



**THE STUDENTS' DIFFICULTIES  
IN MASTERING PASSIVE VOICE  
AT GRADE X MADRASAH ALIYAH SWASTA  
BAHARUDDIN TAPANULI SELATAN**

**A THESIS**

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

Written By :

**MUHARNITA RAHMAN**  
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**ENGLISH EDUCATIONAL DEPARTMENT**

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

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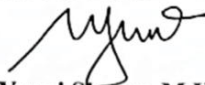
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Baharuddin Tapanuli Selatan**

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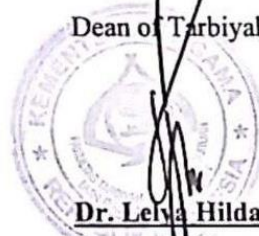
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Grade X Madrasah Aliyah Swasta Baharuddin Tapanuli  
Selatan**

### **ABSTRACT**

This research concerned about the students' difficulties in mastering passive voice of grade X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan. The problems of this research are the student feel difficult to change active voice to passive voice, the student feel difficult to find the position of the object in the active voice moved into subject in the passive voice, the student feel difficult to change verb 1 and 2 into verb 3, the student feel the main of verb because it is poor of vocabulary, and the student difficult to use "to be" in every tense.

Base on the result of the research, the students' difficulties in mastering passive voice were simple present tense and simple past tense in verb included in positive sentence, negative sentence, long answer sentence, and short answer sentence. Then material are change the verb, understanding the vocabulary, use by, and uses to be. Also the students got 225 difficulties in mastering passive voice.

They are 40 (15.68%) difficulties in simple present tense in change the verb (positive), 43 (16.86%) difficulties in simple present tense in undesratnding vocabulary (negative), 14 (5.50%) difficulties in simple present tense in use by (interrogative long answer), 28 (10.99%) difficulties in simple present tense in uses to be (interrogative short answer), 54 (21.18%) difficulties in simple past tense in change the verb (positive), 38 (14.90%) difficulties in simple past tense in understanding vocabulary (negative), 12 (4.70%) difficulties in simple past tense in use by (interrogative long answer), 26 (10.19%) difficulties in simple past tense in use to be (interrogative short answer).

The teacher to overcome the students' difficulties in mastering passive voice with explain and give more examples of passive voice, which example familiar with the students in daily activities.

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

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**Title : Kesulitan Siswa-siswa dalam Menguasi Kalimat Pasif kelas X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan**

### **ABSTRAK**

Penelitian ini berkaitan dengan kesulitan siswa dalam menguasai kalimat pasif dikelas X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan. Permasalahan dalam penelitian ini adalah siswa merasa kesulitan dalam menguasai kalimat pasif. Siswa merasakan kesulitan dalam mengubah kalimat aktif ke kalimat pasif, siswa merasakan kesulitan untuk mencari posisi objek di kalimat aktif dipindahkan ke subjek dalam kalimat pasif. siswa merasakan kesulitan menukar kata kerja 1 dan 2 ke kata kerja 3, siswa merasakan kesulitan menerjrmahkan kata kerja karena kosa kata yg sedikit, dan siswa merasakan kesulitan menggunakan to be di setiap tensis.

Berdasarkan dar hasil peneltian, peneliti menemukan ada banyak kesulitan siswa dalam menguasai kalimat pasif yaitu simple present tense mencakup kalimat positif, kalimat negative, kalimat tanya dalam jawaban panjang, dan jawaban pendek, dan simple past tense mencakup kalimat positif, kalimat negative, kalimat tanya dalam jawaban panjang, dan jawaban pendek. Dengan materinya adalah mengganti kata kerja, pemahaman kosa kata, penggunaan oleh,, dan penggunaan kata penghubung.

Kemudian siswa memperoleh 225 dalam menguasai kalimat pasif. Ada 40 (15.68%) kesulitan di simple present tense di mengubah kata kerja dalam bentuk positif, ada 43 (16.86%) kesulitan di simple present tense di pemahaman kosa kata dalam bentuk negative, 14 (5.50%) kesulitan di simple present tense di penggunaan dari dalam bentuk kalimat tanya dalam jawaban panjang, ada 28 (10.99%) kesulitan di simple present tense di penggunaan kata penghubung dalam bentuk kalimat tanya dalam jawaban pendek, ada 54 (21.18%) kesulitan di simple past tense di mengubah kata kerja dalam bentuk positif, ada 38 (14.90%) kesulitan di simple past tense di pemahaman kosa kata dalam bentuk negative, ada 12 (4.70%) kesulitan di simple past tense di penggunaan dari dalam bentuk kalimat tanya dalam jawaban panjang, ada 26 (10.19%) kesulitan di simple past tense di penggunaan kata penghubung dalam bentuk kalimat tanya dalam jawaban pendek.

Cara guru mengatasi kesulitan siswa dalam menguasai kalimat pasif, yaitu menjelaskan lagi lebih terperinci dan memberikan lagi contoh-contoh kalimat pasif yang contohnya lebih familiar dengan siswa dalam kegiatan sehari-hari.

Kata kunci : *siswa, kesulitan, pemahaman kalimat pasi*

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Padangsidimpuan, Januari 2022  
Researcher

**MUHARNITA RAHMAN**  
**Reg. Number. 16 203 00003**

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# CHAPTER I

## INTRODUCTION

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

Language is an expression of human communication through which the knowledge. Everybody knows that language can not be apart from human life. People need language for communication with each other. By the language they will be easy to express their ideas, opinions, feelings, etc. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading, and writing. These four skills should be involved by teacher in process on teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills. In supporting those four skills must be involved vocabulary and structure and grammar. Because without them will be found problems in doing the language as each language has each vocabulary and grammar structure.

Vocabulary in English is different from the vocabulary of other language such as Indonesian. In English vocabulary will have different writing and pronunciation. Therefore, some students less pronounce words or sentence in English. Vocabulary is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in

classrooms<sup>1</sup>. It is means when the students without having vocabulary, they cannot make meaningful sentence in communication with each other.

English has structure and rule which is different from the languages especially in grammar. Grammar is the basic knowledge of constructing group words that can be identified into subject and predicate and it has a complete meaning<sup>2</sup>. Moreover, for students, grammar is an aspect which becomes the most difficult to learn in English. In writing, students can not make a good writing if the students do not understand all aspects in grammar as three other skills. In every English class, grammar become important subject that should be learnt by the students. The student will learn how to write the sentence in an appropriate way and learn variety of tenses.

There are many aspects discussed in English Grammar. One of them is passive voice. Passive voice is grammatical construction in which a head noun functioning as the subject of the sentence, clause or verb is affected by the action or being acted upon by the verb.<sup>3</sup> Generally, active sentence that can be transformed into passive sentences are in the form of active sentences containing transitive verb (verbs that require a direct object). For the students, to change the active into passive is of the target language is very confusing. So, they must pay attention to verb used in active to passive.

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<sup>1</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How To Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21, <https://doi.org/10.20472/TE.2015.3.3.002>.

<sup>2</sup> Ratna, Ferry Rita, and Zarkiani Hastim, "Teaching Passive Voice To The Grade X Through Egra Technique," *E-Journal of English Teaching Society (ELTS)* 4, no. 2 (2016): 1.

<sup>3</sup> Scholastica Chinyere Amadi, "Learning the English Passive Voice : Difficulties , Learning Strategies of Igbo ESL Learners and Pedagogical Implications," *International Journal of English and Literature* 9, no. October (2018): 52, <https://doi.org/10.5897/IJEL2018.1146>.

The government request that English lesson must be presented in every school from Junior school to Senior High school with the applicable curriculum. Learning English is there six years until nine years. The concept of language that has been explained above still applies to the concept of English, both in listening, speaking, reading, and writing. Therefore, teachers should think about how to strive the ability for appropriate to increase their students' in learning English especially in grammar and structure as in mastering Passive Voice. So that, their teaching in writing passive voice successfully achieved.

So, students will be proficient in language. Passive voice studied at grade X in the first semester of senior high school, in dead passive voice is not quite difficult if the active voice has been understood well. But in reality, students at grade X Madrasah Aliyah Swasta Baharuddin stiiil found several mistakes in learning Passive Voice. This phenomenon is known by researcher based on result of the interviews with the teacher and some students there.

When the researcher interviewed with the English teacher in Madrasah Aliyah Swasta Baharuddin class X<sup>th</sup> Agama, she said that passive voice sentence is one of the English material that difficult to be understood because they did not understand how to construct sentence in an appropriate way and how to used tenses especially in simple present and past tense.<sup>4</sup> The passive voice is often used both in spoken and writen form. Passive voice are very common in scientific writing on processes in things happen.

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<sup>4</sup>Interview with Teacher of Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan, Interview, on 28 August 2020,at 11.30 p.m

There are many factors that cause students do not understand about passive voice sentences, such as, first, they found it difficult to identify the form of passive voice. Second, they found it difficult to identify the form of verb . Third, they found it difficult to change active voice into passive. And also the students are low motivation in learning process. In teaching learning process some of them lazy to learn, feel sleepy and make noise. All the factors will influence how well the students can achieve the competency of writing.

Base on above explanation, the researcher is interested in examining their difficulties to learn Passive Voice. Therefore the writer in interested in carrying out a research entitle “The Students’ Difficulties in Mastering Passive Voice at grade X<sup>th</sup> Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan”.

## **B. Focus of The Problem**

Base on the background of the problem above, this research is focused on students difficulties in mastering passive voice at grade grade in two tenses, they are Simple Present tense and Simple Past tense only.

## **C. Definition of The Terminologies**

### **1. Mastery**

Mastery is the cognitive introduction behaviors students characteristic , emotional instruction features, and the quality of teaching activity (clue, reinforcement, students’ participation). Baharuddin.

### **2. Difficulties**

Difficulties is the quality of something that makes hard to do, and having a learning difficulty does not make someone less intelligent. It can

be concluded that difficulties is a condition that can students to experience problem in a classroom learning context.

### **3. Passive Voice**

Passive voice is a style of writing where what would be the object of a sentence becomes the subject of a sentence. It is the relationship between a subject and a verb in which the subject receives the action of the verb.

So, the students' difficulties in mastering passive voice at grade X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan means the problem of that students faced in the ability of quality of answering the passive voice.

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

The problem in this research can be formulated as :

1. How is the students' mastering passive voice at grade X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan ?
2. What are the students' difficulties in mastering passive voice at grade X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan ?
3. How do the teacher's effort to overcome the students' difficulties in mastering passive voice at grade X<sup>th</sup> Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan?

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

The aims of the research were :

1. To know the students' difficulties in mastering passive voice at grade X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan.

2. To know the students' difficulties in mastering passive voice at grade X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan.
3. To know the teacher's effort overcome the students' difficulties in mastering passive voice at grade X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan.

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

The significance of the research are :

1. To help teachers in solving students difficulties in passive voice mastery.
2. To the headmaster of Madrasah Aliyah Swasta Baharuddin as supervisor to supervise the development of student and teacher in English learning process.
3. To other researcher as an information to do a further research.

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

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

1. The first chapter consist of background of the problem, the focus of the research, the definition of terminologies, the formulation of the problem, the objectives of the research and significance of the research.
2. The second chapter consist of theoretical review consist of students' difficulties and passive voice mastery.
3. The third chapter is research methodology. In research methodology consist of time and place of the research, research design, source of the data, technique of data analysis.

4. The fourth chapter consist of the result research.
5. The fifth chapter consist of the conclusion and suggestion

## CHAPTER II

### LITERATURE RIVIEW

#### A. Theoretical Description

##### 1. Students' Difficulties

Student is a learner, a person who is learning, studies in formal educational attends, educational institution and how is their relations as a member of society to develop education level process. Difficulties is something that hard to do by someone. Abu Ahmadi and Supriyono said that difficulties are situation where students can not learn as they should, this is not always caused by intelligence, but can also be caused by non-intelligence factors.<sup>5</sup> So students' difficulties is difficulties experienced by someone in learning process who is unable to learn properly and also the complicated or hard situation, or something difficult.

Hallahan and Kauffman stated that in this case learning is defined as behavior change that occur continuously not caused by fatigue or disease<sup>6</sup>. It means that student's difficulties is condition when students can not learn well, both derived from the internal factor of student and external factor of student. Difficulties are requiring effort or skill to solve, understand, etc. Botsas said that students difficulties have normal intelligence and students have high intelligence, with others are at the

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<sup>5</sup> Dydik Kurniawan and Tri Wahyuningsih, "Analysis of Student Difficulties in Statistics Courses," *International Journal of Trens in Mathematics Education Research* 1, no. 2 (2019): p.54, <https://doi.org/10.33122/ijtmer.v1i2.39>.

<sup>6</sup> Muhammad Hasyim and Muhammad Gita Swara Mahardhika, "An Analysis on Students' Difficuklties in Changing Active to Passive Voice," *Jurnal As- Salam* 4, no. 1 (2020): 67.



bottom of the normal one the appropriate adaptation of teaching is the one that can facilitate learning and the potential of the pupil with learning difficulties.<sup>7</sup>

Sudrajat said that student's difficulties are indicated by existence of obstacles to achieve learning outcome, and can be sociological, and physiological.<sup>8</sup> So, it can cause the learning achievement the has achieved is below what it should be. Based on the theory above, it can be concluded that student's difficulties is a condition that can cause students to experience problems in a classroom learning context.

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

1) Internal Factor

Many things can becomes problems for students if look from internal factor. Internal factors can also be known as the psychological factors, such as the level of intelligence, attitudes, talents, interests and motivation of students.

2) External Factor

External factor is the problem that comes from out side of students like conditional school, teacher, family, or social life. For example, a good teacher make a good learning, but if the teacher does not able to

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<sup>7</sup> Vasiliki Ioannidi and Elli Samara, "Children With Learning Difficulties and Conditions of School Inclusion - A Brief Report and A Constant Challenge of Inclusive Education," *European Journal of Education Studies* 6, no. 3 (2019): 1–2, <https://doi.org/10.5281/zenodo.3239979>.

<sup>8</sup> Ioannidi and Samara.

make a comfortable situation, students can be bored in learning process.<sup>9</sup>

The factors difficulty is any learning or emotional problem that affects or substantially affect, a person's ability to learn, get along with others and follow convention.<sup>10</sup> The factor that cause difficulties in learning students are :<sup>11</sup>

1) Endogenous factors

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

2) Exogen factors

Included : school ( teacher's interaction with students, teacher methods) family (how to educate, understanding parents, family atmosphere), community (associate).

Base on the explanations above, it can be concluded that students' difficulties means the problem that are faced by students they come from internal and external factor of students each selves.

## 2. Definition of Passive Voice

English has two voices, active and passive. In Indonesia, passive voice is well known as *Kata kerja berawalan "di"*. The use of passive voice is vey popular in both daily conversation and many different in reading books. Sometimes, when use of passive voice because do not

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<sup>9</sup> Desri Ratna Ma'rifah, "Diagnosis of Student Learning Difficulties on Learner Development Studies," *Jurnal Pendidikan Biologi Indonesia* 3, no. 1 (2017): 88–94.

<sup>10</sup> Ma'rifah.

<sup>11</sup> Kurniawan and Wahyuningsih, p.54

know or do not want to say who did the action. According to Bratta, passive voice is advantageous tool to indicate the writer's feeling, which underline the speaker as the subject focus , not as the rear object<sup>12</sup>. The passive voice is often used in formal texts.. When want to say who or what did an action in passive voice, use the preposition “*by*”.

Riyanto said that passive voice was used when want to say that the subject (I, You, We, They, She, He, It ) was not doer, but receives an action.<sup>13</sup> It is means that passive voice is a sentence where the subject receives the action, and only a sentence which has transitive verb that can be changed into passive voice. Basically, passive voice is formed with the pattern is “be + past participle (verb 3).

Griera said that passive voice occur in sentence in which the typical order of “subject + transitive verb + object” is reserved.<sup>14</sup> It is means, the object in the active sentence becomes the subject in the passive voice sentence and the subject in the active sentence becomes the agent that is either introduced with a *by*- phrase. Passive voice is used when the students wants to show interest in the action rather than the agent who performs the action.

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<sup>12</sup> Nurenzia Yannuar, “Active and Passive Voice Constructions by Indonesian Student Writers” 4, no. 7 (2014): 1400–1408, <https://doi.org/10.4304/tpls.4.7.1400-1408>.

<sup>13</sup> Vicky Fawzah and Rohani, “Students’ Difficulties in Changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense,” *Journal of English Language Teaching* 7, no. 1 (2018): 33.

<sup>14</sup> Apandi and Fajry Nur Islam, “Translation Analysis Passive Voice From Indonesian Into English Found in ‘Gua Sunyarangi’ Book,” *Academic Journal Pers[Ective* 6, no. 2 (2018): 110.

Many experts have stated some definition of passive voice. According to Slamet, in passive voice sentences if want to say who did or what cause the action, use by.<sup>15</sup> It is mean, passive voice is used when want to say the subject is not the doer, but receives an action. The grammatical “voice” of sentence is defined by the relationship of the verb to the subject does acting. In a passive voice sentence, the subject is acted on, or not mentioned.<sup>16</sup> Thomson and Martinet stated, 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.<sup>17</sup> The subject of the active verb becomes the “agent” of the passive verb. The agent is very often not mentioned.

To sum up everything that has been stated so far, passive voice is a form in which the subject receives an action. Generally, passive voice is the opposite of active voice, the object of the active voice is subject to passive voice.

### **3. The Use of Passive Voice**

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

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<sup>15</sup> Zulftria and Dindin Rosyidin, “The Mastery of Passive Voice : A Case Study at The Third Student of Senior High School,” in *Proceeding of the 1 International Conference on ELT (CONELT)* (Soulth Tangerang, 1985), 32.

<sup>16</sup> Robert J. Amru, Jessica Kirwan, and Christopher G. Morris, “Use of the Passive Voice in Medical Journal Articles,” *Amwa Journal* 25, no. 3 (2010): 98.

<sup>17</sup> Thomson and Martinet, *A Practical English Grammar*, last editi (New York Toronto: Oxford University Press, 1986).

1) When the doer is unknown.

For example : Al-Qur'an was read by Qoriah.

2) When it is not important to know, who is the doer of the action, because the doer is obvious.

Example : Tuntunan Sholat's book was looked for by Siti in library.

3) When the action is more interested than the doer.

For example : Al-Qur'an was bought by my mother a week ago.

So, it means passive voice is used when "who" or what causes of performs an actions is not important or when the focus is on the action not the doer. Ability to know the correctly construction of the passive voice in writing will develop the learners' power of writing greatly. Thus, why passive voice construction is important, in the following cases.

1. The actor is unknown.

a) The Qori' of Al-Qur'an was given pahala by Allah SWT. (Here, it is unknown who given the Qori').

b) The girl was given a dolphin doll.

2. The actor is irrelevant.

a) The Pyramid was built by form burnt land under the wood. The wood was heated to form an almost normal hard rock. (We are not interested in who is building it).

- b) The prophet Moses was given a staff by Allah SWT, a staff that can dividing the sea and turning into big snack during the kingdom of Fir'aun.
3. The passive voice is customary in many expressions where a writer or speaker may choose to be vogue about assigning responsibility.
- a) Sholat Fardhu were obligated. (Common in bureaucratic writing).
  - b) Fasting was required.
4. A general truth is talked about :
- a) The rules of Sholat Fardhu are made to followed . ( By whomever, whenever).
  - b) BTQ homework is done to understood.
5. The person or thing acted on is emphasized.
- a) Al-Qur'an was set down by Prophet Muhammad SAW in Makkah, Gua Hiro on 17 Ramadahn or 13 years before the Hijriah.
  - b) Prophet Muhammad SAW was born on Monday 12 Rabiul Awal Tahun Gajah in Makkah.
6. The scientific writing usually relies on passive voice. It is often preferred in lab reports, scientific researcher paper.
- a) Zakat was given by fakir miskin the level of certain assests given to those who are entitlt to receive it with several conditions.

b) Meat of Qurban was given by people that had obtained the kupon from steering committee.

7. Some verb do not usually appear in the active form. For instance :

- a) Al-Qur'an was born on 17 Ramadhan.
- b) He is called Qori of Al-Qur'an.
- c) It is reputed to be a good language school, but the administrative is terrible.
- d) The process was deemed satisfactory of ustad..<sup>18</sup>

The passive is used :

1. When it is not necessary to mention the doer of the action
2. When do not know, or do not know exactly, or have forgotten who did the action.
3. When the subject of the active verb would be "people"
4. When the subject of the active sentence would be the indefinite pronoun one.
5. When more interested in the action than the person who does it.
6. The passive may be used to avoid an awkward or ungrammatical sentence.
7. The passive is sometimes preferred for psychological reasons. A speaker may use it to disclaim responsibility for disagreeable announcement.<sup>19</sup>

To sum up everything that, passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

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<sup>18</sup> M. Somathasan and R. Saranya, "Developing a Simple Passive Voice Constructor in English: A Learning and Testing Tool for Students of ESL Especially from Rural Areas," *International Journal of Applied Research* 1, no. 7 (2015): 649–51.

<sup>19</sup>Thomas J.A, Martinet A.V, "A Practical English Grammar, Latest Edition" 1986, p.266-

#### 4. The Form of Passive Voice

As with other the English sentences, passive voice also have a formula to apply. The formula certainly relates to the existing tenses. In passive voice, the verb will change into past participle form, then be from simple present (is, am, are) and past tense (was, were) are added before past participle.

Murray and Rockowitz stated that active and passive voice formula refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action, when a sentence is written in the active voice form, the subject makes the action, and in the passive voice from the subject accepts the action.<sup>20</sup>

There are twelve types of active and passive voice tenses that generally well known, they are :<sup>21</sup>

- a) Simple Present Tense is a tense that used to show present tense.
- b) Present continuous tense is that used to show what is really happening now.
- c) Present perfect tense is a tense that sued to show an action has just been completed or an action has finished at the moment of speaking.

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<sup>20</sup> Hasyim and Mahardhika, "An Analysis on Students' Difficuklties in Changing Active to Passive Voice."

<sup>21</sup> Wahyuni, "Students' Ability in Identifying Passive Voice in The Jakarta Post News At SMK N 1 Ngablak in The Academic Year 2019/2020" (State Institute For Islamic Studies (IAIN) Salatiga, 2020).



- d) Present perfect continuous tense is to talk about repeated activities which started at a particular time in the past and are still continuing up until now.
- e) Simple past tense is a tense that used to describe completed activity that happened in the past.
- f) Past continuous tense is used to describe something that was happening continuously in the past when another action interrupted it.
- g) past perfect tense is used to describe one action that happened before another action in the past, it refers to the action that happened first earlier and refers to the action that happened second or later.
- h) Past perfect continuous tense is used to say that an event or action is, was, or will be continually occurring (progressive) but that it is, was, or will be completed at a later time, or that it relates to later time (perfect).
- i) Simple future tense is to talk about an action or condition that will begin and end in the future.
- j) Future continuous tense is refers to an unfinished action or event that will be in progress at a time later than now. It is used to for quite a few different purpose
- k) Future perfect tense is talking about an action that will be completed between now and some point in the future.

- l) Future perfect continuous tense is to show that something will continue up until a particular event or time in the future.
- m) Simple past future tense is used to express the idea that in the past an action / event was predicted, planned, promised, expected, or oblige to be done in the future of past, does not matter if the idea is correct or not.
- n) Past future continuous tense is a sentence of an event or situation at a time that would be along time ago.
- o) Past future perfect tense is used to describe some action that has happened earlier which result is something not to the satisfaction of the doer.
- p) Past future perfect continuous tense is used to express an action or imaginary situation that would have been happening in the past.

In order to make an active and passive sentence, it uses different formula. It can be seen the following table :

**Table 1****Formula of Tenses in Passive Voice**

No	Tenses	Formula		Example
		Active	Passive	
1.	Simple Present Tense	Subject + Verb 1 + Object	Subject + To Be (is,am,are) + Verb 3 + By + Object	A : Students read Al- Qur'an. P : Al-Qur'an is read by students
No.	Tenses	Formula		Example
		Active	Passive	
2.	Present Continuous Tense	Subject + To Be (is,am,are) + Verb Ing + Object	Subject + To Be (is,am,are) + Being + Verb 3 + By + Object	A : Students is read Al-Qur'an. P : Students is read Al-Qur'an.
3.	Present Perfect Tense	Subject + Have/Has + Verb 3 + Object	S + Has/Have + Been + Verb 3 + By + Object	A : Students have read Al-Qur'an. P : Al-Qur'an has been read by students.
4.	Present Perfect Continuous Tense	Subject + Has/Have + Been + Verb Ing + Object	Subject + Has/Have + Been + Being + Verb 3 + By + Object	A : Students have been read Al-Qur'an. P : Al-Qur'an has been being read by students.

5.	Simple Past Tense	Subject + Verb 2 + Object	Subject + To Be (Was/Were) + Verb 3 + By + Object	A : Students read Al-Qur'an.  P : Al-Qur'an was read by students.
6 .	Past Continuous Tense	Subject + To Be (Was/ Were) + Verb Ing + Object	Subject +To Be (Was/Were) + Being + Verb 3 + By + Object	A : Students were reading Al-Qur'an.  P : Al-Qur'an was being read by students.
7.	Past Perfect Tense	Subject + Had + Verb 3 + Object	S + Had + Been + Verb 3 + By + Object	A : Students had read Al-Qur'an.  P : Al-Qur'an had been read by students.
No.	Tenses	Formula		Example
		Active	Passive	
8.	Past Perfect Continuous Tense	Subject + Had + Been + Verb Ing + Object	Subject + Had + Been + Being + Verb 3 + By + Object	A : Students had been reading Al-Qur'an.  P : Al-Qur'an had been being read by students.
9.	Simple Future Tense	Subject + Will + Verb 1 + Object	Subject + Will + Be + Verb 3 + By + Object	A : Students will read Al-Qur'an.  P : Al-Qur'an will be read by students.
10.	Future Continuous Tense	Subject + Shall/Will + Be Verb Ing + Object	Subject + Shall/Will + Be + Being + Verb 3 + By + Object	A : Students will be reading Al-Qur'an.

				P : Al-Qur'an will be being read by students.
11.	Future Perfect Tense	Subject + Will + Have + Verb 3 + Object	Subject + Will + Have + Been + Verb 3 + By + Object	A : Students will have read Al-Qur'an.  P : Al-Qur'an will have been read by students.
12.	Future Perfect Continuous Tense	Subject + Will + Have + Been + Verb 1 + Object	Subject + Will + Have + Been + Being + Verb 3 + By + Object	A : Students will have been reading Al-Qur'an.  P : Al-Qur'an will have been being read by students.
No.	Tenses	Formula		Example
		Active	Passive	
13.	Simple Past Future Tense	Subject + Would + V1 + Object	Subject + Would + Be + Verb 3 + By + Object	A : Students would read Al-Qur'an.  P : Al-Qur'an would be read by students.
14.	Past Future Continuous Tense	Subject + Should/Would + Verb Ing + Object	Subject + Shold/Would + Be + Being + Verb 3 + By + Object	A : Students would be reading Al-Qur'an.  P : Al-Qur'an would be being read by students.

15.	Past Future Perfect Tense	Subject + Should/Would + Have + Verb 3+ Object	Subject + Would + Have + Been + Verb 3 + By + Object	A : Students would have read Al-Qur'an.  P : Al-Qur'an would have been read by students.
16.	Past Future Perfect Continuous Tense	Subject + Would + Have + Been + Verb Ing + Object	Subject + Would + Have + Been + Being + Verb 3 + By + Object	A : Students would have been reading Al-Qur'an.  P : Al-Qur'an would have been being read by students.

The active subject becomes the passive agent, the active object becomes the passive object, and (C) the preposition *by* is introduced before the agent. The prepositional agent phrase of passive voice is an optional sentence element. The process of active-passive transformation for monotransitive sentence with nominal object can be represented diagrammatical.<sup>22</sup>

For example :

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<sup>22</sup>Yuanying Wang, "Classification and SLA Studies of Passive Voice," *Joyournal of Language Teaching and Research* 1, no. 6 (2010): 945, <https://doi.org/10.4304/jltr.1.6.945-949>.



## 5. Difficulties in Learning Passive Voice

The form passive construction is quit complex, the most students usually find the difficulties to understanding about the using of auxiliary verb “BE” and distinguishing the past tense form and past participle. There are two main difficulties in learning and using passive voice, they are<sup>23</sup> :

### 1) Difficulty in using auxiliary verb “BE”

Verb is the most complex part of speech. Verb is words that asserts something about person, things, or ideas and is essential to sentence meaning. Indonesian students are exposed to the form of the verb be almost immediately in their earliest English classes are east to describe and understand yet the post problem for learners at all level.

### 2) Distinguishing the past form and the past participle

In learning passive voice, students get some difficulties in using the form of passive voice. Parrot said that there are some difficulties for students in using passive voice, they are :<sup>24</sup>

- a. Students think the subject of a sentence is a agent when it is not.
- b. Students may leave out auxiliary verb before the past participle.
- c. Students may fail to use a past participle form of the main verb.

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<sup>23</sup>Kurnia Sandi, Ummi Rasyidah, and Andri Donal, “An Analysis of Students ’ Ability in Using Passive Voice at the Third Grade Students of MAS Kepenuhan” (Yayasan Pembangun Rokan Hulu, 2016).

<sup>24</sup>Dewi Sartika, Suharni, and Hevriani Sevrík, “Analysis Of Students’ Difficulties in Using Passive Voice Of Simple Present Tense At English Department Of STKIP PGRI Sumatera Barat In 2016/2017 Academic Year” (STKIP PGRI Sumatera Barat, 2017).



So, it can be concluded that there are several factor that cause the students' difficulties in using passive voice master.

Another source said that the passive voice present two problems, there are :<sup>25</sup>

- a. The normal reader expectation of (actor – action- thing action upon), which which fits the expected English order of subject, verb, object, is subverted. Intead, it becomes (thing acted upon – action – actor ), or we can leave out the order (thing acted upon – action).
- b. The passive voice emphasizes the thing acted upon and obscures the actor

Lina Suhartini said that there are there are three main in difficulties in learning passive voice , they are :<sup>26</sup>

- a. The Difficulty in the Change of Auxiliary
- b. The Change of Verb
- c. Understanding the English Tense

It is one of the characteristic of passive voice structure. The problems of applying the concept of passive voice are provided as

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<sup>25</sup> Endah Nurhilla, "Some Difficulties Faced By The Students in Learning Passive Voice A Case Study At The Second Year of SMA N 11 Kota Tangerang" (Syarif Hidayatullah State Islamic Universitu Jakarta, 2008).

<sup>26</sup> Lina Suhartini, "An Analysis On The Difficulties Faced By The Students In Learning Passive Voice IN the Simple Past Tense A Case Study At The XI Grade Students Of Class Of SMA N 1 Kabandungan" (Syarif Hidayatullah State Islamic University Jakarta, 2010).

follow: the student's difficulties in passive voice mastery are grammar knowledge, poor vocabulary, and detail information.<sup>27</sup>

- a. It is difficult for the learner to comprehend the change of place because the object of active sentence become the subject in passive sentence.
- b. The verb form of passive voice is past participle, some students have lack of knowledge with the change of verb.
- c. Sometimes it is also confusing to give the information of the object or no. usually it is caused by the unknown agent.
- d. Although the formula of passive voice is simple, it is difficult to comprehend and to develop it in to various kind of tenses and modal verbs.
- e. The use of passive voice needs think hard, because the information of the agent often omitted.

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

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<sup>27</sup> Dita Mustika, "An Errors Analysis Of Using Passive VoiceE On The Students ' UnderGraduate Theses At State Islamic College ( STAIN ) Of Jurai Siwo Metro" (State Islamic College ( STAIN ) Of Jurai Siwo Metro, 2016).

## B. Review of Related Findings

In this researcher is relate to some researches. The first research was done by Suharti, the result of the research showed that the students do not mastered the prerequisite material of passive voice yet. Such as to be and verbal conjugations.<sup>28</sup> It is different from the result of my research, the research found the students are difficult in change the verb, difficult in understanding vocabulary, difficult in use by, and difficult in use to be in simple present and simple past tense.

The second research was done by Nurhillah, the results of this research showed that the students' difficulties in changing object into subject and when using simple present form, simple past, present progressive, past progressive, present perfect and past perfect, the passive voice with modal auxiliariestense.<sup>29</sup> It is same with my result of the research but only simple present tense and simple past showed that the students' difficulties.

The third research was done by Aisyah Amini, the result of this research showed that students hard in changing of verb from infinitive in to past participle, the students did not master about tenses, and the students did not know the meaning of some words because lack of vocabulary.<sup>30</sup> It is same with my result of research. The students are difficult in change the verb, difficult in

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<sup>28</sup> Suhartini, "An Analysis On The Difficulties Faced By The Students In Learning Passive Voice IN the Simple Past Tense A Case Study At The XI Grade Students Of Class Of SMA N 1 Kabandungan."

<sup>29</sup> Nurhilla, "Some Difficulties Faced By The Students in Learning Passive Voice A Case Study At The Second Year of SMA N 11 Kota Tangerang."

<sup>30</sup> Aisyah Amini, "The Ability Of The Grade XI Students Of MAN 3 Mandailing Natal In Matering Passive Voice" (State Institute For Islamic Studies Padangsidempuan, 2019).

understanding vocabulary, difficult in use by, and difficult in use to be in simple present and simple past tense

The fourth research was done by Chairani Damanik, the result of this research showed that the students had poor vocabulary 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 the tense, and the students get confused to use helping verb or to be in active voice and passive voice.<sup>31</sup> It is same with my result of the research, the students are difficult in change the verb, difficult in understanding vocabulary, difficult in use by, and difficult in use to be in simple present and simple past tense

The fifth research was done by Ilwan Kusuma Wijaya, the result of this research showed that have caused those problems were mostly the student's lack of vocabulary and poor understanding in context and structure of passive voice.<sup>32</sup> It is same with my result of research.

The researcher present the result of this research in chapter IV of this thesis. The researcher needs to make discussion with fifth related findings above. It is provided in part discussion where the result of this research will be compared with the five related findings to get wider view related to the topic of the researches.

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<sup>31</sup> Chairani Damanik, "An Analysis On The Students Ability In Changing Active To Passive Voice At Grade VIII Negeri 11 Padangsidempuan" (State Institute For Islamic Studies Padangsidempuan, 2014).

<sup>32</sup> Ilwal Kusuma Wijaya, "An Analysis Of Students Difficulties In Using English Passive Voice At XI SMAN 1 Narmada In Academic Year 2015/2016"

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

The location of this research is located at Islamic Boarding Baharuddin, it's located at Muaratais Janji Mauli, Tapanuli Selatan district, North Sumatera Province. This time of the research started from Agustus 2020 until January 2022.

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

This research uses mix method because the data is collected and analysis based on qualitative and quantitative. This researcher conducted the quantitative data analysis first and then qualitative done data analysis .

#### **C. Instrument of Collecting Data**

The instrument of collecting data will be used in this research are :

##### 1) Test

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

The researcher conducted a test consist 20 multiple choice question. The researcher used to tenses in this test, they are simple present tense and

simple past tense. The researcher also used eight of difficulties of passive voice in this test. They are, first in simple present tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. Second, in simple past tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer.

**Table 2**  
**Indicator of Test**

<b>NO</b>	<b>Indicator</b>	<b>Items</b>	<b>Number Items</b>	<b>Score</b>
1.	The students are able to choose the correct answer in change the verb of simple present tense (positive)	4	1,2,3,4	40
2.	The students are able to choose the correct answer in understanding vocabulary of simple present tense (negative).	3	6,7,8	30
3.	The students are able to choose the correct answer in use by of simple present tense (long answer )	1	9	10
4.	The students are able to choose the correct answer in use to be of simple present tense (short answer).	2	9,10	20

<b>NO</b>	<b>Indicator</b>	<b>Items</b>	<b>Number Items</b>	<b>Score</b>
5.	The students are able to choose the correct answer in change the verb of simple past tense (positive ).	4	11,12,13,14	40
6.	The students are able to choose the correct answer in understanding vocabulary of simple past tense (negative ).	3	15,16,17	30
7.	The students are able to choose the correct answer in use by of simple past tense (interrogative long answer)	1	18	10
8.	The students are able to choose the correct answer in use to be of simple past tense (interrogative short answer )	2	19,20	20
<b>Total</b>		<b>20</b>		<b>100</b>

Beside the indicator, the researcher used the forms as seen in the following table to help the researcher to identify the data:

**Table 3****The Classification of Student's Difficulties**

<b>NO</b>	<b>Students' Initial Name</b>	<b>Simple Present Tense</b>				<b>Simple Past Tense</b>			
		<b>Change the Verb</b>	<b>Understanding Vocabulary</b>	<b>Use By</b>	<b>Use To Be</b>	<b>Change the Verb</b>	<b>Understanding Vocabulary</b>	<b>Use By</b>	<b>Use To Be</b>
1.									
2.									
3.									
4.									
5.									
6.									
<b>Total of Each Difficulties</b>									
<b>Total of All Difficulties</b>									

**Table 4****The Result of Types Difficulties, Frequency, Percentage**

<b>No</b>	<b>Types of Difficulties in Passive Voice</b>	<b>Frequency</b>	<b>Percentage</b>
1	Change the verb in simple present tense (positive)		
2	Understanding vocabulary in simple present tense (negative)		
3	Use by in simple present tense (interrogative long answer)		
<b>No</b>	<b>Types of Difficulties in Passive Voice</b>	<b>Frequency</b>	<b>Percentage</b>



4	Use to Be in simple present tense (interrogative short answer)		
5	Change the vrb in simple past tense (positive)		
6	Understanding vocabulary in simple past tense (negative)		
7	Use by in Simple past tense (interrogative long answer)		
8	Use to be in simple past tense (interrogative short answer)		
<b>Total</b>			

## 2) Interview

Hamzah state that interview is a conversation, whose purpose is to gather descriptions of the interviewer.<sup>33</sup> Imperative to ask question that are likely to yield as much information about the study phenomenon as possible. After the researcher got the result of test, the researcher interviewed the English teacher to know how the teacher to effort the students' difficulties in mastering passive voice.

### D. Source of Data

The source of the data in this research are divided in two part :

1. Primary source data was student grade X Agama Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan. The researcher only took one class because

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<sup>33</sup> Hamza Alshenqeeti, "Interviewing as a Data Collection Method : A Critical Review," *English Linguistics* 3, no. 1 (2014): 40, <https://doi.org/10.5430/elr.v3n1p39>.

it is representative to take the result of the research. They are 22 students of X-Agama.

2. Secondary source of the data was information from the English Teacher of Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan.

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

The technique of collecting data of this research will be described as follow:

1. Come to the school and permission to headmaster to do the research
2. Meet the English teacher to sharing about the students at grade XI
3. Preparing the test
4. Come to the classroom and give the test
5. Explaining what the test is and what students will do with the test.
6. Determine the time of doing the test.
7. Giving the test to the students.
8. Giving chance to the students to answer the test.
9. Collecting the students' answer sheet to analyze it.
10. Interview the English teacher of MAS Baharuddin to know how do the teacher overcome the students' difficulties in mastery passive voice.

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

After collecting data, the researcher will do to analyze the data. Analyze data will be conducted in some steps as follow .:

1. Editing of the data, it do not arrange the data become a structured sentence systematically.

2. Reduction of the data, it is done to seek the uncompleted data and put a side data unnecessary.
3. Tabulating of the data, it done to account and give the scores to respondent answer trough test and take to the table that consist alternative answer, frequency and percentage. To obtain percentage of the answer subject and take on the table by using the formula:

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

Explanation:

P= percentage

f= frequency

N= Number of cases (total frequent).<sup>34</sup>

4. Description the data, it is done to describe qualitatif or interpret the data that have been collected systematically.
5. Take conclusion, it is done to conclude the discussion solidly and briefly.

#### **G. Technique of the Checking Trustworthiness**

Trustworthiness in qualitative research is very crucial because by using it will erase the assumption that the qualitative research is not scientific. Qualitative research can establish the trustworthiness of their research by addressing the credibility, transferability, dependability, and confirmability of

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<sup>34</sup> Suhartini, "An Analysis On The Difficulties Faced By The Students In Learning Passive Voice IN the Simple Past Tense A Case Study At The XI Grade Students Of Class Of SMA N 1 Kabandungan." Syarif Hidayatullah State Islamic University Jakarta, 2010. <http://repository.uinkkt.ac.id/dspace/handle/123456789/1251>

their studies and findings.<sup>35</sup> This criterion asks the researcher to seek for the truth and to ensure that the data obtained in the research is convenient to what the researcher intended. Here the researcher used member checking. It is a technique of credibility to check data accuracy through verifying the findings to the research participants. It was done in order to verify what the researcher had found to what the participants did and felt.

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<sup>35</sup> L.R. Gay, Mills, and Airasian, *Educational Research Completenicis for Analysis and Application (Tenth Edition)*.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

This chapter present the result, in order to find out the students' difficulties in mastering passive voice at grade X<sup>th</sup> Madrasah Aliyah Swasta Baharuddin in Tapanuli Selatan in 2019/2020 academic year. The researcher described the detailed description of the data, as follow :

#### **A. Findings**

##### **1. The Students' Passive Voice Mastery**

The researcher used test as an instrument for the extent of students' mastering passive voice of first years of Madrasah Aliyah Swasta Baharuddin in Tapanuli Selatan it used test as instrument of collecting the data. the researcher ask the students to answer the multiple choice test.

In this research, the researcher focused on students' difficulties in Mastering Passive Voice that consisted of 2 tenses, they are simple present tense and simple past tense in verb included in positive sentence, negative sentence, long answer sentence, and short answer sentence. Then material of passive voice there are change the verb, understanding the vocabulary, use by, and uses to be. The researcher analyzed the students answer sheet in order to know the students difficulties in mastering passive voice.

The researcher prepared the data needed to be analyzed and managed them. The prepared data or were students' answer sheets. This

helped the researcher to analyze and describe the findings. The findings from the analysis were described from students' answer sheets as follows

In simple present tense, the first was from AD sheet, in simple present tense, the researcher found 4 incorrect answers from multiple choice, 1 incorrect answers was from verb (positive sentence) in item number 3. 2 incorrect answer was from to be (interrogative short answer) in item number 8 and 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 3 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 11 and 13. 1 incorrect answers was from vocabulary (negative sentence) in item number 16. So, total of difficulties in simple present tense and simple past tense were 7.

AS answer sheet, the researcher found eight incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 1 and 4. 3 incorrect answers was from vocabulary (negative sentence) in item number 5, 6, and 7. 1 incorrect answer was from by (interrogative long answer) in item number 10. 2 incorrect answer was from to be (interrogative short answer) in item number 8 and 9. In simple past tense, the researcher found twelve incorrect answers from multiple choice, 4 incorrect answers was from verb (positive sentence) in item number 11, 12, 13 and 14. 3 incorrect answers was from vocabulary (negative sentence) in item number 15, 16, and 17. 1 incorrect answer was from by (interrogative long answer) in item number

20 . 2 incorrect answer was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 18.

According to AT sheet, in simple present tense, the researcher found 5 incorrect answers from multiple choice, 4 incorrect answers was from verb (positive sentence) in item number 1, 2, 3, and 4.. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 2 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 12 and 13. So, total of difficulties in simple present tense and simple past tense were 7.

According to DP sheet, in simple present tense, the researcher did not found difficulties to answer it. In simple past tense, the researcher found 5 incorrect answers from multiple choice, 1 incorrect answers was from verb (positive sentence) in item number 13. 1 incorrect answers was from vocabulary (negative sentence) in item number 16. 1 incorrect answer was from by (interrogative long answer) in item number 20. 2 incorrect answers was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 5.

According to FS sheet, in simple present tense, the researcher found 8 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 2 and 3. 3 incorrect answers was

from vocabulary (negative sentence) in item number 5, 6 and 7. 2 incorrect answer was from to be (interrogative short answer) in item number 8 and 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 7 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item number 11, 13 and 14. 2 incorrect answers was from vocabulary (negative sentence) in item number 15 and 17. 1 incorrect answer was from by (interrogative long answer) in item number 20. 1 incorrect answers was from to be (interrogative short answer) in item number 18. So, total of difficulties in simple present tense and simple past tense were 15.

The next answer sheet was from FN, in simple present tense, the researcher found 6 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item number 2, 3, and 4. 2 incorrect answers was from vocabulary (negative sentence) in item number 6 and 7. 1 incorrect answer was from by (interrogative long answer) in item number 10. 1 incorrect answer was from to be (interrogative short answer) in item number 8. In simple past tense, the researcher found 8 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item number 11, 12, and 13. 2 incorrect answers was from vocabulary (negative sentence) in item number 15, and 17. 1 incorrect answer was from by (interrogative long answer) in item number 20. 2 incorrect answer was from to be (interrogative short answer) in item



number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 14.

In IP sheet, in simple present tense, the researcher found 8 incorrect answers from multiple choice, 4 incorrect answers was from verb (positive sentence) in item number 1, 2, 3, and 4. 1 incorrect answers was from vocabulary (negative sentence) in item number 6. 2 incorrect answer was from to be (interrogative short answer) in item number 8 and 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 7 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 11 and 12. 3 incorrect answers was from vocabulary (negative sentence) in item number 15, 16 and 17. 1 incorrect answer was from by (interrogative long answer) in item number 20. 2 incorrect answers was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 15.

In IPS sheet, in simple present tense, the researcher found 8 incorrect answers from multiple choice, 4 incorrect answers was from verb (positive sentence) in item number 1, 2, 3, and 4. 2 incorrect answers was from vocabulary (negative sentence) in item number 6 and 7. 1 incorrect answer was from to be (interrogative short answer) in item number 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 8 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item

number 11, 12 and 13. 2 incorrect answers was from vocabulary (negative sentence) in item number 15 and 16. 1 incorrect answer was from by (interrogative long answer) in item number 20. 2 incorrect answers was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 16.

In IWS sheet, in simple present tense, the researcher found 7 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item number 2, 3, and 4. 2 incorrect answers was from vocabulary (negative sentence) in item number 5 and 7. 2 incorrect answer was from to be (interrogative short answer) in item number 8 and 9. In simple past tense, the researcher found 5 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 13 and 14. 3 incorrect answers was from vocabulary (negative sentence) in item number 15, 16 and 17. 1 incorrect answer was from by (interrogative long answer) in item number 20. So, total of difficulties in simple present tense and simple past tense were 13.

In MR sheet, in simple present tense, the researcher found 5 incorrect answers from multiple choice, 1 incorrect answers was from verb (positive sentence) in item number 2. 3 incorrect answers was from vocabulary (negative sentence) in item number 5, 6 and 7. 1 incorrect answer was from to be (interrogative short answer) in item number 9. In simple past tense, the researcher found 6 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item

number 12, 13 and 14. 2 incorrect answers was from vocabulary (negative sentence) in item number 15 and 16. 1 incorrect answers was from to be (interrogative short answer) in item number 19. So, total of difficulties in simple present tense and simple past tense were 11.

The next sheet was from MY in simple present tense, the researcher found 8 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 1 and 4. 3 incorrect answers was from vocabulary (negative sentence) in item number 5, 6 and 7. 2 incorrect answer was from to be (interrogative short answer) in item number 8 and 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 10 incorrect answers from multiple choice, 4 incorrect answers was from verb (positive sentence) in item number 11, 12, 13 and 14. 3 incorrect answers was from vocabulary (negative sentence) in item number 15, 16 and 17. 1 incorrect answer was from by (interrogative long answer) in item number 20. 2 incorrect answers was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 18.

In NN sheet, in simple present tense, the researcher found 8 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 2 and 4. 3 incorrect answers was from vocabulary (negative sentence) in item number 5, 6 and 7. 2 incorrect answer was from to be (interrogative short answer) in item number 8 and

9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 7 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item number 11, 12 and 13. 2 incorrect answers was from vocabulary (negative sentence) in item number 15 and 16. 1 incorrect answer was from by (interrogative long answer) in item number 20. 1 incorrect answers was from to be (interrogative short answer) in item number 19. So, total of difficulties in simple present tense and simple past tense were 15.

The next answer sheet was taken by NS , in simple present tense, the researcher found 5 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 2 and 3.. 1 incorrect answers was from vocabulary (negative sentence) in item number 7. 1 incorrect answer was from to be (interrogative short answer) in item number 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 6 incorrect answers from multiple choice, 4 incorrect answers was from verb (positive sentence) in item number 1, 12, 13 and 14. 2 incorrect answers was from vocabulary (negative sentence) in item number 15 and 17. 2 incorrect answers was from to be (interrogative short answer) in item number 18. So, total of difficulties in simple present tense and simple past tense were 11.

The next sheet was from NH, in simple present tense, the researcher found 6 incorrect answers from multiple choice, 1 incorrect answer was from verb (positive sentence) in item number 3. 2 incorrect answers were from vocabulary (negative sentence) in item number 6 and 7. 2 incorrect answers were from to be (interrogative short answer) in item number 8 and 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 9 incorrect answers from multiple choice, 4 incorrect answers were from verb (positive sentence) in item number 11, 12, 13 and 14. 3 incorrect answers were from vocabulary (negative sentence) in item number 15, 16 and 17. 1 incorrect answer was from by (interrogative long answer) in item number 20. 2 incorrect answers were from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 15.

The next sheet was from RA in simple present tense, the researcher found 4 incorrect answers from multiple choice, 1 incorrect answer was from verb (positive sentence) in item number 2. 2 incorrect answers were from vocabulary (negative sentence) in item number 5 and 6. 1 incorrect answer was from to be (interrogative short answer) in item number 8. In simple past tense, the researcher found 5 incorrect answers from multiple choice, 2 incorrect answers were from verb (positive sentence) in item number 12 and 14. 1 incorrect answer was from vocabulary (negative sentence) in item number 15. 1 incorrect answer was from by (interrogative

long answer) in item number 20. 1 incorrect answers was from to be (interrogative short answer) in item number 19. So, total of difficulties in simple present tense and simple past tense were 9.

In SA sheet, in simple present tense, the researcher found 4 incorrect answers from multiple choice, 2 incorrect answers was from vocabulary (negative sentence) in item number 6 and 7. 1 incorrect answer was from to be (interrogative short answer) in item number 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 5 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item number 11, 12 and 14. 2 incorrect answers was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 9.

According to sheet was from SSI, in simple present tense, the researcher found 4 incorrect answers from multiple choice, 2 incorrect answers was from vocabulary (negative sentence) in item number 5 and 6. 1 incorrect answer was from to be (interrogative short answer) in item number 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 4 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 11 and 12. 2 incorrect answers was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 8.

The next sheet was from SZ, in simple present tense, the researcher found 6 incorrect answers from multiple choice, 1 incorrect answers was from verb (positive sentence) in item number 1. 3 incorrect answers was from vocabulary (negative sentence) in item number 5, 6 and 7. 1 incorrect answer was from to be (interrogative short answer) in item number 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 2 incorrect answers from multiple choice, 2 incorrect answers was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 8

In SH sheet, in simple present tense, the researcher found 4 incorrect answers from multiple choice, 1 incorrect answers was from verb (positive sentence) in item number 4. 3 incorrect answers was from vocabulary (negative sentence) in item number 5, 6 and 7. In simple past tense, the researcher found 4 incorrect answers from multiple choice, 1 incorrect answers was from verb (positive sentence) in item number 13. 2 incorrect answers was from vocabulary (negative sentence) in item number 15 and 17. 1 incorrect answers was from to be (interrogative short answer) in item number 19. So, total of difficulties in simple present tense and simple past tense were 8.

The next sheet was from WT 's sheet, in simple present tense, the researcher found 5 incorrect answers from multiple choice, 1 incorrect answers was from verb (positive sentence) in item number 4. 2 incorrect

answers was from vocabulary (negative sentence) in item number 5 and 6. 2 incorrect answer was from to be (interrogative short answer) in item number 8 and 9. In simple past tense, the researcher found 3 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 11 and 13. 1 incorrect answers was from vocabulary (negative sentence) in item number 16. So, total of difficulties in simple present tense and simple past tense were 8.

According to WN sheet, in simple present tense, the researcher found 7 incorrect answers from multiple choice, 4 incorrect answers was from verb (positive sentence) in item number 1, 2, 3, and 4. 1 incorrect answers was from vocabulary (negative sentence) in item number 5. 1 incorrect answer was from to be (interrogative short answer) in item number 9. 1 correct answer was from by (interrogative long answer) in item number 10. In simple past tense, the researcher found 8 incorrect answers from multiple choice, 2 incorrect answers was from verb (positive sentence) in item number 13 and 14. 3 incorrect answers was from vocabulary (negative sentence) in item number 15, 16 and 17. 1 incorrect answer was from by (interrogative long answer) in item number 20. 2 incorrect answers was from to be (interrogative short answer) in item number 18 and 19. So, total of difficulties in simple present tense and simple past tense were 15.

The last sheet was from ZA, in simple present tense, the researcher found 5 incorrect answers from multiple choice, 1 incorrect answers was



from verb (positive sentence) in item number 3. 3 incorrect answers was from vocabulary (negative sentence) in item number 5, 6 and 7. 1 incorrect answer was from to be (interrogative short answer) in item number 8. In simple past tense, the researcher found 5 incorrect answers from multiple choice, 3 incorrect answers was from verb (positive sentence) in item number 11, 12 and 14. 2 incorrect answers was from vocabulary (negative sentence) in item number 15 and 17. So, total of difficulties in simple present tense and simple past tense were 10.

Then, the instrument have been given for te garde X students of Madrasah Aliyah Swasta Baharuddin in Tapanuli Selata, the score each of them could be seen in the table below :

**Table 5**  
**The Score of Students' Difficulties in Mastering Passive Voice**

<b>No.</b>	<b>Students' Initial</b>	<b>Total Score</b>
1.	AW	65
2.	AS	10
3.	AT	65
4.	DP	75
<b>No.</b>	<b>Students' Initial</b>	<b>Total Score</b>
5.	FS	25
6.	FN	30
7.	IP	25
8.	IPS	20
9.	IWS	35
10.	MR	45
11.	MY	10
12.	NN	25
13.	NS	45
14.	NH	25
15.	RA	55
16.	SA	45
17.	8SS	60
18.	SZ	60

19.	SH	60
20	WT	60
21.	WN	25
22.	ZA	50

## **2. The Students' Difficulties in Mastering Passive Voice at Grade X Madrasah Aliyah Baharuddin Tapanuli Selatan**

### **a) Difficulties in Simple Present Tense**

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

Based on the questions in item number 1,2,3,4,5,6,7,8,9, and 10, from 22 students, some of students get incorrect answer it. Some of students faced difficulties in verb (positive sentence) 40 incorrect answer it. In vocabulary (negative sentence) 43 incorrect answer it that make. In by (long answer sentence) 14 incorrect answer it. In to be (short answer sentence) 28 incorrect answer it. Total of all difficulties from 22 students simple present tense were 125 items based on students answers sheets.

The type of the test which was done by the students was multiple choices with four options such as a, b, c, and d. Those difficulties made by students was analyzed here, the researcher will

put each incorrect answer based on the categories of difficulties in passive voice. The researcher calculates the frequency of difficulties by using this formula:

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

P=Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

1) Verb in simple present tense (positive)

From 225 difficulties, the students made 40 incorrect answer of simple present tense (positive sentence), therefore frequency of difficulties of simple present tense (positive sentence) is:

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

$$P = 40/225 \times 100\%$$

$$P = 15.68\%$$

Based on the data above the researcher described that some students had difficulties to determining simple present tense (positive sentence) of the question. The mean of students in percentage is 15.68%. The model of: questions to find out the simple present tense (positive sentence) of the students test can be seen below:

a) Multiple choice number 1

There are 16 students made correct answer and 7 students made incorrect answer, they are AS, MY, and SZ

choose “A. is borrow” to answer this question. Next, AT, and WN, they chose “B. are borrowed” to answer this question. Then. IP and IPS , they chose “D. borrowed” to answer this question. So, the correct answer should be “C. is borrowed”.

b) Multiple choice number 2

There are 10 students made correct answer and 12 students made incorrect answers, they are IP, and WN, they chose “A. is exported for” to answer this question. After that, NN, NS, RA, FN, IPS, IWS, and MR, they chose “B. are expoted by” to answer this question. Then, AT and FS chose “D. are export to” to answers this question. So, the correct answer should be “C. is exported by”.

c) Multiple choice number 3

There are 10 students made correct answer and 12 students made incorrect answer to analyse this question, they are AT, FN, and ZA chose “B. was cleaned” to answer this question. Next, IP, NS, NH, FS, and WN chose “C. is clean” to answer this question. Then, AD, IWS, IPS and NN chose “D. are cleand”. So, the correct answer should be “A. are cleaned”.

d) Multiple choice number 4

There are 13 students made correct answer and 9 students made incorrect answer, they are MY and WT chosee

“A. my sandal is borrowed by Hafiz” to answer this question. Next, AT, IPS, and IWS chose “C. the new vocabulary was copied by the student” to answer this question. Then, FN, IP, SH, and WN chose “D. every car are checked by us throughly”. So, the correct answer should be “B. every car are cheacked by we throughly”.

2) Vocabulary in simple present tense (negative)

From 225 difficulties, the studentts' made 43 incorrect answer of simple present tense (negative sentence), therefore frequency of difficulties of simple present tense (negative sentence) is:

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

$$P = 43/225 \times 100\%$$

$$P = 16.86\%$$

Based on the data above the researcher described that some students had difficulties to determining simple present tense (negative sentence) of the question. The mean of students in percentage is 16.86%. The model of: questions to find out the simple present tense (negative sentence) of the students test can be seen below :

a) Multiple choice number 5

There are 9 students made correct answer and 13 students made incorrect answer, they are MN, NN, RA, SS,

WT, and ZA choose “A. are not keep” to answer this question. Then, AS, FS, IWS, MY, SZ, and WN chose, “B. was not kept” to answer this question. Only SH chose “D. was not keep”. So, the correct answer should be “C. are not kept”.

b) Multiple choice number 6

There are 6 students made correct answer and 16 students made incorrect answer, they are AS, FN, IP, RA, NN, NH, IPS, ZA, SZ and WT chose “B. is not send” to answer this question. Next SS, and MY chose “C. were not send” to answer this question. Then, FS, MR, SH, and SA chose “D. is not sent”. So, the correct answer should be “A. are not sent”.

c) Multiple choice number 7

There are 8 students made correct answer and 14 students made incorrect answer, they are AS, FN, SZ, SH, and ZA chose “A. the garages is not cleaning by us every day” to answer this question. Next, FS, IPS, MY, and NH chose “B. the garages was not cleaned by us every day” to answer this question. Then, IWS, MR, NN, NS, and SA chose “C. the garages were not cleaned by us every day” to answer this question. So, the correct answer should be “D. the garages are not cleaned by us every day”.

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

From 225 difficulties, the students' made 14 incorrect answer of simple present tense (interrogative long answer sentence), therefore frequency of difficulties of simple present tense ( interrogative long answer sentence) is:

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

$$P = 14/225 \times 100\%$$

$$P = 5.50\%$$

Based on the data above the researcher described that some students had difficulties to determining simple present tense (interrogative long answer sentence) of the question. The mean of students in percentage is 5.50%. The model of questions to find out the simple present tense (interrogative long answer sentence) of the students test can be seen below :

a) Multiple choice number 10

There are 8 students made correct answer and 14 students made incorrect answer, they are Asnan Tio, Indah Permata Sari, Sasnita Sitompul chose "A. were borrowed by" to answer this question. Next, AD, MY, SZ, and WN chose "C. are borrow for" to answer this question. Then, AS, NS, NN, NH, SA, and FS chose "D. Were borrow for" to answer this question. So, the correct answer should be "B. is borrowed by".

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

From 225 difficulties, the students' made 28 incorrect answer of simple present tense (interrogative short answer sentence), therefore frequency of difficulties of simple present tense (interrogative short answer sentence) is:

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

$$P = 28/225 \times 100\%$$

$$P = 10.99\%$$

Based on the data above the researcher described that some students had difficulties to determining simple present tense (interrogative short answer sentence) of the question. The mean of students in percentage is 10.99%. The model of questions to find out the simple present tense (interrogative short answer sentence) of the students test can be seen below :

a) Multiple choice number 8

There are 12 students made correct answer and 12 students made incorrect answer, they are AS and IWS chose "C. was for" to answer this question. Next, only WT chose "B. were to". Then, AD, FN, FS, IP, MY, NN, NH, RA, and ZA chose "D. were by" to answer this question. So, the correct answer should be "A. is by".



b) Multiple choice number 9

There are 6 students made correct answer and 16 students made incorrect answer, they IPS, NH, MY, WN, IWS, and AS chose “A. is borrow” to answer this question. Next, MR, NS, SA, SS, IP, NN, and SA chose “B. are borrowed” to answers this question. Then, AW, FS and WT chose “C. was borrowed” to answer this question. So, the correct answer should be “D. is borrowed”.

b) **Difficulties in Simple Past Tense**

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

Based on the questions in item number 11,12,13,14,15,16,17,18,19 and 20. From 22 students, some of students get incorrect answer it. Some of students faced difficulties in positive sentence, negative sentence, long answer sentence and short answer sentence. Total of all difficulties from 22 students simple past tense were 40 items based on students answers sheets.

The type of the test which was done by the students was multiple choices with four options such as a, b, c, and d. Those

difficulties made by students was analyzed here, the researcher will put each incorrect answer based on the categories of difficulties in passive voice. The researcher calculates the frequency of difficulties by using this formula:

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

P=Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

1) Verb in simple past tense (positive)

From 225 difficulties, the students' made 54 incorrect answer of simple past tense (positive sentence), therefore frequency of difficulties of simple past tense (positive sentence) is:

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

$$P = 54/225 \times 100\%$$

$$P = 21.18\%$$

Based on the data above the researcher described that some students had difficulties to determining simple past tense (positive sentence) of the question. The mean of students in percentage is 21.18%. The model of questions to find out the simple past tense (positive sentence), of the students test can be seen below :

## a) Multiple choice number 11

There are 8 students made correct answer and 14 of students made incorrect answer, they are NH, FN, IPS, NS, SA, NN, WT, and ZA chose “B. are copies” to answer this question. Next, only SS chose “A. is copy” to answer this question. Then, FS, IP, MY, AW, and AS chose “C. copied” to answer this question. So, the correct answer should be “D. was copied”.

## b) Multiple choice number 12

There are 8 students made correct answer and Fourteen of students made incorrect answer, they are AT, NH, NS, NN, and ZA chose “A. are eat” to answer this question. Next, RA, FN, IPS, SA, and AS chose “B. is eating” to answer this question. Then, MR, SS, IP, and MY chose “C. ate” to answer this question. So, the correct answer should be “D. was ate”.

## c) Multiple choice number 13

There are 7 students made correct answer and 15 of students made incorrect answer, they are IPS, AS, DP, SH, WN, and MY chose “A. are wrote” to answer this question. Next, FN, MR, AW, FS, and IWS chose “B. was write” to answer this question. Then, AT, NH, NN, and WT chose

“D. is written” to answer this question. So, the correct answer should be “C. was written”.

d) Multiple choice number 14

There are 11 students made correct answer and 11 of students made incorrect answer, they are AS, FS, IWS, SA, RA, ZA, NS, and NH chose “B. was choppe were garte” to answer this question. Then, MY, MR, and WN chose “D. were choppe are grated” to answer this question. So, the correct answer should b “C. was chopped was grated”.

2) Vocabulary in simple past tense (negative)

From 225 difficulties, the students’ made 38 incorrect answer of simple past tense (negative sentence), therefore frequency of difficulties of simple past tense (positive sentence) is:

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

$$P = 38/225 \times 100\%$$

$$P = 14.90\%$$

Based on the data above the researcher described that some students had difficulties to determining simple past tense (negative sentence) of the question. The mean of students in percentage is 14.90%. The model of questions to find out the simple past tense (negative sentence) of the students test can be seen below :

## a) Multiple choice number 15

There are 7 students made correct answer and 15 of students made incorrect answer, they are RA, NS, MR, and NN chose “B. were made for” to answer this question. Next, AS, FS, IWS, ZA, NH, MY, SH, and IPS chose “C. was made by” to answer this question. Then, WN, IP, and FN chose “D. is make for” to answer this question. So, the correct answer should be “C. was made by”.

## b) Multiple choice number 16

There are 12 students made correct answer and 12 of students made incorrect answer, they are Ade Wahyu, Intan Winda Sari, and Ilham Patoma chose “A. were, influence by” to answer this question. Next, NN, AS, NH, and IPS chose “C. was, influence for” to answer this question. Then, DP, WT, MR, MY, and WN chose “D. is influence by” to answer this question. So, the correct answer should be “B. were, influenced by”.

## c) Multiple choice number 17

There are 11 students made correct answer and 11 of students made incorrect answer, they are ZA, and NH chose “A. was not, is not” to answer this question. Next, SH, FS, NS, IP, AS, and MY chose “B. were not, was not” to answer this question. Then, FN, IWS, and WN chose “D. were not,

were” to answer this question. So, the correct answer should be “C. was not, was”.

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

From 225 difficulties, the students’ made 12 incorrect answer of simple past tense (interrogative long answer sentence), therefore frequency of difficulties of simple past tense (interrogative long answer sentence) is:

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

$$P = 12/225 \times 100\%$$

$$P = 4.70\%$$

Based on the data above the researcher described that some students had difficulties to determining simple past tense (interrogative long answer sentence) of the question. The mean of students in percentage is 4.70%. The model of questions to find out the simple past tense (interrogative long answer sentence) of the students test can be seen below :

a) Multiple choice number 20

There are 10 students made correct answer and 12 of students made incorrect answer, they are FN and IWS chose “B. was broke by” to answer this question. Next, DP, IPS, NN, and WN chose “C. are broken by” to answer this question. Then, RA, AT, NH, FS, IP, AS, and MY chose “D.

is broke by” to answer this question. So, the correct answer should be “A. was broken by”.

4) To Be in simple past tense (interrogative short answer)

From 225 difficulties, the students’ made 26 incorrect answer of simple past tense (interrogative short answer sentence), therefore frequency of difficulties of past tense (interrogative short answer sentence) is:

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

$$P = 26/225 \times 100\%$$

$$P=10.20\%$$

Based on the data above the researcher described that some students had difficulties to determining simple past tense (interrogative long short sentence) of the question. The mean of students in percentage is 10.20%. The model of questions to find out the simple past tense (interrogative short answer sentence) of the students test can be seen below :

a) Multiple choice number 18

There are 9 students made correct answer and 13 of students made incorrect answer, they are NS, SA, DP, and MY chose “A. give” to answer this question. Next, SS, IPS, WN, FS. And IP chose “B. gave” to answer this question. Then AS, SZ, FNu, and NH chose “C. gives” to answer this question. So, the correct answer should be “D. given”.

b) Multiple choice number 19

There are 9 students made correct answer and 13 of students made incorrect answer, they are NN, SH, SA, DP, MY, SS, SZ, and WN chose “C. were broken by” to answer this question. Next, only IPS chose “A. was broke for” to answer this question. Then, RA, MR, AS, and FN chose “D. are broken for” to answer this question. So, the correct answer should be “B. was broken by”.

So, base on explain above, the result types of difficulties, frequency and percentage of them could be seen in the table below :

**Table 3.1**

**The Result Types of Difficulties, Frequency, Percentage**

<b>No</b>	<b>Types of Difficulties in Passive Voice</b>	<b>Frequency</b>	<b>Percentage</b>
1	Change the Verb in simple present tense (positive)	40	15,68%
2	Understanding Vocabulary in simple present tense (negative)	43	16,86%
3	Use By in simple present tense (interrogative long answer)	14	5,50%
4	Use To Be in simple present tense (interrogative short answer)	28	10,99%



5	Change the Verb in simple past tense (positive)	54	21,18%
<b>No</b>	<b>Types of Difficulties in Passive Voice</b>	<b>Frequency</b>	<b>Percentage</b>
6	Understanding Vocabulary in simple past tense (negative)	38	14,90%
7	Use By in simple past tense (interrogative long answer)	12	4,70%
8	Uses To Be in simple past tense (interrogative short answer)	26	10,19%
<b>Total</b>		<b>225</b>	<b>100%</b>

**c) Difficulties in Passive Voice**

In this research was consisted of the answer for formulation of the problems. In this research, the researcher focused on students' difficulties in Mastering Passive Voice that consisted of two tenses, they are simple present tense and simple past tense in 20 multiple choice. First, in simple present tenses included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. Second, in simple past tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. The process of collecting data was held on Desember 10<sup>th</sup>, 2021. The subject of the research is limited to the X grade students of Madrasah Aliyah Swasta Baharuddin.

The data were taken from 22 students from X grade students of Madrasah Aliyah Swasta Baharuddin. The researcher has

identified the students' difficulties and has calculated the number of each difficulties in items. The researcher draws up the result of calculation into table and converting them into percentage. Below is the table of difficulties in Mastering Passive Voice made by each students of class X- Agama in Madrasah Aliyah Baharuddin.

**Table 4.1**  
**The Classification of Students' Difficulties**

N O.	Students' Initial Name	Simple Present Tense				Simple Past Tense			
		Change the Verb	Understaing Vocabulary	Use By	Use To Be	Change the Verb	Understandi ng Vocabulary	Use By	Use To Be
1.	AS	2	3	1	2	4	3	1	2
2.	FN	3	2	0	1	3	2	1	2
3.	IWS	3	2	0	2	2	3	1	0
4.	IP	4	1	1	2	2	3	1	1
5.	NH	1	2	1	2	4	3	1	1
6.	NS	2	1	1	1	3	2	0	1
7.	NN	2	3	1	2	3	2	1	1
8.	FS	2	3	1	2	3	2	1	1
9.	AW	1	0	1	2	2	1	0	0
10.	MR	1	3	0	1	3	2	0	1
11.	SS	0	2	1	1	2	0	0	2
12.	SA	0	2	1	1	3	0	0	2
13.	SZ	1	3	1	1	0	0	0	2
14.	SH	1	3	0	0	1	2	0	1

N O.	Students' Initial Name	Simple Present Tense				Simple Past Tense			
		Change the Verb	Understaing Vocabulary	Use By	Use To Be	Change the Verb	Understandi ng Vocabulary	Use By	Use To Be
15.	DP	0	0	0	0	1	1	1	2
16.	IPS	4	2	1	1	3	2	1	2
17.	AT	4	0	1	0	2	0	0	0
18.	RA	1	2	0	1	2	1	1	1
19.	MY	2	3	1	2	4	3	1	2
20.	WN	4	1	1	1	2	3	1	2
21.	WT	1	2	0	2	2	1	0	0
22.	ZA	1	3	0	1	3	2	0	0
<b>Total of Each Difficulties</b>		<b>40</b>	<b>43</b>	<b>14</b>	<b>28</b>	<b>54</b>	<b>38</b>	<b>12</b>	<b>26</b>
<b>Total of All Difficulties</b>		<b>225</b>							

After collecting and analyzing the data, there were difficulties from students' passive voice. Those difficulties were classified into these following:

- 1) Change the verb (simple present tense in positive) = 40
- 2) Understanding vocabulary (simple present tense in negative) = 43
- 3) Use by (simple present tense interrogative long answer) = 14
- 4) Use to be (simple present tense interrogative short answer) = 28
- 5) Change the verb (simple past tense in positive) = 54
- 6) Understanding vocabulary (simple past tense in negative) = 38
- 7) Use by (simple past tense interrogative in long answer) = 12

8) Use to be (simple past tense in interrogative short answer) = 26

### **3) The English Teacher's Effort To Overcome The Students' Difficulties In Mastering Passive Voice**

Base on the test, there are 8 types of difficulties in mastering passive voice, they are simple present and simple past tense. In simple present tenses included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. In simple past tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer.

The researcher want to know how do the teacher's effort to overcome the students' difficulties in mastering passive voice. So, the researcher interviewed the English teacher is Irna Suti, S.Pdi at Grade X<sup>th</sup>-Agama, Madrasah Alisyah Swasta Bahruddin. Base on interviewed with the English teacher to know how do the teacher overcome the students' difficulties in mastering passive voice, are<sup>36</sup> :

1) The English teacher will often repeat explain and give more examples of passive voice, which example familiar with the students in daily activities. And also, the teacher will made the example with Indonesian language. So, the students will easy to understand the passive voice.

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<sup>36</sup> "Interview with Teacher of Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan," Interview, on 3 December 2020, 1at 10.30 p.m .

- 2) The English teacher will often repeat to explain the position of the object in the active voice moved into subject in the passive voice. So the students are not confused to change active voice into passive voice.
- 3) The English teacher will give the new vocabulary and memorize it of verb 1 change into verb 3. Then, the student remind the new vocabulary, and also the students not allowed to speak Arabic language when study English. And also ask the students to bring the dictionary when they did not know about the new vocabulary that they need it. The students can open the dictionary directly. So, it can develop the students' vocabulary.
- 4) The English teacher will often repeat and ask the students to memorize it to use "to be" in every tense, especially in simple present tense and simple past tense. So, the student are not confused to determine "to be" in sentence.
- 5) The English teacher will make the test more easy to students in sequence of positive , negative, interrogative long answer and short answer in passive voice.
- 6) The English teacher will more creative and innovative when teaching of passive voice to make the students comfortable in the class and enjoy it.

So, the teacher's effort to overcome the students' difficulties in mastering passive voice are the English teacher will often

repeat explain and give more examples of passive voice, which example familiar with the students in daily activities. Second, the English teacher will often repeat to explain the position of the object in the active voice moved into subject in the passive voice. Next, the English teacher will give the new vocabulary and memorize it of verb 1 change into verb 3. After that, the English teacher will often repeat and ask the students to memorize it to use “to be” in every tense, especially in simple present tense and simple past tense. Then, the English teacher will make the test more easy to students in sequence of positive , negative, interrogative long answer and short answer in passive voice. Last, the English teacher will more creative and innovative when teaching of passive voice to make the students comfortable in the class and enjoy it.

## **B. Discussion**

Based on the test to the students, there are some difficulties that faced by the students in mastering passive voice. The researcher took 22 students at ten grade students of Madrasah Aliyah Swasta Baharuddin as the subject of the study. Then, the researcher found the students’ difficulties in mastering passive voice were in simple present tenses included positive sentence, negative sentence, and interrogative sentences in long answer and short answer. In simple past tense included positive sentence, negative sentence, and interrogative sentences in long answer and short answer.

There were 225 difficulties from students' in mastering passive voice. There was 40 (15.68) difficulties in simple present tense (positive sentence), there was 43 (16.86) difficulties in simple present tense (negative sentence), there were 14 (5.50) difficulties in simple present tense (interrogative long answer sentence), there were 28 (10.99) difficulties in simple present tense (interrogative short answer sentence), there were 54 (21.18) difficulties in simple past tense (positive sentence), there were 38 (14.90) difficulties in simple past tense (negative sentence), there were 12 (4.70) difficulties in simple past tense (interrogative long answer sentence), there were 26 (10.19) difficulties in simple past tense (interrogative short answer sentence).

According to Uswatun Hasanah. The result of this research shows that the students' difficulties in mastering passive voice include : First, the difficulty in putting the right verbs and appropriate "to be". Second, the students still find difficulties to determine the subject and the object of the sentence. Third, the students do not remember the regular and irregular verbs. Fourth, the pattern of the tenses because the students are so many strange tense. Base on the data component has 26.79% students make error in changing active sentence into passive form. The students make error in putting the verb

is 23.80%. Still get error in doing multiple choice in simple present is 14.66% and simple past 55.02%.<sup>37</sup>

Added the research was done by Gayah Andrayanti , the result of this research shows that the students' difficulties in mastering passive voice include: First, the students difficulty in changing gthe correct form of "be". Second, the students difficulty in using appropriate tenses. Third, the students difficulty in changing object in active into subject in passive voice. Base on the data competent has 29.73% changing the correct form of "be" it is means 11 students still find difficulties. There are 5.14% or 21 students find difficulties in using tense. There are 26.55% or 30 students make error in changing active into passive sentence.<sup>38</sup>

### C. The Trustworthiness of the Result

Trustworthiness in qualitative research is very crucial because by using it erased the assumption that the qualitative research is not scientific. Qualitative research can establish the trustworthiness of their research by addressing the credibility, transferability, dependability, and confirmability of their studies and findings.<sup>39</sup> This criterion asks the researcher to seek for the truth and to ensure that the data obtained in the research is convenient to what

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<sup>37</sup> Uswatun Hasanah, "Analysis on The Difficulties in Using Passive Voice Forms inTwoTense : Simple Present and Simple Past" (Syarif Hidayatullah' State Islamic University Jakarta, 2010).p. 57

<sup>38</sup> Gaya Andaryanti, "An Analysis on The Students' Difficulties in Applying Passive Voice (A Case Study at The Second Grade Students of SMKN2 Cikarang Barat)" (Syarif Hidayatullah State Islamic University, 2010).

<sup>39</sup> L.R. Gay, Mills, and Airasian, *Educational Research Completencis for Analysis and Application (Tenth Edition)*.



the researcher intended. Here the researcher used member checking. It is a technique of credibility to check data accuracy through verifying the findings to the research participants. It was done in order to verify what the researcher had found to what the participants did and felt.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

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

1. Mastery is more intimated with academic knowledge specially in passive voice. If the problem happened continually it gives negative impact for the students. Because, mastery grammar specially in using rule in every each tensew inculed in passive voice can give positive impact for the students to make a good sentence. But, in reality, some of students make difficulties in simple present tense and simple paste tense.
2. They are two parts of passive voice especially simple present tense and simple paste tense that make students difficulty to understand with 20 question. 10 questions in simple present tense and 10 question. 10 questions in simple paste tense. They are difficult in change the verb, difficult in understanding vocabulary, difficult in use by, and difficult in use to be. And also included positive sentence, negative sentence, interrogative in short and long answer sentence.
3. The teacher's effort to overcome to the students' difficulties in mastering passive voice; explain and give more examples of passive voice, which example familiar with the students in daily activities, explain the position of the object in the active voice moved into subject in the passive voice, giving the new vocabulary and memorize it of verb 1 and 2 change into verb 3 before start the lesson and not allowing the students to speak

Arabic language when study English, and asking the students to memorize it to use “to be” in every tense

## **B. Suggestions**

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

1. For headmaster of MAS Baharuddin,

The researcher recommends to Headmaster for giving some motivations to the teacher, especially English Teacher of Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan, so they will always give motivate for their students in studying English.

2. For the English Teacher

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

### 3. For the Students

The students should more to learn English subject more active in the classroom, specifically in passive voice. Because from passive voice the students can add vocabulary, knowledge, and information more detail better that the students listen the teacher, read some grammar books and see the youtube.

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(Pembimbing I)  
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Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. 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:

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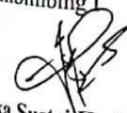
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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Nomor \* : 138/Ma.Baharuddin/12/2021  
Lampiran : -  
Perihal : Izin Penelitian

Janjimauli-MT, Desember 2021

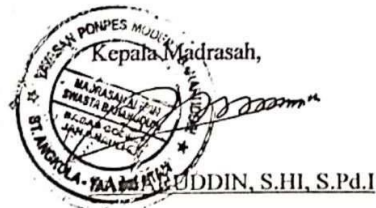
Yth. Wakil Dekan Bidang Akademik  
Institut Agama Islam Negeri Padangsidimpuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-1934/In.14/E.1/TL.00/10/2021 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah selesai melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Aliyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : MUHARNITA RAHMAN  
NPM : 1620300003  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris/Pendidikan Bahasa Inggris  
Judul Skripsi : The Student's Difficulties in Mastering Passive Voice  
at Grade X<sup>th</sup> Madrasah Aliyah Baharuddin Tapanuli Selatan

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.



**APPENDIX I**

**The Classification of Students' Difficulties**

N O	Students ' Initial Name	Simple Present Tense				Simple Past Tense			
		Change the Verb	Understand g Vocabulary	Use By	Use To Be	Change the Verb	Understand ing Vocabulary	Use By	Use To Be
1.	AW	1	0	1	2	2	1	0	0
2.	AS	2	3	1	2	4	3	1	2
3.	AT	4	0	1	0	2	0	0	0
4.	DP	0	0	0	0	1	1	1	2
5.	FS	2	3	1	2	3	2	1	1
6.	FN	3	2	0	1	3	2	1	2
7.	IP	4	1	1	2	2	3	1	1
8.	IPS	4	2	1	1	3	2	1	2
9.	IWS	3	2	0	2	2	3	1	0
10.	MR	1	3	0	1	3	2	0	1
11.	MY	2	3	1	2	4	3	1	2
12.	NN	2	3	1	2	3	2	1	1
13.	NS	2	1	1	1	3	2	0	1
14.	NH	1	2	1	2	4	3	1	1
15.	RA	1	2	0	1	2	1	1	1
16.	SA	0	2	1	1	3	0	0	2
17.	SS	0	2	1	1	2	0	0	2
18.	SZ	1	3	1	1	0	0	0	2
19.	SH	1	3	0	0	1	2	0	1
20	WT	1	2	0	2	2	1	0	0

21.	WN	4	1	1	1	2	3	1	2
22.	ZA	1	3	0	1	3	2	0	0
<b>Total of Each Difficulties</b>		<b>40</b>	<b>43</b>	<b>14</b>	<b>28</b>	<b>54</b>	<b>38</b>	<b>12</b>	<b>26</b>
<b>Total of All Difficulties</b>		<b>225</b>							

3. The garages \_\_\_\_\_ by us every day.
- A. are cleaned
  - B. was cleaned
  - C. is clean
  - D. are clean
4. Which one is the incorrect sentence in passive voice
- A. my sandal is borrowed by jack
  - B. every car engine are checked by we thoroughly
  - C. the new vocabulary was copied by the student
  - D. every car engine are checked by us thoroughly
5. The documents \_\_\_\_\_ by us in drawer
- A. are not keep
  - B. was not keep
  - C. are not kept
  - D. was not keep
6. The two million books \_\_\_\_\_ by then to America every year
- A. are not sent
  - B. is not send
  - C. were not send
  - D. is not sent

7. Which one is the correct sentence in passive voice
- A. the garages is not cleaning by us every day
  - B. the garages was not cleaned by us every day
  - C. the garages were not cleaned by us every day
  - D. the garages are not cleaned by us every day
8. \_\_\_\_\_ this computer exported \_\_\_\_\_ us to seventy different countries ?
- A. is by
  - B. were to
  - C. was for
  - D. were by
9. A: \_\_\_\_\_ your sandal \_\_\_\_\_ by jack?
- B: yes, he is
- A. is borrow
  - B. are borrowed
  - C. was borrowed
  - D. is borrowed
10. Nisa : Why \_\_\_\_\_ your sandal \_\_\_\_\_ \_\_\_\_\_ by Hafiz?
- Fitri : Because his sandal was lost
- A. were borrowed by
  - B. is borrowed by
  - C. are borrow for
  - D. were borrow for

11. The new vocabulary \_\_\_\_\_ by the student in to her notebook.
- A. is copy
  - B. are copies
  - C. copied
  - D. was copied
12. The cherries on her tree \_\_\_\_\_ by the crow.
- A. are eat
  - B. is eating
  - C. ate
  - D. was ate
13. My father wrote this book. It \_\_\_\_\_ by him.
- A. are wrote
  - B. was write
  - C. was written
  - D. is written
14. The onions \_\_\_\_\_ and the ginger \_\_\_\_\_ by the sous chef
- A. was chopped, is grating
  - B. was choppe, were grate
  - C. were chopped, was grated
  - D. were choppe, are grated

15. All the beds \_\_\_\_\_ not \_\_\_\_\_ my grandmother
- A. were made by
  - B. were made for
  - C. was made by
  - D. is make for
16. Many writers \_\_\_\_\_ not \_\_\_\_\_ Shakespear
- A. were influence by
  - B. were influenced by
  - C. was influence for
  - D. is influence by
17. The word \_\_\_\_\_ written by Paul and the music \_\_\_\_\_ by Jhon
- A. was not, is not
  - B. were not, was not
  - C. was not, was
  - A. were not,
18. Was enough sugar \_\_\_\_\_ to you by them ?
- A. give
  - B. gave
  - C. gives
  - D. given



19. \_\_\_\_\_ the window pane \_\_\_\_\_ the children?

- A. was broke for
- B. was broken by
- C. were broken by
- D. are broken for

20. Aisyah : Who was broken the window pane?

Budiman : The window pane \_\_\_\_\_ the children

- A. was broken by
- B. was broke by
- C. are broken by
- D. is broke by

Padangsidempuan, Desember 2021

Validator



Irna Suti, S.Pdi

Researcher



Muharnita Rahman

NIM. 1620300003

### **APPENDIX III**

#### **Key Answer**

- 1) B
- 2) C
- 3) A
- 4) B
- 5) C
- 6) A
- 7) D
- 8) A
- 9) D
- 10) B
- 11) D
- 12) D
- 13) C
- 14) C
- 15) A
- 16) B
- 17) B
- 18) D
- 19) B
- 20) A

APPENDIX IV

The Question Items

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

## APPENDIX V

## Score of Students

No.	Students' Initial	Total Score
1.	AW	65
2.	AS	10
3.	AT	65
4.	DP	75
5.	FS	25
6.	FN	30
7.	IP	25
8.	IPS	20
9.	IWS	35
10.	MR	45
11.	MY	10
12.	NN	25
13.	NS	45
14.	NH	25
15.	RA	55
16.	SA	45
17.	SS	60
18.	SZ	60
19.	SH	60
20.	WT	60
21.	WN	25
22.	ZA	50

**APPENDIX VI****The Students' Name**

<b>No.</b>	<b>Students' Name</b>	<b>Students' Initial</b>
1.	Ade Wahyu	AS
2.	Alfi Sahri	FN
3.	Asnan Tio	AT
4.	Deni Permansyah	DP
5.	Fitiani Soleha	FS
6.	Fuja Nursina	FN
7.	Ilham Patoma	IP
8.	Indah Permata Sari	IPS
9.	Intan Wina Sari	IWS
10.	Mhd. Riski	MR
11.	Moh. Yusril	MY
12.	Nasti Nasution	NN
13.	Nurul Syari'ah	NS
14.	Nuzul Hadi	NH
15.	Risky Adawiyah	RA
16.	Sakira Azzura	SA
17.	Sasnita Sitompul	SS
18.	Siti Habibah	SH
19.	Saqila Zuana	SZ
20.	Wanda Tanjung	WT
21.	Wafiq Najliyah	WN
22.	Zaskia Aulia	

## APPENDIX VII

### List of Interview

1. What are students can change the active voice into passive voice ?
2. What are students difficulties in mastering passive voice ?
3. What are students' difficulties in mastering passive voice in simple present tense ?
4. What are students' difficulties in mastering passive voice in simple past tense?
5. How do the teachers' effort to overcome the students' difficulties in change the verb ?
6. How do the teachers' effort to overcome the students' difficulties in understanding vocabulary ?
7. How do the teachers' effort to overcome the students' difficulties in use by ?
8. How do the teachers' effort to overcome the students' difficulties in use to be?

Name: Deri Permangyah  
Class: X Agama

B = 15  
S = 5

(75)

### List of Test

#### A. Introduction

1. The instrument I used to find out the students' difficulties in changing active to passive voice. So, do it by your self.
2. Your answer will be kept for its confidentiality.

#### B. Indicator

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

Instruction: Choose the correct answer by crossing (x) A,B,C or D!

1. My sandal \_\_\_\_\_ by Hafiz.  
 A. is borrow  
 B. are borrowed  
 C. is borrowed  
 D. borrowed
2. This computer \_\_\_\_\_ us to seventy different countries  
 A. is exported for  
 B. are exported by  
 C. is exported by  
 D. are export to

3. The garages \_\_\_\_\_ by us every day.

- A. are cleaned
- B. was cleaned
- C. is clean
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4. Which one is the incorrect sentence in passive voice

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6. The two million books \_\_\_\_\_ by then to America every year

- A. are not sent
- B. is not send
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7. Which one is the correct sentence in passive voice

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✓ A. were made by  
B. were made for  
C. was made by  
D. is make for

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X A. were influence by  
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C. was influence for  
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C. was not, was  
A. were not,

18. Was enough sugar \_\_\_\_\_ to you by them ?  
X A. give  
B. gave  
C. gives  
D. given

**APPENDIX VIII**

**Pictures While Doing The Research**



**Picture Researcher While Gave The Test And Explain How To Answer It**



**Picture Researcher Interviewed The English Teacher Of MAS Baharuddin**

