4) There was 0 student that can be categorized into high category it means that there are no students can be classified high category.
- 5) There was 0 student that can be categorized into very high category it means that there are no students can be classified very high category.

b. The Data From Interview of Students and Teacher in Changing Active to Passive Voice at Grade VII-1 SMP Negeri 11 Padangsidimpun

Based on the interview, the English teacher stated that the students' ability in changing active to passive voice manually from their primay book. Masriane Pane, S.Pd said that the students' result in changing active to passive voice is in low.¹¹ It was same with the researcher's found in the test result. The students got 38.95 means the students' result in changing active to passive voice was low. The English teacher added that the students had known what the passive voice is but they weak in tenses.

The researcher also got the answer from the student of Grade VIII-2 SMP Negeri 11 Padangsidimpuan, Rani Hermanti.¹² In the fourth question; do you think that changing active to passive is difficult?. Then, she explained that for changing active to passive is difficult. She said "Because grammar is difficult for me". While, Suci Rahmadani said "It is not difficult to changing active to passive voice. If we comprehend formula active and passive voice, it will be easy to changing active and passive voice."¹³ Erina Fahmi also explained that changing active and

¹¹ Masriani, The English Teacher in SMP Negeri 11 Padangsidimpuan, *Interview* at, 28th May 2014

¹² Rani Hermanti, The Student of Grade VIII-1SMP Negeri 11 Padangsidimpuan, *Interview* at 26th May 2014.

¹³ Suci Rahmadani, The Student of Grade VIII-1SMP Negeri 11 Padangsidimpuan, *Interview* at 26th May 2014

passive voice is not too difficult. It just has only two generic structures. The difficult one is about helping verb and vocabulary.¹⁴

Moreover, Madina Sari answered the interview did she think that changing active to passive voice is difficult or not? Then, she said that it is difficult, because of she has no much vocabulary.¹⁵ It means that she was less in vocabulary. While, Rasoki Harahap told that changing active and passive is difficult, because he felt difficult when he was asked to change verb into regular and irregular verb.¹⁶

So, it means that most of students have not known formula active and passive voice. It was based on the teacher's telling in interview and the students' answer in the interview with the researcher interview's sheet. The students can't form active and passive voice. Moreover, it means that the students' ability in changing active to passive voice Padangsidimpuan based on the interview of the English teacher and the students, the researcher concluded that their result in it is in low category.

2. The Efforts of the English Teacher will be done to Overcoming Difficulties in Changing Active to Passive Voice at Grade VIII SMP Negeri 11 Padangsidimpuan

¹⁴Erina Fahmi, The Student of Grade VIII-1SMP Negeri 11 Padangsidimpuan, *Interview* at 26th May 2014

¹⁵Madina Sari, The Student of Grade VIII-1SMP Negeri 11 Padangsidimpuan, *Interview* at 26th May 2014

¹⁶Rasoki Harahap, The Student of Grade VIII-1SMP Negeri 11 Padangsidimpuan, *Interview* at 26th May 2014

Based on the interview to Mrs. Masriani, as the English teachers of Grade VIII-1 SMP Negeri 11 Padangsidempuan, she said that, she will be anticipated the difficulties of the students in changing active to passive voice like:

- a. The English teachers will often repeat the lesson and give more examples, which example familiar with students, text and the teacher will made the example with Indonesian language. So the students will easy to understand the lesson.
- b. The difficulties of students about vocabularies, the English teacher will order them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary directly.
- c. The difficulties of students about tenses, the teacher will often repeat about five basic tense and give the example. The teacher will also gives example such a text and they find what kinds of tense in the text together.
- d. Before the English teacher gave the lesson, the teacher will ask the late students to write the English words and then they might get into the class and join the lesson.¹⁷

C. The Threats of The Research

¹⁷ Masriani, *The English Teacher in SMP Negeri 11 Padangsidempuan*, Interview at, 28th May 2014

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students didn't do the test seriously. So, the researcher took the sets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult because there were the threats the writer. The researcher gets the helping from the entire advisors, headmaster and English teachers.

D. The Discussion

The result of this research which the title “ An analysis of the students' ability in forming active and passive voice at grade VIII SMP Negeri 11 Padangsidimpuan” can be categorized into low (38.95). Based on the result of this research, there were some difficulties of students ability in forming active and passive voice, they were: the students had poor vocabularies so they felt difficult when they were asked to change the verb into regular and irregular verb in passive voice, the students get confused to use the formula of tense, and the students get confused to use helping verb or to be in active and passive voice.

This category different with the researcher before that had been researched by Anggiat “A Study on the Passive Voice Mastery of the Second Year Students at SMA Kampus Pematangsiantar”.¹⁸ It is shown from the percentage of the students who can answer the correct test is 57.37 % or 17 students from 30 students, and the percentage of the students who faced the difficulties is 42.36 % or 13 from 30 students.

The researcher techniques that used to determine the data trustworthiness was checking with friends through discussion was done with expose the interim result or the final result that gotten in the discussion with friends has same research with the researcher or expert in this research. The researcher trough discussion with the lecturer who expert in this research. She is Mrs. Fitri Rayani, M.Hum. We discussed together all about my thesis. We discussed chapter IV and v. also about the test that the researcher counted.

¹⁸Anggiat, *A Study On The Passive Voice Mastery Of The Second Year Students At SMA KAMPUS Pematangsiantar* (Script UNIMED Medan, 2006).

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After treating the collecting data, the next steps are researcher taking the conclusion about this research. It is regard important because it can be describe the final the research it self. And it can be used as the input to the readers and other searchers referring to the topic this research.

1. The students' ability in changing active to passive voice at Grade VIII SMP Negeri 11 Padangsidempuan.

The result of this research which the title "An Analysis of The Students' Ability in Forming Active and Passive Voice at Grade VIII SMP Negeri 11 Padangsidempuan; they can be categorized into low category. It interpretation based on the Riduan's table.¹ The value of the mean score (M) got by the students, that is 38.95.

2. The efforts of the English teacher that will be done to overcoming difficulties in forming active and passive voice are:
 - a. The English teachers will often repeat the lesson and give more examples, which example familiar with students, text and sometimes the teacher

¹ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89

made the example with Indonesian language. So the students were easy to understand the lesson.

- b. The difficulties of students about vocabularies, the English teacher will order them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary directly.
- c. The difficulties of students about tenses, the teacher will often repeat about five basic tense and give the example. The teacher will gives example such a text and they find what kinds of tense in the text together.
- d. Before the English teacher gave the lesson, the teacher will as the late students to write the English words and then they might get into the class and join the lesson.

B. Suggestions

Based on the conclusions above, researcher gives some suggestions to:

1. To the headmaster of SMP Negeri 11 Padangsidempuan, the researcher hopes so that he always motivates the English teacher to increase her ability in teaching English.
2. To the English teacher is hoped to suggest her students to pray together before beginning the lesson, and to motivate the students to improve their abilities especially in learning active and passive voice and in teaching and learning process must be done by inner feeling, so that the teacher always sprite and

the students can understand what the teacher said. And then the teacher should create the class comfortable for studying and do an improvisation to attract students' enthusiasm and motivation in teaching learning process.

3. To the readers' especially English learner more improve their knowledge in learning active and passive voice.

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CURRICULUM VITAE

A. Identity

Name : CHAIRANI DAMANIK
Nim : 08 340 0008
Place and birthday : Pematangsiantar, 29 October 1990
Sex : Female
Religion : Islamic
Address : Jl. Raja Inal Siregar, Batunadua, Padangsidempuan.

B. Parent

1. Father's name : Abdul Hamid Damanik
2. Mother's name : Roslina Salayan

C. Educational background

1. Graduated from elementary school in SDN 124395 Pematangsiantar In 1996 - 2002.
2. Graduated from Junior High School in SMP Negeri 4 Pematangsiantar In 2002 - 2005
3. Graduated from Senior High School in SMA Negeri 2 Pematangsiantar In 2005-2008
4. Be University student in IAIN Padangsidempuan.

APPENDIX I

LIST OF TEST

A. Introduction

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

B. Guideline

1. If you have a question, ask to the researcher.
2. Time is given for 60 minutes only.

C. Indicator

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

Name :

Class :

The questions list to know the students mastery of active and passive voice.

1. Change from the active into the passive this sentences in Simple Present Tense bellow:

1) Active: I write a letter.

Passive:

2) Active: I don't write a letter.

Passive:

3) Active: Do I write a letter?

Passive:

2. Change from the active into the passive this sentences in Simple Past Tense bellow:

1) Active: She studied Mathematics last week.

Passive:

2) Active: She didn't study Mathematics last week.

Passive:

3) Active: Did she study Mathematics last week?

Passive:

3. Change from the active into the passive this sentences in Present Continuous Tense bellow:

1) Active: They are playing football.

Passive:

2) Active: They are not playing football.

Passive:

3) Active: Are they playing football?

Passive:

4. Change from the active into the passive this sentences in Future Tense bellow:

1) Active: She will post the letter tomorrow.

Passive:

2) Active: She will not post the letter tomorrow.

Passive:

3) Active: Will she post the letter tomorrow?

Passive:

5. Change from the active into the passive this sentences in Present Perfect Tense bellow:

1) Active: Santi has eaten a mango.

Passive:

2) Active: Santi has not eaten a mango.

Passive:

3) Active: Has Santi eaten a mango?

Passive:

6. Change from the active into the passive this Imperative sentences bellow:

1) Active: Open your book!

Passive:

2) Active: Don't make noise!

Passive:

3) Active: Read the paragraph together!

Passive:

4) Active: Clean the whiteboard!

Passive:

5) Active: Close the window!

Passive:

APPENDIX II

KUNCI JAWABAN (KEY ANSWERS) TEST

1. Change from the active into the passive this sentences in Simple Present Tense bellow:
 - 1) Active: I write a letter.
Passive: A letter is written by me.
 - 2) Active: I don't write a letter.
Passive: A letter is not written by me.
 - 3) Active: Do I write a letter?
Passive: Is a letter written by me?
2. Change from the active into the passive this sentences in Simple Past Tense bellow:
 - 1) Active: She studied Mathematics last week.
Passive: Mathematics was studied by her last week.
 - 2) Active: She didn't study Mathematics last week.
Passive: Mathematics was not studied by her last week.
 - 3) Active: Did she study Mathematics last week?
Passive: Was mathematics studied by her last week?
3. Change from the active into the passive this sentences in Present Continuous Tense bellow:
 - 1) Active: They are playing football.
Passive: Football is being played by them.
 - 2) Active: They are not playing football.
Passive: Football is not being played by them.
 - 3) Active: Are they playing football?
Passive: Is football being played by them?

4. Change from the active into the passive this sentences in Future Tense bellow:
- 1) Active: She will post the letter tomorrow.
Passive: The letter will be posted by her tomorrow.
 - 2) Active: She will not post the letter tomorrow.
Passive: The letter will be not posted by her tomorrow.
 - 3) Active: Will she post the letter tomorrow?
Passive: Will the letter be posted by her tomorrow?
5. Change from the active into the passive this sentences in Present Perfect Tense bellow:
- 1) Active: Santi has eaten a mango.
Passive: A mango has been eaten by Santi.
 - 2) Active: Santi has not eaten a mango.
Passive: A mango has been not eaten by Santi.
 - 3) Active: Has Santi eaten a mango?
Passive: Has a mango been eaten by Santi?
6. Change from the active into the passive this Imperative sentences bellow:
- 1) Active: Open your book!
Passive: Let your book be opened!
 - 2) Active: Don't make noise!
Passive: Let not noise be made!
 - 3) Active: Read the paragraph together!
Passive: Let the paragraph be read together!
 - 4) Active: Clean the whiteboard!
Passive: Let the whiteboard be cleaned
 - 5) Active: Close the window!
Passive: Let the window be closed!

APPENDIX III

PEDOMAN WAWANCARA (INTERVIEW GUIDENING)

A. Interview to the English Teacher

1. Apa buku pokok yang digunakan Bapak/ Ibu dalam mengajar kalimat aktif dan pasif?

(What is primer book that used by the teacher in teaching active and passive voice?)

2. Bagaimana hasil belajar siswa dalam pembelajaran kalimat aktif dan pasif?

(How about the students result in learning active and passive voice?)

3. Kesulitan-kesulitan apa yang dihadapi siswa ketika belajar kalimat aktif dan pasif?

(What are the student difficulties in learning?)

4. Bagaimana Bapak/ Ibu guru memecahkan masalah tersebut?

(How the English teachers solve the problems?)

5. Apa indicator yang digunakan Bapak/ Ibu untuk menentukan kemampuan siswa dalam mengubah kalimat aktif ke pasif?

(What is the indicator that used by the teacher to determine the students ability in changing active to passive voice?)

6. Apa upaya yang akan dilakukan Bapak/Ibu guru untuk meningkatkan kemampuan siswa dalam mengubah kalimat aktif ke pasif?

(What is the teachers' effort that will be done to increase the students ability in changing active to passive voice?)

B. Interview to the Headmaster

1. Berapa jumlah guru di SMP Negeri 11 Padangsidempuan?
(How many teachers are there in SMP Negeri 11 Padangsidempuan?)
2. Berapa jumlah siswa di SMP Negeri 11 Padangsidempuan?
(How many students are there in SMP Negeri 11 Padangsidempuan?)
3. Berapa jumlah guru Bahasa Inggris di SMP Negeri 11 Padangsidempuan?
(How many English teachers are there in SMP Negeri 11 Padangsidempuan?)
4. Bagaimana strategi guru dalam pembelajaran bahasa Inggris?
(How is the teachers' strategy in learning English language?)

C. Interview to the Students

1. Apakah adik menyenangi bahasa Inggris?
(Do you like English?)
2. Apakah kamu pernah belajar kalimat aktif dan kalimat pasif?
(Do you ever study about active and passive sentence?)
3. Bagaimana cara belajar kalimat aktif dan kalimat pasif di sekolah adik? Apakah cara itu cukup bagus menurut adik?
(How do you learn active and passive voice in your school? Do you think it is a good way?)
4. Apakah menurut adik mengubah kalimat aktif ke pasif itu sulit?
(Do you think changing active to passive voice is difficult for you?)

5. Kesulitan-kesulitan apa saja yang adik hadapi dalam mengubah kalimat aktif ke pasif?

(What are your difficulties in changing active to passive voice?)

6. Bagaimana adik memecahkan masalah tersebut?

(How are your solutions to solve these problems?)

7. Bagaimana tentang fasilitas di sekolah anda? Apakah menurut anda membantu dalam proses pembelajaran Bahasa Inggris?

(How about facility in your school? Do you think it can help you in English learning process?)

8. Apakah di perpustakaan sekolah anda cukup banyak buku Bahasa Inggris?

(Do you think there are many English books in your school library?)

APPENDIX IV

PEDOMAN OBSERVASI (OBSERVATION GUIDENING)

1. Situation of learning process at Grade VIII SMP Negeri 11 Padangsidempuan.
2. The facilities as the supporting of the learning active and passive voice.
3. The methods that used by the teacher when teaching active and passive voice.

APPENDIX V

**AN ANALYSIS OF STUDENTS' ABILITY IN CHANGING ACTIVE TO PASSIVE VOICE
AT GRADE VIII SMP NEGERI 11 PADANGSIDIMPUAN**

No.	Respondents' Initial name	Respondents' answers of each item numbers																				Sum
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AF	0	5	5	5	0	0	0	0	5	5	0	0	0	0	0	0	0	0	0	0	25
2	AR	5	5	0	5	5	0	5	0	0	0	0	0	0	0	0	5	0	0	0	0	30
3	AY	5	0	5	5	5	5	0	0	0	5	0	0	0	0	0	0	5	5	0	0	40
4	DA	5	5	0	5	0	0	5	0	0	5	0	0	5	5	5	0	0	0	0	0	40
5	DG	5	5	5	5	5	0	5	5	0	0	0	0	5	0	0	0	0	0	0	0	40
6	EF	5	5	0	5	0	5	5	0	5	0	5	0	5	0	0	0	0	0	0	0	40
7	FA	5	0	5	0	5	5	5	5	0	0	0	0	0	0	0	5	0	0	0	0	35
8	HS	5	5	0	5	5	0	5	5	0	0	0	0	0	0	0	5	0	0	5	0	40
9	JN	5	5	5	0	0	5	0	0	5	0	0	0	0	0	0	0	5	5	0	5	40
10	ML	0	0	5	5	5	0	5	5	0	0	0	0	0	0	5	0	5	0	0	5	40
11	MS	5	5	0	5	0	5	0	5	5	0	0	0	5	5	0	0	0	0	0	0	40
12	MY	5	5	5	5	5	5	0	0	0	0	5	0	0	0	0	5	0	0	0	0	40
13	NM	5	0	5	0	5	0	5	5	0	0	0	0	5	0	0	0	5	0	0	5	40
14	PA	5	5	0	5	5	5	0	0	0	5	0	0	5	5	0	0	0	0	0	0	40
15	RH	5	5	5	0	0	0	5	5	0	0	5	0	5	0	0	0	0	5	0	0	40
16	RM	5	5	5	5	0	0	5	0	5	0	0	0	0	0	0	0	0	5	0	0	35
17	RS	5	5	0	5	5	0	0	5	0	0	0	0	0	5	0	0	0	5	0	0	35
18	RY	0	5	5	5	0	5	0	5	0	0	0	0	0	0	0	5	5	0	5	0	40
19	SH	5	5	5	5	5	5	0	0	5	0	0	0	0	0	5	0	0	0	0	0	40
20	SL	5	0	0	5	0	0	0	5	0	5	0	0	5	5	0	0	0	0	5	0	35
21	SM	0	5	5	0	5	0	0	0	0	5	0	0	0	0	0	5	0	5	0	0	30
22	SR	5	5	0	5	5	5	5	0	0	5	5	0	5	5	0	0	0	0	0	5	55
23	SRH	5	5	5	0	0	5	5	0	5	0	0	0	0	5	5	0	0	0	0	0	40
24	UM	5	5	0	5	5	0	5	0	5	5	0	0	0	0	0	5	0	0	5	0	45
	Σ	100	95	75	90	70	55	65	50	40	30	20	0	45	35	20	35	25	30	20	20	935

The researcher calculated the score by using the formula:

$$M = \frac{(\sum x)}{N}$$

$$= 935 / 24$$

$$= 38.95$$