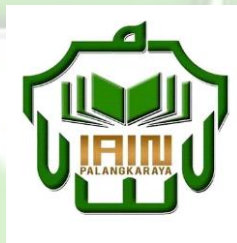


**PROBLEMS OF USING PASSIVE VOICE MADE BY
ENGLISH STUDENTS AT IAIN PALANGKA RAYA**



**BY:
AHMAD MUDIANOR**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
1440 H / 2019 M**

**PROBLEMS OF USING PASSIVE
VOICE MADE BY ENGLISH STUDENTS
AT IAIN PALANGKA RAYA**

THESIS



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1440 H / 2019 M**

**PROBLEMS OF USING PASSIVE
VOICE MADE BY ENGLISH STUDENTS
AT IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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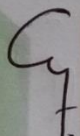
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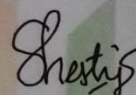
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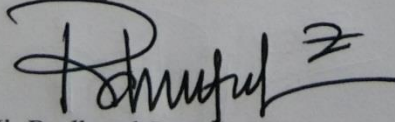
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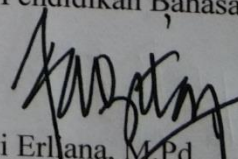
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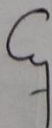
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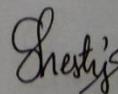
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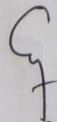
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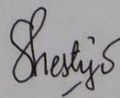
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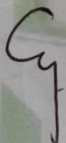
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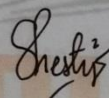
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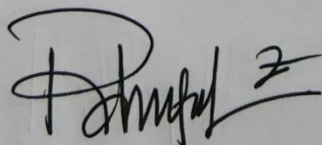


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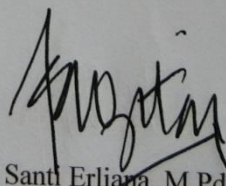
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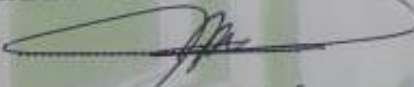
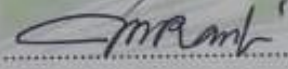
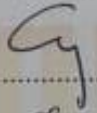
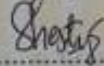
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MOTTO AND DEDICATION

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ (٧)

“And (remember), when your Lord Proclaimed, ‘If you are grateful, I will surely increase you (in favor); but if you deny, indeed, My punishment is severe.’”

(*Q.S. Ibrahim: 7*)

This thesis is dedicated to:

My beloved Father Ahmad Riduan and My Mother Barlian for their valuable endless prayer, sacrifice, and support. My beloved brother Pargianor, and older sisters Heri, Susi, Lisa, Mitra, and my little sister Nayla.

DECLARATION OF AUTHORSHIP

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Yours Faithfully



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ABSTRACT

Mudiannor, A. (2019). *Student' Problems of Using Passive Voice Made by English Students at IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun, M.Pd.; (II) Hesty Widiastuty, M.Pd.

Keywords: problem, passive voice, factor of passive voice problem

This study was aimed at describing the problems and the strategy in solving the problems made by English students in using passive voice. The research problems were formulated as follows: (1) what are the ability of English students at fifth semester of IAIN Palangka Raya in using passive voice?; (2) What are the problems of using passive voice made by English students at fifth semester? (3) How does the learning strategy suggested in solving the problems of using passive voice made by English students at fifth semester of IAIN Palangka Raya?

This study was belonged to case study using explanation sequential design of mixed method. The qualitative data were used to explain descriptively toward the quantitative data showed based on the result of the test. Thus, quantitative data were explained qualitatively. The research instruments were test and interview. Data collecting procedures were done by gathering quantitative data followed by qualitative data gathered in sequent. Data analysis procedure applied by researcher included data reduction, data display, data transformation, data correlation, data comparison, data consolidation, and data integration.

The result findings revealed that: (1) students' ability in using passive voice was categorized as "fair"; (2) the problems encountered in using passive voice related to the difficulty of to be and verb, and related to the problems of learners towards the grammar namely memorization and comprehension. The causes were predicted by some factors identified such as aptitude, cognitive style, personality and learning strategy. (3) Solving the problems in using passive voice could be done by adjusting the aptitude, cognitive style, personality to students' individual need to create appropriate learning strategies that suited them.

ABSTRAK

Mudiannor, A. (2019). *Masalah-Masalah Mahasiswa dalam Menggunakan Kalimat Pasif oleh Mahasiswa Jurusan Pendidikan Bahasa Inggris di IAIN Palangka Raya*. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa, Fakultas Taribiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (1) Sabarun, M. Pd; (2) Hesty Widiastuty, M. Pd.

Keywords: masalah, kalimat pasif, faktor dalam masalah kalimat pasif.

Penelitian ini bertujuan untuk menggambarkan masalah-masalah dan strategi dalam memecahkan masalah penggunaan passive voice tersebut. Rumusan masalah yang diformulasikan adalah sebagai berikut: (1) Apa kemampuan mahasiswa bahasa Inggris semester 5 IAIN Palangka Raya dalam menggunakan kalimat pasif ?; (2) Apa masalah-masalah dalam menggunakan kalimat pasif yang dibuat oleh mahasiswa jurusan bahasa Inggris semester 5?; (3) Bagaimana strategi pembelajaran yang disarankan untuk memecahkan masalah dalam menggunakan kalimat pasif yang dihadapi oleh mahasiswa jurusan bahasa Inggris semester 5.

Penelitian ini merupakan jenis studi kasus dengan menggunakan desain explanatory sequential yang ada di pendekatan mixed method. Data kualitatif dijelaskan secara deskriptif terhadap data kuantitatif yang diperlihatkan berdasarkan hasil test. Oleh karena itu, data kuantitatif dijelaskan secara kualitatif. Instrumen penelitian adalah tes dan wawancara. Prosedur pengambilan data dilakukan dengan mengoleksi data kuantitatif terlebih dahulu baru kemudian diikuti dengan mengoleksi data kualitatif. Prosedur analisis data yang dilakukan adalah data reduksi, data presentasi, data transformasi, data korelasi, data konsolidasi, data komparasi, dan data integrasi.

Hasil temuan mengungkapkan bahwa: (1) kemampuan mahasiswa dalam menggunakan kalimat pasif dikategorikan "sedang"; (2) masalah yang muncul dalam menggunakan kalimat pasif berkaitan dengan kata kerja bantu dan kata kerja utama, dan berkaitan dengan masalah yang ada pada mahasiswa itu sendiri yakni masalah dalam mengingat dan memahami konsep kalimat pasif. Penyebab yang diprediksi dengan adanya faktor yang teridentifikasi seperti aptitud, gaya kognitif, personal, dan strategi belajar; (3) Solusi dari masalah tersebut bisa dilakukan dengan menyesuaikan aptitud, gaya kognitif, personaliti, ke kebutuhan mahasiswa secara individu untuk menciptakan strategi belajar yang tepat.

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Palangka Raya, 7th May 2019

The writer,

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LIST OF ABBREVIATION

- EFL : English as Foreign Language
ETC : Etcetara
IAIN : Institut Agama Islam Negeri



CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problems, objective of the study, scope and limitation, significances of the study, and definition of key terms.

A. Background of the Study

Language is a tool used by human to communicate one to another. Through language, human can deliver message or information to others. There are a lot of kinds of languages. God also has told us in Quran Surah Al-Hujurat:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

Meanings:

“O you men! surely We have created you of a male and a female, and made you tribes and families that you may know each other; surely the most honorable of you with Allah is the one among you most careful (of his duty); surely Allah is Knowing, Aware”. (QS. Al-Hujurat 49:13).

Quraish Shihab in Al-Misbah Tafsir explains “the meaning of (شُعُوبًا) *su’ub* means a ‘tribe’, whereas the meaning of (تَعَارَفُوا) *ta’arafu* taken from the word (عَارَفَ) ‘*arafa* which produces isim masdar (gerund in English) *ta’aruf* means to know one another” (Shihab, 2009, p 30-31). One of them is English. It is also one of foreign languages and also an international language to be mastered by people in order to get a job after graduating from college. It is very important to be learnt by students. The purpose of learning English is in

order to get students to be able to communicate in that language both speaking and writing. It is one of foreign languages taught in many countries including Indonesia. “Nowadays, it has been being taught to students since they are in kindergarten, elementary school and also university students” (Sitorus & Sianipar, 2015, p 132). The teacher or lecturers also have to find the best method to motivate the learners to the target language learner. Besides, “the Indonesian learners in learning English language are frequently influenced by Indonesia structure and tend to transfer the forms and meanings from Indonesia (native language) to English language” (Purnama, 2014, p 1).

Teaching English for students is intended to master four skills namely speaking, listening, reading and writing. Writing becomes the most difficult skill to be mastered in learning language particularly English. Before writing, the students have to be able to make a sentence. The structure of English sentence might have some similarities and differences from first language of students themselves. In this study, which is Indonesian language. Writing unit includes composition and grammar point. “Grammar is a very old field of study” (Seaton & Anne, 2007, p 3). In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantic, and pragmatics.

According to (Brown, 2000, p 362) said that grammar is the system of rules in arranging words in sentences and its relationship, and its

communicative competence, grammar is in the prominent position as a major component of communicative competence itself. In learning grammar, sometimes the student finds out difficulties to understand it, especially in learning passive voice. They have difficulties in changing active into passive voice. It causes passive voice is produced by active voice. So, there are some rules that must be understood by the students. In this case, English teachers/lecturers have an important role to make the students understand about it. They must explain passive voice as clear as possible to the students. And English teachers/lecturers also must give more attention to the students in teaching and learning process, so that they can understand how to change active voice into passive voice. This case also because of the differences of language learners such as they are different one to another based on ages, sex, aptitude, motivation, cognitive style, personality, and learning strategy (Troike, 2006, p 85). Thus, lecturers need to find out the appropriate techniques in teaching grammar especially passive voice related to the differences of language learners to minimize the failure of individual's success in learning language.

In changing active voice into passive voice sometimes the students do not understand fully about the rules of passive voice. So, it is quite impossible to make errors. Sometimes the errors that they make are same. Those errors should be avoided. In sentence pattern of the target language, there are two types of verbs; they are called intransitive and transitive verbs. In intransitive

verb, the predicate or the verb is not necessarily followed by any object or noun.

On the other hand, in transitive verb, the predicate or the verb is necessarily followed by object or noun. The transitive verb has two voices; they are active and passive voices. In active voice, the object receives the action of the verb. In passive voice, the subject receives the action of the verb. Besides that, there are three types of verbs in English and each is used in different condition and situation or it is usually called tenses. For the learners to change the active to passive voice of the target language is very confusing. They have to pay attention to the verb used in active, which is different from the verb used in passive voice.

The students who learn English as the target language this particular phenomenon. That is why the English teachers/lecturers should correct their work so they do not do or make the same errors, because the result of their work will give the feedback to the English teachers/lecturers in teaching grammar, especially passive voice, and also by looking at the result of their work, the English teachers/lecturers can improve their technique in teaching grammar.

Furthermore, the problems which have already explained above also appropriate to the researcher's experience. The researcher had ever done a pre-observation in the class. It was found that there were some students had some difficulties in arranging a correct passive sentence. Based on that

problem, the researcher intended to investigate about *“Student’ Problems of Using Passive Voice Made by English Students at IAIN Palangka Raya”*.

B. Research Problems

Based on the explanation in background, it could be concluded the formulation research were as follows:

1. What is the ability of students at fifth semester of IAIN Palangka Raya in using passive voice?
2. What are the problems of using passive voice made by English students at fifth semester of IAIN Palangka Raya?
3. How does the learning strategy suggested in solving the problems of using passive voice made by English students at fifth semester of IAIN Palangka Raya?

C. Objectives of the Study

This research purposed to investigate and to provide:

1. To measure the ability of English students at fifth semester of IAIN Palangka Raya.
2. To describe the problems of using passive voice made by English students at fifth semester of IAIN Palangka Raya.
3. To describe the learning strategy in solving the students' problems of using passive voice made by English students at fifth semester of IAIN Palangka Raya.

D. Assumption of the Study

Considering the assumption, the researcher drew assumption in relation as research investigation as follows, the fifth English students of IAIN Palangka Raya had already learnt about passive voice in Grammar Intermediate subject at third semester.

E. Scope and Limitation

It is very important to limit the scope of analysis to get the relevant data. Therefore, the limitation problems were as follows:

1. The material only focused on using passive voice.
2. Passive voices were only in positive sentence.
3. There were three simple tenses provided in the study, namely simple present, simple past, and simple future tense.
4. Subject of the study were taken from English students at fifth semester in IAIN Palangka Raya in academic year 2018/2019.

F. Significances of Study

Research was expected to be able to give some benefits as follows:

1. Theoretically Benefit

The findings of the study were expected to give positive contribution and to enrich our knowledge for our understanding of students' problem in using passive voice in three simple tenses made by English

students at fifth semester in IAIN Palangka Raya. “Concerning on this, to decode the difference use of active and passive voice construction, the distribution of frequency of active and passive voice” (Yannuar, Shitadevi, Basthomi, & Widiati, 2014, p 1400).

2. Practically Benefit

As students’ motivation to practice more in making a good sentence even good sentences correctly by using passive voice and be able to solve the problem in using passive voice while speaking or writing both in learning process as well as when they are in social environment. “This study gives feedback and evaluation for them so that they are more careful to do it and also they can avoid creating the same errors” (Sitorus & Sianipar, 2015, p 132).

For teachers/lecturers, it could be one of references for how to solve the problems made by students in using passive voice. This thing was done so that all purposes could be reached optimally. “The result of this study also gives input in teaching and learning process, especially in teaching passive voice. So that she or he creates the technique to teach passive voice more effectively” (Sitorus & Sianipar, 2015, p 132).

For researchers, it could be used to explore knowledge on supplying selves as next professional English teachers/lecturers who could plan, do, manage, and evaluate learning process effectively and efficiently.

G. Definition of Key Terms

To avoid any mistake in interpreting the title of this research, regarded necessary to explain the term relating to it, as the following:

1. EFL Students

Students is one of human components that takes a place central position in teaching and learning process, where students as side who feel like creating their dreams having a purpose and then reaching them optimally. Students will become a factor who determine, so that can influence everything which necessary to reach the purpose of study. EFL is an abbreviation for English as a Foreign Language. This is mainly used to talking about students (whose first language is not English), learning English while living in their own country. In this case, the students were from EFL students at fifth semester in IAIN Palangka Raya.

2. Problem

Problem is "a situation, quantitative or otherwise, that confronts an individual or group of individual, that requires resolution, and for which the individual sees no apparent or obvious means or path to obtaining a solution" (Kurlick & Rudnick, 1987, p. 3). . In relation to the study, the problem meant the difficult things made by students in using passive voice.

In other words, the difficulties occurred when the problems come behind it.

3. Passive voice

Passive voice occurs in both spoken and written English, and it is used very frequently in technical writing. Most verbs that take an object can be used in the passive sentences. In active voice, the primary focuses on the

subject. Giving primary focuses to the object of the sentence, the sentence can be changed to passive voice. “The passive voice in general is formed by putting the verbs ‘to be’ before the main verb, and the main verb of the active sentence must be changed into past participle” (Qodir, 2006, p 12).

And three simple tenses will be used are:

a. Simple present tense

Simple present tense is used to talk about actions or situation in the present. Simple present indicates that an activity or situation now.

b. Simple past tense

“Simple past tense is used to talk about actions or situation in the past time” (Murphy, 2000, p 22). Simple past indicates that an activity or situation in the past.

c. Simple future tense

“Simple future tense is an action which does not happen yet and will happen in the future” (Fika, Warib, & Soesanto, 2001, p 42).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of related studies, concept of grammar, pronoun, verb, active voice, passive voice, problems in using passive voice, students' learning strategies.

A. Related Studies

The researcher gave some relevancies of the previous study that related to this study by making a table which show the explanation in short as below:

Table 2. 1 Relevancies between the Previous Study with this Study

No	Names	Topics	Findings	Relevancies
1	Purnama in 2014	<i>The Problem in Using English Passive Voice by Students of Dual Degree Program Stikom Bali</i>	In the part of the error analysis, there were 11 categories of error found in this study. The highest percentage of error was 31.3% in the error category related to the "mis formation of present perfect in passive voice". While, the lowest percentage of error was 0.9% for the category of error related to the incorrect use of past participle.	This study is relevant to my study in term of giving a broader knowledge on using English passive voice.

2	Kurniasih in 2013	<i>An Analysis on Students' Errors on The Use of Passive Voice in Simple Past Tense</i>	The findings showed that there are 250 errors made by students. The common error made by students in using Passive Voice in Simple Past Tense was Malformation, which consists of 217 errors or 86.8%. Based on Brown's theory, it was interpreted that interlingua transfer, intralingua transfer, context learning and communicative strategies are causes of those errors.	The relevance of this study is on the use of passive voice in simple past tense.
3	Qodir in 2006	<i>An Error Analysis on Changing Active Voice into Passive Voice</i>	The errors are identified on four categories, namely: omission, addition, mis formation and mis ordering. Based on the type of tenses namely: Type A (the sentences using simple present tense), type A (the sentences using present continuous tense). Type C (the sentences using simple past tense), type D	This study gives understanding on changing active voice to passive voice.

			(the sentences using future tense. Type B has the highest number of errors. So, it is better for the English teacher to give more attention in teaching grammar, especially passive voice.	
4	Yanuar in 2014	<i>Active and Passive Voice Constructions by Indonesian Student Writers</i>	The higher frequency of active voice construction (64.8%) than the passive voice construction (35.2%) shows that in a determination to explain, prove facts or information, define the truth and existence of something, active voice construction becomes a fruitful device.	This study is relevant to my study in terms of knowing a better knowledge on active and passive voice contractions.
5	Ismurochah in 2013	<i>The Eleventh Grade Students' Problems in Using Passive Voice at SMA NU Palangka Raya</i>	The descriptive study was used to focus on describing the student's problems errors, and classified them to the errors. The subjects of the study were 26 students. In data collection	My study is relevant in term of detection the problems in using passive voice by this study.

			technique, the test was used observation and documentation. To analyze the data, quantitative calculation was used including validity, reliability, and level of faculty.	
6	Ratmo in 2014	<i>Error Analysis on the Use of Passive Voice in Students' Thesis Proposal</i>	The most errors occurred were mis formation types, followed by omission, and addition. Regarding to the causes of errors, the addition errors were mostly caused by translation and first language interference.	This study contributes my study on the use of passive voice in students'.

The first related study was conducted by Purnama (2014) entitled "*The Problem in Using English Passive Voice by Students of Dual Degree Program Stikom Bali*". The result finding showed that in the part of the error analysis, there were 11 categories of error found in this study. The highest percentage of error was 31.3% in the error category related to the "mis formation of present perfect in passive voice" whereas the lowest percentage of error was 0.9% for the category of error related to the incorrect use of past participle.

The second related study was conducted by Yanuar (2014) entitled "*Active and Passive Voice Constructions by Indonesian Student Writers*". The

findings revealed that the higher frequency of active voice construction (64.8%) than the passive voice construction (35.2%). It shew that in a determination to explain, to prove facts or information, to define the truth and existence of something, active voice construction became a fruitful device.

The third related study was conducted by Ratmo (2014) entitled "*Error Analysis on the Use of Passive Voice in Students' Thesis Proposal*". The findings showed that the most errors occurred were mis formation types, followed by omission, and addition. Regarding to the causes of errors, the addition errors were mostly caused by translation and first language interference.

The fourth related study was conducted by Ismurochah (2013) entitled "*The Eleventh Grade Students' Problems in Using Passive Voice at SMA NU Palangka Raya*". The descriptive study was used to focus on describing the student's problems errors, and classified them to the errors. The subjects of the study were 26 students. In data collection technique, the test was used observation and documentation. To analyze the data, quantitative calculation was used including validity, ratability, and level of faculty.

The next related study was conducted by Kurniasih (2013) entitled "*An Analysis on Students' Errors on The Use of Passive Voice in Simple Past Tense*". The findings showed that there are 250 errors made by students. The common error made by students in using passive voice in simple past tense was malformation, which consists of 217 errors or 86.8%. Based on Brown's

theory, it was interpreted that interlingua transfer, intralingua transfer, context learning and communicative strategies are causes of those errors.

The last related study was conducted by Qodir (2006) entitled *An Error Analysis on Changing Active Voice into Passive Voice*". The errors were identified on four categories, namely: omission, addition, mis formation and mis ordering. Based on the type of tenses namely: Type A (the sentences using simple present tense), type A (the sentences using present continuous tense). Type C (the sentences using simple past tense), type D (the sentences using future tense. Type B had the highest number of errors. So, it is better for the English teacher to give more attention in teaching grammar, especially passive voice.

Some studies above discussed about passive voice in term of problems in using English passive voice (Purnama, 2014), students' errors on the use of passive voice (Kurniasih, 2013), changing active into passive voice that type researcher got from (Qodir, 2006), the active and passive voice constructions by (Yanuar, 2014). Not only from them, but also from (Ismorochah, 2013) informs in term of problems in using passive voice and (Ratmo, 2014) helped the researcher to analyze the error on the use of passive voice. However, my study investigated about problems of passive voice which had some similarities and differences such as the tenses used and the subject even though different in grade and place. This study was held at IAIN Palangka Raya at fifth semester of English students. Furthermore, this study had weakness and the strenght. The weaknesses of this study included the learning strategy

related to students' problem in using passive voice suggested by researcher that was not proved directly by researcher because it was only prediction pertained to the problems that had been occurred. Meanwhile the strengths of the study included the use of interview as one of instrument used to talk directly in digging more deep about students' problem in using passive voice. In addition, it was also for clarify whether they chose the answer incorrectly by accidents or intendedly having problems in answering the test.

B. Concept of Grammar

According to (Brown, 2000, p 362) said that grammar is the system of rules in arranging words in sentences and its relationship, and it communicative competence, grammar is in the prominent position as a major component of communicative competence its self. In addition, Diane (1991) in (Brown, 2000, p 362) stated that grammar is one pf three dimension of language that are interconnected. Grammar produces the form or the structure of languages, but those forms are literally meaningless without a second dimension (semantics), and the third dimension (pragmatics). Furthermore, (Doughty, William, & Brown, 2000, p 363) grammatical form in adult classroom is not only useful, but also essential to a speedy of learning process in an appropriate technique used as in the following.

1. Are embedded in meaningful, and communicative context,
2. Contribute positively to communicative goals,
3. Promote accuracy within fluent, communicative language,

4. Do not overwhelm students with linguistics terminology are as lively and intrinsically motivating as possible.

In addition, grammar is one of the language components which are taught to every language learner. Murcia and Hillers in (Nurhillah, 2008, p 7) said that, “Grammar is a subject of those rules which govern the configuration that morphology and “syntax of language assume.

According to Penny Ur in (Nurhillah, 2008, p 8), “there is no doubt that a knowledge-implicit or explicit-grammatical rules is essential for mastery of a language: you cannot use word unless you know how they should e put together”. In this case, grammar is crucial in learning language.

As grammar is also called as syntax, (Troike, 2006, p 145), in one linguistics perspective that syntax is required in language learning that can be seen by issues of internalizing new construction patterns, generative rules, different parameters for innate principles, or collocational probabilities and constraints. In the analysis of inside the syntax, the process begins with recognizing that sentences are more than just combinations of words, and that every language has specific limits and requirements on the possible orders and arrangements of elements. Sentences in all languages consist of a subject and a predicate, and predicates consist of a verb, or a verb and one or two objects, plus other possible phrases expressing such things as time, place, frequency, manner, goal, source, or purpose. But the order of elements, and degree of flexibility in their order, may differ radically. Using *S* for subject, *V* for verb, and *O* for Object. This case is also related to subject and verb agreement.

Where every element in a sentence must agree with the tense, the countable or uncountable noun one to another.

Then in teaching grammar however, there two ways such as in inductive, and deductive approach. These two approaches ate often contradictory with each other when question about grammar teaching appears. In most context, Brown said that an inductive approach is more appropriate because it is more in keeping with natural language acquisition (where rules are absorbed subconsciously with little or np conscious focus), it conforms more easily to the concept of interlanguage development in which learners progress, on variables timetables, through stages of rule acquisition., it allows students to get a communicative "feel" for some aspect of language before possibly being overwhelmed by grammatical explanation, and it builds more intrinsic motivation by allowing students to discover rules rather than being told them (Brown, 2000, p 364).

Besides, in the process of teaching and learning, the use pf grammatical explanation and terminology must be approached with care, and there are some simple rules that will enhance any grammatical explanation such as keep the explanation in brief and simple , use mother tongue if students cannot follow an explanation in English, use chart and other visual whenever possible to graphically depict grammatical relationship, illustrate clearly, in unambiguous example, try to account for varying cognitive styles among students, do not get all actors including lecturer and students tied up with knots over so called "exception" to rules, and do not give false

information if students ask hard question, just answer the question back at the next meeting (Brown , 2000, p 365) .

Speaking about whether grammar should be taught in separate "grammar only" classes, Long and Einsten in (Brown, 2000, p 366) mentioned based on research on the effectiveness of grammatical instruction, that indicate the advisability of embedding grammatical techniques into general language conscious, rather than singling grammar out as a discrete "skill" and treating it in a separate course. Grammatical information whether consciously or subconsciously learned, is an enabling system, a component of communicative competence. Related to the approaches of teaching grammar, McKay's in (Brown, 2000, p 368) classified some techniques in teaching grammar such as using chart or graphic, it is used to practice the pattern, clarify grammatical relationship, and even for understanding sociolinguistic and discourse constraint, using objects to support the topic being discussed, and stimulate students to practice conversation rules and other discourse constraint, using map and drawing that trying to support the lesson as visual aids, it can be circles, square, and their familiar related to words or topic of grammar being discussed or taught, using dialogues to introduce and practice grammatical points, and using written text in order to get certain verb tense related to tenses in grammar that are being discussed.

C. Pronoun

1. The Meaning of Pronoun

Langan, pronouns are words that take the place of noun (words for person, place or things). In fact the word pronoun means for a noun. Pronouns are shortcuts that keep you from unnecessary repeating words in writing. While Child said that pronouns refer to and replace nouns (the names of people, places and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader.

From the definitions above, the writer makes a conclusion that pronoun is words that have function to substitute noun that have been mentioned in previous to avoid repetition of the noun.

2. Personal Pronoun

The personal pronoun is used to refer to someone or something already mentioned (he, she, it etc.), or to refer to the person speaking (I, me etc.) or the person listening (you). The four forms of personal pronoun are:

Subjective Pronouns : Functioned as Subject.

Objective Pronouns : Functioned as Object.

Possessive Objective : Functioned as Adjective.

Possessive Pronouns : Functioned as Nouns.

Table 2. 2 The different Member of Personal Pronoun

Personal Pronoun		Possessive Pronoun	
Subject	Object	Adjective	Independent
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs

He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its

3. Personal Pronoun as Subject/Nominative Case

In this case the pronoun has function as subject of the sentence. The position as subject could be change. For example, if you are alone, it will be use I, but if you are together to someone else, it will use we. But if your position as the second person, it will use you, either you are alone or together to someone else. The words that have functioned as subject are:

Table 2. 3 Personal Pronoun as Subject

Personal Pronoun	Quantity	Subject
First Person Pronoun	Singular	I
	Plural	We
Second Person Pronoun	Singular	You
	Plural	You
Third Person Pronoun	Singular	He, she, it
	Plural	They

For more understand, pay attention to the sentences bellow:

I hope to finish my work tomorrow.

She enjoyed her English lesson.

a. Using the Nominative Case

1) Use the nominative case to show the subject of a verb

To help determine the correct pronoun, take away the first subject and try each choice. See which one sounds better. For example:

Father and (I, me) like to shop at flea markets.

I like to shop at flea markets.

Me like to shop at flea markets.

Answer: I was the subject of the sentence. Therefore, the pronoun is in the nominative case: so —Father and I like to shop at flea markets. When you list two or more subjects, always put yourself last. Therefore, the sentence would read “Father and I” never “I and Father”.

2) Use the nominative case for a predicate nominative

A predicate nominative is a noun or pronoun that follows a linking verb and identifies or renames the subject. Remember that a linking verb connects a subject to a word that renames it. Linking verbs indicate a state of being (am, is, are, etc.), relate to the senses (look, smell, taste, etc.), or indicate a condition (appear, seem, become, etc.).

The salesman of the month was (I, me).

Answer: Use I, since the pronoun renames the subject, the salesman of the month. —The salesman of the month was I. Which is correct: —It is or —It is me? Technically, the correct form is —It is I, since we’re dealing with a predicate nominative. However, —It is me (and —It is us) has become increasingly acceptable as standard usage.

3) Personal Pronoun as Object/Objective/Accusative Case

A noun or pronoun is in the objective case when it is used as a direct object, an indirect object, or an object.

Table 2. 4 Personal pronoun as object/objective/accusative case

First Person	Form	Function
--------------	------	----------

Singular	I	Subject
	Me	Object
Plural	We	Subject
	Us	Object
Second Person		
Singular	You	Subject
	You	Object
Plural	You	Subject
	You	Object
Third Person		
Singular	She, he, it	Subject
	Him, her, it	Object
Plural	They	Subject
	Them	Object

The form of a subject can be change if the function is change too, especially in the first person and the third person like in the table above. A noun which is directly affected by the action of a verb is put into the objective case. In English we call this noun the "direct object" which is a little more descriptive of its function. It's the direct object of some action.

Robert fixed the car.

In the example above, the "car" is in the objective case because it's the direct object of Robert's action of fixing. Pronouns are inflected to show the objective case. Personal pronoun as object/objective/accusative referring to the object of the sentence and the words are: me, you, him, her, it, us, and them.

For example:

Mum gave us the money.

She gave Himthe book.

According to Langan objective pronouns (me, him, her, them) are objects of verbs or prepositions. (Prepositions are connecting words like for, at, about, to, before, by, withand of).People are sometimes uncertain about what pronoun to use when two objects follow the verb.

D. Verb

The verb class includes most of the words referring to actions and processes, including main verbs likedraw, provide, differ, andgo. As we saw in Chapter 3,English verbs have a number of morphological forms (non-3rd-person-sg (eat),3rd-person-sg (eats), progressive (eating), past participle (eaten)). (Jurafsky and Martin, 2005, p 4).

A **verb** expresses action or links the subject to the rest of the sentence. (Note: the subject in a sentence is the noun or pronoun performing the action of the verb or being linked to the descriptors in the predicate).

Mary walked home every day after piano practice. (Mary is performing the action of walking).

I baked a pie and roasted the potatoes for dinner. (I am performing two actions here. Connecting two actions to the subject creates a compound verb).

She is nice. (The pronoun subject *she* is being linked to the adjective *nice*).

There is no action being performed in this sentence. However, a sentence must always contain a verb, so if you cannot see direct action, you probably have a linking verb.)

A linking verb connects the subject with a word that identifies or describes it. The forms of the verb **be** being the most common linking verbs. The verbs that have more than one word are called **verb phrases**. They consist of a **helping verb** and a **main verb**. The helping verbs add tense (present, past, future) forms to the base verb.

E. Active Voice

Before discussing passive voice, firstly the researcher would like to discuss about active voice. It is important to include the discussion of active voice; because active voice is stem from which the passive voice is produced. Basically, in English there are only two voices namely active voice and passive voice. The active voice of the verb simply means the form of the verb used when the subject is the doer of the action. Many active voice sentences are transitive sentences. A transitive sentence is a sentence with a subject that performs verbal action and an object that receives the verbal action, e.g. (1) The boys ate apple, (2) Jennifer read a book, (3) We ate dinner at Seven o'clock, (4) Our waiter spoke Spanish, (5) My father barbecued beef ribs, (6) John wrote a good poem, (7) The teacher gave a good lecture, (8) The

congressmen cheered the president, (9) The old lady watered her flower bed, (10) Wanda watched the perfect storm on TV (11) The guests drank a lot of beer at the party. “Active voice follows the tenses according to (Azar B. S., 2001, p 277) in the book "Fundamentals of English active voices in ‘Various Tenses as Grammar’ gives the forms of active voice” as follows:

Table 2. 5 The Formulation of Active Voice in Three Simple Tenses

Tenses	Active Voice
Simple Present Tense	The news surprises me The news surprises Sum
Simple Past Tense	The news surprised us The news surprised me
Simple Future Tense	Bob will mail the letter Bob will mail the letter

F. Passive Voice

There are some definitions about passive sentences. (Eugene, 1993, p 215) stated “passive sentences, the sentences are arranged so that what would be the object of an active verb become the subject”. (Thomson & Martinet, 2004, p 263) said “passive and active tenses 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”. (Krohn, 2000, p 150) said “passive sentences are formed form verb to be, used as an auxiliary and the past participle of the main verb”. In addition, (Hughes, 2005, p 3) said that the passive sentence is necessary when the doer of the action (the subject) is less important than the action itself or the result of the action.

The agent with *by* is not needed. From the definitions above, the researcher concludes that the passive sentences are formed from verb “to be” using as an auxiliary, and the past participle of the main verb. “About 70% of most sentences in academic English are in active voice” (Schmidt, 2008, p 39). Consequently, we have to be careful if we want to use the passive construction. The passive sentence is only used when it fits the meaning of the sentence. If it is not used correctly, the passive voice usually expresses an idea in a weaker way than the active voice. We must notice that only action verbs that have a direct object (transitive verb) may show passive sentences. This study has three types of tenses that will be use in passive form.

1. Nature of Passive Voice

A passive sentence is one of language features of analytical exposition text. That is why students should know and can identify it in reading text. Passive voice is known as one of the characteristics of a language. The use of passive voice is very popular in both daily conversation and many different reading books. In Indonesian, the form of passive voice is well known as “kata kerja berawalan di”. Azar (1989, p120) says that in the passive, the object of an active verb becomes the subject of the passive verb. She adds that only transitive verbs (a verb that is followed by an object) that are used in the passive. Pyle (1995, p167) says that a sentence can be either in the active or passive voice. In an active sentence, the subject performs the action. In a passive sentence, the subject receives the action. Furthermore, (A. Pyle and Munoz Page, 1982,

p168-169) states the steps how to form a correct passive voice as rules in Bahasa Indonesia or English follows:

The complement of the active sentence is placed at the beginning of the passive. If the active sentence uses an auxiliary verb, the auxiliary should be placed after the new subject agreeing in number with the subject. Insert “be” after the auxiliary. Place the subject of the active sentence become the object in passive preceded by the preposition by. Dealing with this, Lado (1986, p 39), also gives some rules how to form passive voice, they are as follows:

- a. The active sentence has to have the object (the verb used should be transitive)
- b. The object in the active sentence becomes the subject in passive.
- c. The verb in passive should be substituted into past participle preceded by *to be*.
- d. The tenses in passive should be agreeing with the active sentence.

For example:

<u>My brother</u>	<u>helped</u>	<u>mother</u>	yesterday.
S	V	O	
<u>Mother</u>	was	<u>helped</u>	by <u>my brother</u> yesterday.
O		V	S

Based on the sentence above, the object of an active sentence becomes the subject of a passive voice, and the subject of an active sentence is the object of by in the by-phrase in a passive sentence.

2. The Form of Passive Voice

The passive voice in general is formed by putting the verbs "to be" before the main verb, and the main verb of the active sentence must be changed into past participle. We can see the change of active voice into passive voice by comparing these sentences:

Active	: The boy eats the apple
Passive	: The apple was eaten by the boy
Active	: Mary will drive the van
Passive	: The van will be driven by Mary

From these sentences show that the only verbs which take a direct object can be made into passive voice. Let's look again at the sentences we saw above:

The boy eats the apple

Subject = boy, verb = eat, direct object = apple

Mary will drive the van

Subject = Mary, verb = will drive, direct object = van

We can probably identify the verb easily. The subject comes before (to the left of) the verb and the object comes after (to the right of) the verb.

3. The Rules on Changing Active Voice into Passive Voice.

There are three rules we must give pay attention on changing sentence from active voice into passive voice, such as moving the direct object to the subject of the sentence, moving the subject to the of the sentence change the verb. Meanwhile, on changing the verb we must consider that it involves several rules as follows; check the verb tense, use

the verb “be” in the same tense; change the verb into a past participle; put verb after the form of "be"; check that the verb goes with the new subject.

4. Passive Voice in Three Simple Tenses

As well as active voice, passive voice follows the tenses. As (Azar S. B., 1992, p 277) in the book "Fundamentals of English Grammar" gives the forms of the passive voices in various tenses as follows:

Table 2. 6 The Formulations of Passive Voice in Three Simple Tenses

Tenses	Active
Simple Present Tense	I am surprised by the news Sam is surprised by the news
Simple Past Tense	We were surprised by the news I was surprised by the news
Simple Future Tense	The letter will be mailed by Bob The letter is going to be mailed by Bob

The forms of the passive voices are nearly the same with the forms given in. The passive voice is formed by taking the appropriate tense of the verb to be and adding the past participle. The verb to be is the most irregular verb in English language. It is normally a linking verb showing existence or condition of the subject. It can also be used an auxiliary verb when forming the passive voice. (<http://englishplus.com/grammar/00000359.htm>) the forms of the verb to be in English are as follows:

Table 2. 7 The Formulations of To Be Three Simple Tenses

Infinitive	To be
Present Tense	Am, is, are
Past Tense	Was, were
Imperative	Be

The subject from active becomes the object when we change into passive voice as follows:

Table 2. 8 The Changes of Subjects Become Objects

As Subject	As Object
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

From the discussion above, it can be drawn the formula of the passive voice as follows:

S+To Be+VIII (Past Participle)

Based on what the researcher had discussed above, there are some differences and some similarities of active and passive voice. Nevertheless, they have their own condition where we cannot use as we wish.

Furthermore. Based on Azar (2003, p 280) one thing is similar among tenses in passive voice is that verb/ it is verb 3 or past participle. All tenses in passive voice use the same-that is, past participle. The verb is divided in two such as regular and irregular verb. Regular verb is easier to be memorized because of the simply added-ended of -ed or -d at the end of the word for example:

Table 2. 9 List of Transitive Verb

Verb 1	Verb 2	Verb 3
Play	Played	Played
Walk	Walked	Walked
Listen	Listened	Listened
Kick	Kicked	Kicked
Close	Closed	Closed
Cross	Crossed	Crossed

Irregular verb as mentioned before, it is simply added -ed or -d at the end of the word in some rules such as in the following (Azar, 2003, p 28).

Table 2. 10 Rules of Past and Past Participle Form

End of verb	Double Consonant	Simple Form and Past Participle	
-e	No	Smile ---- smiled Hope-----hoped	Just add -d
Two consonants	No	Help---helped Learn----learned	Add -d
Two vowel + one consonants	No	Rain---rained Heat----heated	Add -ed
One vowel +one consonant	Yes	One -syllable verb Stop----stopped Plan----planned	If the verb has one syllable, one consonant, double the consonant, then add -ed
	No	Two syllable verbs Visit----visited Offer---offered	If the first of two syllable is stressed, do not double the consonant, then add -ed
	Yes	Prefer----preferred Admit----admitted	If the second of twosyllable is stressed, double the consonant, then add -ed
-y	No	Play----played Enjoy---enjoyed	If a verb end in vowel+-y, keep the -y then add

		Worry Study	<i>-ed.</i> If verb end in <i>consonant</i> + <i>-y</i> , omit or change the <i>-y</i> into <i>-i</i> then add <i>-ed</i>
<i>-ie</i>		Die----died Tie---tied	Add <i>-d</i>

Meanwhile, the irregular verb is more difficult because its forms from verb 1, 2, and 3 are different or usually called as suppletion.

Table 2. 11 List of Transitive Verb

Verb 1	Verb 2	Verb 3
Eat	Ate	Eaten
Feel	Felt	Felt
See	Saw	Seen
Hold	Held	Held
Drink	Drank	Drunk
Bring	Brought	Brought
Buy	Bought	Bought
Hear	Heard	Heard

However, from all verb in all tenses, only transitive verb used in passive voice. It means intransitive verb cannot be used in passive voice.

Transitive verb is a verb that is followed by an object. An object can be from noun or pronoun. Meanwhile, intransitive verb is a verb that is not followed by an object.

For example, transitive verb:

Active voice : Bob *mailed* the letter

Passive voice : the letter was *mailed* by Bob

Intransitive verb:

Active voice : an accident happened

Passive voice : *not possible*

Incorrect : *an accident was happened*

G. Problems in Using Passive Voice

1. Error

As a learner of a foreign language, producing an error cannot be avoidable for students. Error can indicate the process of the information of a new system of language. According to (Erdogan, 2005, p 260) “the research assistant of Mesin University Faculty of Education points out that ‘Errors’ were considered in the new language”. Errors as “a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner” (Brown, 2000, p 217).

2. Mistake

Mistake and error are different. Errors are caused by competence factors, which are continuous and consistent. On the other hand, mistakes commonly are caused by performance factors such as fatigue and inattention. According to (James, 1998, p 78), “a mistake is generally caused by performance factors, such as limitation of memory or forgetfulness, tiredness or some situation of stress or uncertainty or when our attention is divided”. Native speakers usually can recognize their own mistakes and they can be corrected the learner himself if he or she concentrates or pay attention on it.

From the definition of errors and mistakes, it is clear that mistakes are different from errors. Mistakes are performance errors caused by fatigue,

nervousness, and other certain psychological conditions. Mistakes do not reflect someone language competence but errors do. Students themselves can correct the mistake if teacher points it out, on the contrary the students themselves cannot correct errors.

From the explanation above, it can be stated that errors are competence factors which learners have. Error takes place when the deviations arise as the result of lacking knowledge, and the learners cannot correct it by themselves. While mistake refers to performance errors, that is failure to utilize a known system correctly. This means the learners have known the language and the language rules, but they fail in applying those rules correctly. Furthermore, a learner's errors provide evidence acquired what strategies or producers the learner is employing in the discovery of language. On the other hand, mistakes are of no significance to the process of language learning and it would be meaningless to state the rule for making mistakes.

Based on the definition above, mistakes are caused by performance factors. Restriction in the memorizing or forget something can cause mistakes in pronouncing language sound, words, word order or giving stress in words or sentence. Mistakes are random. It means that those mistakes can happen in every linguistic system of language they use. This can be concluded that mistakes are temporary. This do not longer. The best example of mistake in the language usage is slip of tongue when a speaker utters something.

3. Difficulties of Learning Passive Voice

As (Parrot, 2004) in (Sandiet.al, 2016, p 4) said, "Teaching materials are often concentrated on the form of standard passive construction into passive voice ones. Learners sometimes end up with the impression that passive construction are some kind of optional, deviant version of active construction is quite complex, the most students usually find the difficulties to understanding about using of auxiliary verb " be" and distinguishing the past tense form and the past participle".

Thus, the difficulties of learning passive voice are located in two namely to be and verb 3. In addition, (Frank, 1972) in (Sandi et.al, 2016, p 4) stated that verb is the most complex part of speech. The main verb in passive voice is verb 3 or past participle form. In this case, the difficulty appears when it is hard to differ which one verb of past tense form and the past participle. In line with (Alexander, 1980) in (Sandi et.al, 2016, p 5) stated that, "The most verbs in English from their various tenses consistently". He also said that between regular and irregular verb, the irregular one is more difficult because the irregular verb must be memorized. Meanwhile, " to be" (is, am, are, was, were, been) also difficult as it will be used by arrangement in certain position with verbs signal the time (tense) an event take place, and the number of noun whether it is singular or plural, past tense, perfect, or present tense.

4. Differences of Language Learners

Teaching and learning process in a classroom produce a result called as some students' success in learning the language, and the other fail it. Answering the question mark of why learners could be more successful than the others need to unfold by some dimensions such as psycholinguistics, sociolinguistics, and social psycholinguistics. Based on psycholinguistics, learners are identified from individual aptitude, personality factor, types and strength of motivation, and different learning strategies whereas sociolinguistics differs learners from social context, economic, political difference, and learners' experiences in negotiated interaction. In the other hand, social psycholinguistics concerns with group identity, and attitude toward target language (Troike, 2006, p 5).

(Alsayed, 2003, p 21) said that improving teaching of foreign language is very much based on the understanding of the process of language learning, and good background of the understanding can be successful language learners. Based on that, individual success is important and needs to be concerned because a teacher or lecturer cannot always be happy with the most students who success in language learning, but also concern with the few of them who still stuck in learning the language. However, when an educator feels his or her teaching is considered as a successful teaching, the few students who fail the subjects will feel different, they feel the failure for themselves. So, to enhance and

improve individual learners in a class, lecturers need to pay attention to techniques used in teaching by looking at differences of learners.

As the problems in learning English appeared as in psychological perspective, it brings to differences among language learners such as age, sex, aptitude, motivation, cognitive style, personality, and learning strategy.

The first difference among language learners from ages indicates there is an influence toward the process of acquiring English (in Indonesia, English is a foreign language) that has been a major issue in second language acquisition for some decades, and some publication from different of point of views. For example, there are two learners based on the age like younger learners and older learners. Burdsum in (Troike, 2006, p 82). The younger learners have brain plasticity, not analytical, fewer inhibition, weaker group identity, simplified input more likely whereas the older learners have learning capacity, analytical ability, pragmatic skill, greater knowledge of Lq, and real-world knowledge.

The second is sex, (Troike, 2006, p 85) said that the most common belief in many western cultures that females tend to be better L2 learners than males, but is probably in a social construct, based on outcomes which reflect cultural and sociopsychological constraints and influences. The research evidence is mixed about which one is better. However, distinguishing learner by sex is not merely on the sex itself, but experts

related the sex in some aspects such as relation to mental representations in mental lexicon versus grammar, and hormonal variables.

The next difference is aptitude, Carroll (1965) in (Troike, 2006, p 85) proposed some talents constitute the bases for most aptitude such as phonemic coding ability, inductive language learning ability, grammatical sensitivity, and associative memory capacity.

Phonemic coding ability is the capacity to process auditory input into segments which can be stored and retrieved. Inductive language learning ability and grammatical sensitivity are both concerned with central processing. Associative memory capacity is importantly pay attention with how linguistic items are kept, and how they are recalled and used in output.

The next is motivation. Motivation frequently indicates how big of effort of language learners give to their willing in developing language. Ehrman and Dornyei in (Troike, 2006, p 86). The word "motivation" is defined as goal or need, and it includes integrative and instrumental motivation. Integrative motivation is based on interest in learning language while instrumentalize motivation is based on the requirement from outsider such as requirement to paddy a course, or as one condition in a certain job.

The next difference is cognitive style. (Troike, 2006, p 86) defined cognitive style as individual's preference way of processing, perceiving, conceptualizing, organizing, and recalling information.

The sixth difference is personality. Troike said that personality factors are sometimes added to cognitive style in general learning style. Personality factor includes anxiety, risk-avoiding, shyness, introverted, inner-directed, reflective, imaginative, creative, empathetic, tolerant of ambiguity, self-confident, risk-taking, adventuresome, extroverted, other-directed, impulsive, inquisition, uncreative, insensitive to others, and closure-oriented.

The last is learning strategy. Learning strategies come as the respond of cognitive style, and personality. As Troike said that selection from among possible strategies is often a conscious choice on the part of learners, but it is strongly affected by the nature of motivation, cognitive style, and personality.

H. Students' Learning Strategies

According to Chastain (1988) in (Filliz, 2005, p 156) mentioned some learning strategies used by students such as direct strategies, indirect strategies, and grammar learning strategies. Direct strategies are strategies used directly in language learning. These strategies consist of memory, cognitive strategy and compensation strategy. Memory strategy is used to keep and recall the information. Cognitive strategy is used to help students to understand and produce new language by many different meanings. Compensation strategy is used to allow students to use the language in spite of gaps in knowledge.

The second strategy is indirect strategy in which the strategy used indirectly in language learning such as metacognitive, affected and social strategy. Metacognitive strategy is used to oversee, regulate, self-direct language learning. Affective strategy is used to gain control over language such as lowering anxiety, self-encouragement, and taking emotional temperature, social strategy is used in communication process such as asking question, cooperating with others, and empathizing with others.

The third learning strategy is grammar learning strategy. It is used in learning grammar where there two ways such unconscious and acquire. The unconscious way is to refer to the unconscious ability to use the structure of a language to convey meaning whereas the acquire means knowing the structure of a language may refer to the information that has been acquired through studying structural description.

In addition to learning strategy, there are some techniques used by different learners. Naiman (1978) and Pickett (1978) in Rukanuddin et. al (2016, p 12) such as preparing and memorizing vocabulary lists, learning words in context, and practicing vocabulary. Preparing vocabulary list is actually belonged to direct strategy in which students try to memorize the vocabulary related to the topic discussed in a class, learning word in context give student ability to distinguished the use of word in certain diction based on the tone of language or other meanings, and practicing vocabulary will get students to be used to with the vocabulary.



CHAPTER III

RESEARCH METHOD

This chapter consisted of research design, population and sample, research instruments, data collection procedure, whole data analysis procedure, and establishing trustworthiness.

A. Research Design

This study was belonged to mixed methods design, which was a procedure for collecting, analyzing and mixing both quantitative and qualitative data at some stages of the research process within a single study, to understand a research problem more completely (Creswell, 2011, p 274). When use in combination, quantitative and qualitative methods complement each other and allow for more complete analysis (Green, Caracelli & Graham, 1989, p 225-274). From the statement, mixed method was research design applying two methods quantitative and qualitative used in one study. Also, this design the data would be fully equipped and general completed.

As the researcher used mixed method, the design of the mixed method was the explanatory sequential design. According to Creswell (2011, p. 542), "an explanatory sequential mixed methods design consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative result". In this case, the explanatory sequential design had procedures distinguished from the other designs provided in mixed

method such as 1) in this design, the researcher placed a priority on quantitative data collection and analysis. In this case, the researcher used the measurement of central tendency to analyze the result of the test in order to classify the category of students in mastery passive voice. Then, the qualitative data collecting and analysis were conducted in order to find out the encountered-problems of students in learning passive voice including the way of they learn and the atmosphere created by certain lecturer in teaching passive voice in a classroom; 2) the researcher collected the data quantitative data first in the sequence. Thus, the test provided in the first phase was given to the students, then from the scores were identified in some categories such as very good, good, poor, and very poor. Based on the result, the percentage of very good, good and fair level was higher than the poor and very poor level, but the existence of little percentage had extreme numbers of score. Because of these extreme numbers got the researcher needed to explain the case by conducting a semi-structured interview with open-ended questions to the students.

B. Population and Sample

1. Population

According to (Budiono & Koster, 2008, p. 9) population defined as whole of observation or object that becomes interesting. Therefore, population was the whole of research subjects in a region and related to the problem that the researcher needed to get. Other statement about population was some population or groups of subjects were not capable of giving true

voluntary informed consent. They might lack the necessary competence or maybe indirectly coerced. Thus, population was the object of research from which the researcher might collect data. Population provided information or data would be used to solve the research problems.

According to (Ary & Friends, 2010, p 647) “population is a group of elements or cases, whether individuals, objects, or events that conforms to specific criteria and to which we intend to generalize the result of the research”. Population was all individuals becoming subjects in the research. The number of populations in the research was great. It had to consider the ability of population because it would influence whether the result of research was good or bad. The population of this research was the whole numbers of English students at fifth semester in IAIN Palangka Raya. The number of populations in this research can be seen in the following table 3.1 as follows:

Table 3. 1 The Population of English Students at Fifth Semester in IAIN Palangka Raya

Class	Male	Female	Total
A	9	18	27
B	11	16	27
C	13	15	28
Total	33	49	82

The researcher concluded that population would be all subjects in a study that was going to be observed. The population in this study were English students at fifth semesters of English Education Study Program in

IAIN Palangka Raya which consists of three classes with total numbers 82 students.

2. Sample

According to Creswell (2011, p 206), sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey.

In this study, the researcher considered that the size of a quantitative sample would be larger than that of the smaller (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2003). Sample in quantitative used No-rule sampling (Paula and Justo, 2001, p 5) No-rule sampling is a sample without any rule, the researcher takes all population as sample in calculating the data, then the researcher only got the accessible sampling to be applied because he followed the numbers of students who were present in the class. So, in this case, there were 53 students as the accessible students.

C. Research Instruments

1. Research Instrument Development

The data is very important in a study. It was needed to support and prove the study itself. The purpose of the study was to investigate which one domain that lead students to the problem in using passive voice made by English students in IAIN Palangka Raya to interpret the calculated data.

To know the interpretation of the data result, the researcher needed instrument in form of questionnaire and interview to answer the research problem, they will be explained in the table 3. 2 below.

Tabel 3. 2 Data Instrument

No	Objective of the Study	Data Needed	Instrument
1	Students' ability in using passive voice	Score	Quantitative (test)
2	The problem of students in using passive voice and the learning strategy related to the problems.	Transcription of interview	Qualitative (semi-structured interview)

Conclusion, based on the data instruments above, this research conducted two instruments for answering the research question. In a brief, the quantitative data result of participants needed in phase qualitative method, and the researcher got the valid data needed with helped from test and interview.

2. Test

The test was given to students to know their ability in passive voice. From these questions score, the researcher could be able to answer the first question on research problem in quantitative. Furthermore, the researcher took some of the students who categorized in some category from the fair level until the very poor level of which produced the extreme numbers in some score.

The researcher made the instrument of this research that consisted of 50 questions passive voice test. It was divided into two forms; first part was multiple choices; the second part was filling the blank and third part is structure test though underlining sentences in the text. The researcher made test of multiple-choice item, because the multiple-choice item is generally recognized as the most widely applicable and useful type of objective test. It can more effectively measure many of the simple learning outcomes measured by the short-item or completion (Ary, et al, 2010, p201). So, the researcher used test of multiple choices item that consisted of 25 items on part A. Besides that, fill in the blanks test were chosen because of the following advantages:

The technique of scoring is easy.

- a) It is easy to compute and determine the reliability of the test.
- b) It is more practical for the students to answer.

Therefore, the researcher used test of fill the blank item which consist of 24 items on part B. In the third part of the test, the researcher used structure test though underlining sentences in the text. It was concluded that it is diagnostic test, because based on James Dean Brown who stated that diagnostic tests are designed to diagnose a particular aspect of a language and can be used to check the students' in learning a particular element of the course. It was used because the researcher wanted to measure how well the students understand passive voice, and it can be seen only by underlining some passive voice sentences in the short text.

Table 3. 3 The Specification of Test

Part	Item	Category
A	1-25	Multiple choice
B	26- 49	Filling gap
	50	Diagnostic test

The score of students' can be calculated by using this following formula:

Score= the total number of true answer/the total number of questiona \times 100.

Furthermore, the score of students' test, the researcher used scoring rubric which was adopted from Puskur, 2006, p.33 as follows:

Table 3.4 Scoring Rubric for students' passive voice score

No	Classification	Score
1	Very Good	80-100
2	Good	70-79
3	Fair	60-69
4	Poor	50-59
5	Very Poor	0-49

3. Interview

Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Donal Ary et. al, 2010, p644). Interview is oral questioning of a subject. They used to help understand the experiences people have and the meaning they make of

them rather than to test hypotheses. Before during the interview, the researcher gave some questions in written text which ask to the respondents about the strategy to overcome problem and the atmosphere created by lecturer in teaching passive voice. This interview is designed to get more information, especially to know student's strategy to overcome the problem in using passive voice at fifth semester of English Education Study Programme in State Islamic Institute of Palangka Raya.

The interview was semi-structured interviews, (Richards, 2009, p146) typically, a semi-structured interview is one where the interviewer has a clear picture of the topics that need to be covered (and perhaps even a preferred order for these) but is prepared to allow the interview to develop in unexpected directions where these open up important new areas. The researcher knows that would need to identify key areas and compare the students 'experiences of these. The researcher conducting semi-structured interviews was free one than conducting a structured interview in which the interviewer does not have to adhere to a detailed interview guide. (Patton, 2000, p343) recommends to explore, probe, and ask questions that will elucidate and illuminate that particular subject to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that has been predetermined.

This instrument (source of the data) in this study aimed to provide students strategy to overcome problems in facing passive voice as well as

the strategy attributed to the problems at fifth semester of English students in IAIN Palangka Raya. The interview guideline according to Creswell (2011, p. 220-221) are in the following below.

- a) Determining the type of interview;
- b) Using audiotape during interview;
- c) Taking brief note during interview;
- d) Location a quiet and suitable place;
- e) Obtaining consent of the interviewee;
- f) Having a plan but flexible;
- g) Using probe question;
- h) Being courteous and professional when end the interview.

D. Data Collection Procedure

1. Phase One

The phase one was quantitative collecting data in which the test was provided in 50 item questions in two parts and three phases. Part A consisted of 25 item questions in phase multiple choice, and in part B consisted of two phases namely fill in the blank and identification.

The result of the test, researcher used measurement of central tendency in order to classified each student's ability in mastering passive voice in simple tenses. The data distribution including mode, mean and average were used to analyzed the quantitative data.

2. Phase Two

To collecting qualitative data, the researcher used interview the design interview is semi-interview. Semi-structured interviews allow for a

fixed set of questions but with no fixed responses (Burns and Grove 2011, p 72). Each interview takes between 7 to 15 minutes and will be transcript and audiotape. Qualitative data consisted of open-ended information that the researcher usually gathers through interviews. (Creswell, 2009, p 29) Qualitative research offers means for exploring and understanding the meaning individuals or groups describe to a social or human problem. The researcher knew that would need to identify key areas and compare the experience of students of these. An element of structure is therefore important. On the other hand, a general picture was unlikely to reveal the undercurrents of feelings, expectations, opinions, and so on that would help writer understand the reasons for what is happening. The interview through some procedure:

- a. The researcher conducted interview based on the score of answer of respondents in the test.
- b. The researcher recorded the interview.
- c. The researcher transcribed the result of interview.
- d. The researcher triangulated the data obtained.
- e. The researcher interpreted the result.

According to (Burns & Grove, 2011, p 96) data collection and data analysis occur simultaneously in qualitative research, as the emerging results may require further data collection. The researcher is concurrently gathering, managing and interpreting data. Accurate transcribing of audio taped interviews as soon as possible after the

interview is essential before data analysis can occur (Polit & Beck, 2010, p 86). This can be time-consuming, as (Bowling, 2002, p 62) emphasizes for one hour of recording it may take up to four hours to transcribe verbatim. The author believes this validates the use of the chosen small sample size.

The storage of data was done in an organized, secure manner and disposed of confidentially and appropriately when necessary. Hand written information was typed into a word document for electronic secure storage with correct dates, locations and identities in the form of pseudonyms. There were certain stages involved in this process, as highlighted by (Holloway & Wheeler, 2002, p 286) and (Polit & Beck, 2010, p 90).

- a. The researcher listened to each of the interviews, transcribe them verbatim and gain a broad understanding of same.
- b. Significant statements were extracted and meanings formulated from these.
- c. These meanings were organized into clusters of themes and grouped together, while ensuring these statements are original and not changed to fit into a theme.
- d. The results were integrated into an exhaustive description; which ensures the participants views are described accurately and appropriately.

- e. The researcher provided the participants with a copy of the findings in order to validate the results and ensure rigor.

E. Whole Data Analysis Procedures in Mixed Method

In mixed method design, Onwuegbuzle and Teddlie (2008) in (Ary et.al, 2010, p 565) presented seven stages as in the following.

1. Data reduction. In this phase the researcher reduced the data by taking the certain data related to find out the problem and the causes that to be explained in depth. From the test instrument, the researcher paid attention to the extreme numbers of scores, and from interview the researcher used factor analysis in which the cause of problems as the respond the test given in the first place.
2. Data display. The researcher used table of distribution as measure of central tendency involving mode, median, and average to display the quantitative data taken from the test, and the researcher used narrative report to display the qualitative data taken from interview.
3. Data transformation. In this stage the researcher transformed the quantitative data (the extreme numbers of score) into qualitative data in a form of category and explanation. In other words, the quantitative data was explained by the qualitative data (as in explanatory sequential design).
4. Data correlation. Based on (Ary et.al, 2010, p 565), the word of correlation refers to compare where the researcher compared the two

data in order to find the similar findings. In this case, the result of interview was correlated to the extreme numbers in quantitative data.

5. Data consolidation. In this step the researcher combined both quantitative and qualitative data to create a new data. In this case, an explanation of extreme numbers existed in the table.
6. Data comparison. In this case, the researcher compared both data in order to see the line of logical sequence of the case.
7. Data integration. In the last phase the researcher integrated the result of both data, and interpreted the findings related to theory in chapter II.

F. Establishing Trustworthiness

Other things are actually fundamental in research instrument are about credibility, transferability, dependability, and confirmability.

1. Credibility

According to (Ary et.al., 2010, p 498) explained that credibility talks about an accuracy data or the data is considered as a credible source that has been proved by several evidence. In this case, the researcher showed three sources of evidence namely structural corroboration, referential or interpretive adequacy.

The researcher gave evidences based on structural corroboration that included different sources of data and different method. It means that the data collection was gathered from different sources such as by documentation like students' answer sheet to know the result of their ability

related to the text of passive voice and identified the problems based on the result (score) and interview included transcription of interview of students to know what happened to the processes of learning passive voice. The different method applied by researcher was triangulation used in order to combine all the data collecting technique, included the result of documentation (their ability related to the text of passive voice and identified the problems based on the result (score) and the interview (what happened to the processes of learning passive voice), it was also related to triangulation theories to solve the problems occurred in the result findings by comparing some theories as well among linguists related to the data analysis.

Thus, when the different data sources and different methods that compared were in agreement, it was corroboration. The next evidence was from referential or interpretive adequacy which researcher applied one strategy namely low-inference descriptor. Low-inference descriptors was used in attaching verbatim or direct quotation to help the reader experiences the subjects' world, for example ".....", the researcher also used tape recorder and showed the real comment of interviewee in the result of the findings.

2. Transferability

According to (Shenton, 2004, p 73) the researcher should also involve descriptive, context-relevant statements that kind of a report of the study can identify with the setting. Transferability also has provision of

background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made. In this case, researchers applied descriptive adequacy such as thick and rich description and similarity such as literature comparison as (Ary et al, 2010, p 502) said that, "...even a single case can be compared with other cases in the published literature that might demonstrate transferability".

3. Dependability

Speaking of dependability, the researcher should also address the stability of the data collected. According to Ary et al. (2010, p 502) said, "Qualitative studies expect variability because the context of studies changes. Thus, consistency is viewed as the extent to which variation can be tracked or explained". In this case, documentation such as students' answer sheet of the test and transcription of interview were considered to keep the consistency of data analysis of which the researcher focused on.

4. Confirmability

Speaking of Confirmability, Cresswell mentioned that this confirmability done by practicing triangulation and reflexivity (Cresswell, 2012, p 393). It means the data analysis and the result findings that had been described were neutral and objective as the researcher related them to some theories, and the corroboration, triangulation, and literature comparison also helped the researcher in keeping the confirmability.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of data presentation, result findings, and discussion.

A. Data Presentation

As the first research, it was done in IAIN Palangka Raya at the fifth semester of English students department as long as two months from 11 December 2018 until 11 February 2019. At that time, the researcher gave question, it was answered by conducting a test to identify their ability and the result of the test used in order to identify whether there was a problem or not in mastering passive voice. The test consisted of 50 item question. It was divided into two parts namely part A was in multiple choice and part B was in filling the gap and identification. After the test conducted, the scoring was done by using measure of central tendency involving mean, mode in percentage and median.

B. Research Findings

Based on the test, the researcher input the data in the table such in the following below.

Table 4. 1 Students' Ability Score

No.	Students' Code	Score	Category
-----	----------------	-------	----------

1	RH	76	Good
2	NA	96	very good
3	SR	38	very poor
4	NA	68	Fair
5	NH	86	very good
6	M	100	very good
7	EK	44	very poor
8	IIR	70	Good
9	ENS	100	very good
10	MRT	82	very good
11	MHJ	76	Good
12	Y	54	Poor
13	NZ	44	very poor
14	MF	84	very good
15	DLA	58	poor
16	LES	100	very good
17	RY	64	fair
18	RAH	62	fair
19	FTY	84	very good
20	MA	44	very poor
21	RP	80	very good
22	DT	90	very good
23	AR	58	poor
24	SF	66	fair
25	KAR	78	food
26	MBS	68	fait
27	NDA	24	very poor
28	RFN	74	good

29	YS	70	good
30	ARO	42	very poor
31	HH	74	good
32	ANS	92	very good
33	FR	70	good
34	KRN	84	very good
35	AH	88	very good
36	NH	22	very poor
37	NPB	60	fair
38	FBB	70	good
39	SA	78	good
40	AS	74	good
41	MYM	52	poor
42	RA	42	very poor
43	MFA	64	fair
44	VYS	60	fair
45	BY	82	very good
46	RSK	78	good
47	AP	66	fair
48	HTM	86	very good
49	BA	62	fair
50	WFD	70	good
51	RAI	76	good
52	MY	44	very poor
53	NIKS	84	very good
	Average	69	fair

Meanwhile, we can see the data distribution in the following below, so you we can understand clearer.

Table 4. 2 Table of Data Distribution

Class	Mid-point	Frequency	fi. Xi
22-33	27.5	2	55
34-45	39.5	7	276.5
46-57	51.5	2	103
58-69	63.5	12	762
70-81	75.5	15	1132.5
82-93	87.5	12	1050
94-105	99.5	3	298.5

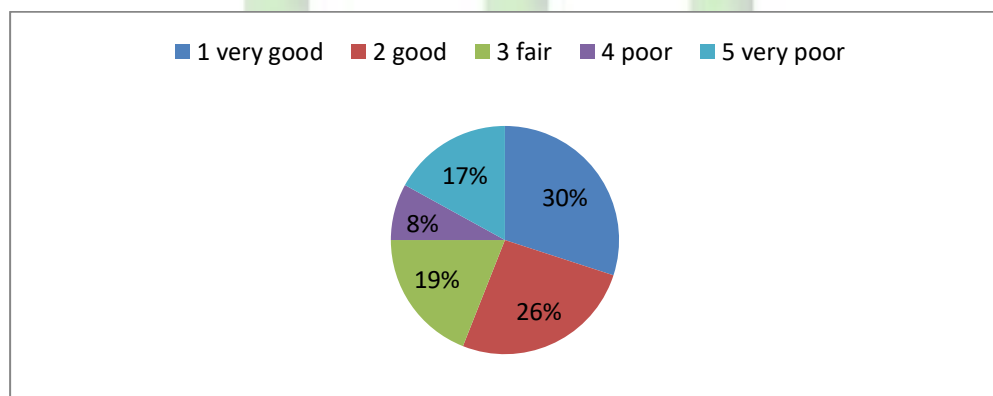
$$Nf / \Sigma fi = 53$$

$$\Sigma fi . \Sigma Xi = 3677.5$$

$$\text{Average} = \Sigma fi . Xi / \Sigma fi = 3677.5 / 53 = 69.38679245283$$

According to the table, the lowest score got by students was 22 categorized as very poor, and the highest score got by students was 100 categorized as very good. However, in a whole student' ability was categorized as fair sine the average score was 69.

The data above is described in percentage in a diagram, it is shown as follows:



Then there were 16 students (30%) categorized as in very good such as code S5, S10, S14, S19, S 21, S34, S35, S45, S48, S53, S52, S9, S16, S22, S32 and S6; There were 14 students (26%) categorized as in good such as S8, S29, S50, S33, S1, S11, S25, S28, S31, S39, S40, S46, S51, and S38; there were 10 students (19%) categorized as fair such as S4, S17, S18, S24, S26, S37, S44, S43, S47, and S49; there were 4 students (8%) categorized as poor namely S12, S15, S23, and S41; and there were 9 students (17%) categorized as very poor such as S37, S13, S20, S27, S30, S36, S42, and S52.

Furthermore, according to the percentage of each item question correctly answered by students, there were several item questions showed that the students were having trouble in facing passive voice. It was proved by number of percentage of each item question incorrectly answered such as in item 1, it was 52.83% incorrectly answered by students about choosing modal, to be, verb 3 in simple future tense; in item 10, it was 50.94% incorrectly answered by students about choosing modal, to be, and verb 3 as well as in simple future tense; in item 11, it was 67.92% incorrectly answered by students about choosing to be in simple present tense; in item 34, it was 52.83% incorrectly answered by students about choosing verb 3 in simple future tense; in item 3t, it was the same as item 34 namely 52.83% incorrectly answered by students in choosing verb 3 in simple past tense, and in item 47, it was 79.25% incorrectly answered by students about to be and verb 3 in simple present tense.

On the other hand, another item question had high number in its percentage of correct answer chosen by students such as item 2 (81.13%), item 3 (79.25%), item 5 (83.02%), item 7 (73.58%), item 9 (75.47%), item 12 (77.36%), item 16 (83.02%), item 17 (75.47%), item 18 (77.36%), item 19 (71.7%), item 22 (81.13%), item 23 (73.50%), item 25 (69.8%), item 26 (75.47%), item 28 (90.6%), item 29 (94.34%), item 30 (94.34%), item 31 (75.47%), item 32 (83.02%), item 33 (84.90%), item 46 (84.90%), item 50 (71.698%). However, besides those percentage, there were some item questions of which each item was correctly answered in slightly different of student numbers such as in item 4 (66.04%), item 6 (50.94%), item 8 (54.72%), item 13 (66.04%), item 14 (69.8%), item 15 (66.04%), item 20 (60.04%), item 21 (66.04%), item 24 (62.26%), item 27 (67.92%), item 37 (64.15%), item 40 (62.26%), item 41 (67.92%), item 42 (54.72%), item 44 (58.48%), and item 48 (64.15%).

1. The Problem of Using Passive Voice

According to the items correctly answered, it can be seen that the most students were in very good, good, and fair category as the whole students were categorized as fair. The researcher tended to pay attention to the little percentage of poor and very poor category that even though it was little but the numbers were extreme such as 22 (NH), 24 (NDA), 38 (SR), 44 (NZ&MA), 42 (ARO & RA), 52 (MYM), 54 (Y), and 58 (DLA & AR). According to Ary et.al this could be as negatively skew distribution. Thus, the extreme numbers revealed that indeed there were some problem

encountered in facing passive voice that the researcher wanted to find out by the second instrument-that was interview.

According to result of interview, the problems were clearly seen. It was related to psycholinguistic problems in which they had problem in acquiring language especially in its component like grammar. The problems mostly happened were about memorization and comprehension. Memorization was related to the lexicon such as verb 1, 2, and 3, while comprehension was related to concept of passive voice as one student said, "*pertama, dalam memahami konsep passive voice itu sendiri, saya masuk bingung,, errr kaya materinya tu, materinya yang diberikan, isi dari materi passive voice itu sendiri masih susah dipahami*". Another student said, "*bingung, karena kesulitan mengingat, pengubahan katanya di verb-verbnya kaya gitu verb 1,2,3 itu tu bingung di mananya*", and another also said, "*bingung, karena sudah lupa,, kebanyakan rumus, karena saya tidak terlalu pandai mengingat*" , and "*karena saya bukan tipe orang yang tidak menyukai sesuatu yang berbau rumus jadi segala sesuatu yang berkaitan dengan rumus memang agak kesulitan*".

The problems encountered were also get another situation faced by them in recalling the atmosphere created by lecturer in teaching in a classroom. Based on the interview, some students revealed the method used by lecturer was mostly lecturing with the same handbook all the time. In this case, lecturer explained grammar, gave the example, and some drills at the end of time allocation in every meeting. From this, it could be said that

the very good, good and fair students were probably suited with atmosphere by lecture, except for the extreme ones namely poor and very poor category such as NH (22), NDA (24), SR (38), ARO (42), NZ and MA (44), MYM (52), Y (54), DLA and AR (58). The students were seemed that they did not enjoy the situation created by lecturer as it was mentioned before. For instance, one of them said, "*err terlalu banyak terpaku pada buku, dan tidak mencari ke apaa seperti referensi lain*". Besides, some students seemed to be afraid of lecturer. They made the problem getting worse since the first problem in memorizing and comprehending passive voice then they were afraid to ask question related to their problems. However, they realized it happened because they were the freshman in the university and felt uncertain about-facing new lecturers with their own style of teaching grammar.

And overall summary of test result and interview of students that there 5 categories such as very good, good, fair, poor, and very poor category. The percentage of poor and very poor were considered as in little number in total (25%) but it had extreme numbers as the lowest score got by students was 22 (NH). The researcher dig the problems encountered in passive voice related to the extreme score to find further explanation about the causes. The causes were detected in psycholinguistic problem such as memorization, and comprehension.

2. Learning Strategy

As the result of the interview, the researcher had got some clues about what strategy that could solve the students' problem. Such as direct and indirect, and grammar learning strategies. Direct strategies are strategies used directly in language learning. These strategies consist of memory, cognitive strategy and compensation strategy. Memory strategy is used to keep and recall the information (pertaining to their problem in memorizing verb 1 2 and 3 as in passive voice). Cognitive strategy is used to help students to understand and produce new language by many different meanings (related to students' problem in the way of references in learning, or too focused at one handbook).

The second strategy is indirect strategy in which the strategy used indirectly in language learning such as metacognitive, affected and social strategy. Metacognitive strategy is used to oversee, regulate, self-direct language learning. Affective strategy is used to gain control over language such as lowering anxiety, self-encouragement, and taking emotional temperature, social strategy is used in communication process such as asking question, cooperating with others, and empathizing with others (related to the atmosphere created by lecturer).

The third learning strategy is grammar learning strategy. It is used in learning grammar where there two ways such unconscious and acquire. The unconscious way is to refer to the unconscious ability to use the structure of a language to convey meaning (related to more practice and practice, and students need to be used to apply passive voice structure in speaking area

like campus) whereas the acquire means knowing the structure of a language may refer to the information that has been acquired through studying structural description (related to the explanation of passive voice including the the rules of tenses, diction, verb 1 2 and 3).

In addition to learning strategy, there are some techniques used by different learners, such as preparing and memorizing vocabulary lists, learning words in context, and practicing vocabulary. Preparing vocabulary list is actually belonged to direct strategy in which students try to memorize the vocabulary related to the topic discussed in a class, learning word in context give student ability to distinguished the use of word in certain diction based on the tone of language or other meanings, and practicing vocabulary will get students to be used to with the vocabulary. However, the things mentioned above are suggested by researcher to students and the educator related to the problems emerged and their learning strategies expectation discussed in interview).

C. Discussion

Based on the research findings, it was found that the problems appeared in two part such as problem related to the difficulties of element in passive voice itself and problems related to the students in psycholinguistics terms such as memorization and comprehension, these were in line with Troike in chapter II as it was mentioned that some problems encountoured because of different kind of learners.

As the researcher recalled the problem in passive voice, it had two views namely the problem to the text and the problems related to the students their selves. As the item questions incorrectly answered by students, the problems mostly about subject and verb agreement. It included to be, modal, and the verb that must agree with the context given. For example, based on the item questions provided in the test, item question number 1 (will be sold), number 10 (will be bought), number 11 (is already reported), number 34 (will be swept by Jack), number 35 (were taught by Oliver), number 49 (was served), number 47 (are bought). In this case, verb in passive voice will always verb 3 in all tenses, and to be must agree with the subjects and the tenses as well. So, students felt difficult in memorizing verb 3 in fact the irregular verb get them overwhelmed, and determining which to be agrees with subject related its plural and singular or uncountable or not sometimes get them confused. Meanwhile the problems related to students were about memorization and comprehension to the grammar especially passive voice. According to Troike (Chapter II), it could be happened because of the diversity in learning and learner in which learning strategies, personality, cognitive style, and aptitude.

According to interview, mostly of them had problem in remembering verb, in this case, it is related to aptitude. The aptitude was located in associative memory capacity which concerned with how linguistic items are stored, with how the memory to be recalled, and used in output. The interview also revealed that the cognitive style of students such as creating fun and relax

situation were expected by them in learning English especially grammar. That point is related to their learning strategies and personality. According to Troike (Chapter II) related to students, they were in risk-avoiding where the fear was occupied in the classroom. They did not ask because they were afraid of certain lecturer about passive voice. The thing tried to be avoided by students was lecturer's reaction namely anger. However, they realized that feeling only created in their own views. Then because of the aptitude, cognitive style, and personality, it led to something called as learning strategy, and interview revealed that the situation, method, media used and created by lecturer were reflected on their own learning strategies. The students expected more elaboration of the explanation as ones of them felt difficult to comprehend passive voice as mentioned in findings. Besides, media which was focused one handbook got the students stuck in one explanation that was difficult to be understood. These factors or causes were predicted in few students who got extreme numbers of score as in poor and very poor category. It means mostly students in a very good, good, and fair category were seemed suit the atmosphere created by lecturer. Speaking of learning strategy in solving the problems, it probably can be used some strategies as mentioned in chapter II related to the text and related to the students as their own self and mind having problems in avoiding risk-taking and anxiety facing lecturer in a classroom, that is- indirect strategies to support the direct learning strategies. In other words, as they used memory strategy to memorize verbs acquired in passive voice, they also other strategy to support the learning related to the situation in

a classroom such as metacognitive and affective strategy in encouraging them learning the language.

However, there were some similarities and differences among the current study and related studies such as follow. Firstly, this study was in line with Qodir (2006) in term of getting the students to be informed about feedback of test result toward their acquisition in learning process. Meanwhile the difference was located in the use of theory and type of error, and the research finding showed the high frequency of error without finding out the causes. Secondly, this study was in line with Kurniasih (2013) in term of using error in order to predict the problem faced by students whereas the difference was located in the procedure analysis, theory and the involving of toefl test in junior high school. Thirdly, this study was in line Yanuar (2014) only in term of passive voice, meanwhile the difference was located in the objective of the study-that was, finding out the high frequency of the use of active and passive voice in writing skill. The findings revealed that the active voice was mostly frequented used in writing. Fourthly, this study was in line with Purnama in term of the problems of passive voice faced by students, but the different was in the way to predict the problems namely error analysis and the finding revealed the high frequency error made by students. The fifth was that this study was in line with Ratmo (2014) in term of passive voice, the research only found the type and the causes of error in students' proposal as it was in content analysis. And the last was that this study was in line with Ismurochah

(2013) in term of the problem in using passive voice. Meanwhile the difference was located in the use of error and its classification.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The ability of English students at fifth semester of IAIN Palangka Raya was categorized as "fair". In this category, it consisted of very good, good, fair, poor and very poor category. Among the categories, category of poor and very poor gave evidence that there were still some problems encountered in passive voice was first done by identifying kind of the problems. As the extreme number of scores appeared in little percentage, there were two problems occupied there namely problems related to difficulties of grammar itself and problems related to the students. Problems related to difficulties identified in passive voice was subject and verb agreement where students got in trouble in adjusting which one should be is, are, am, was, and were; and which verb that should agree with the time signal(tenses). Then the problems related to the students itself were mostly memorization and comprehension about passive voice. Thus, the factors detected based on the problems of aptitude, cognitive style, personality, and learning strategies.
2. Learning strategy suggested in solving the problems of passive voice were revealed in interview where the students admitted that the media, method, and atmosphere created by lecturer were not suited to their needs or expected. It can be seen that they complained in using one handbook as one

way of explanation, lecturing method, and situation created. The solve from that is to find out or adjust the way things that suit the students need or their aptitude, cognitive style, and personality among learners. Hopefully the problems encountered in learning passive voice could be minimized even in small percentage such poor and very poor category score of students.

B. Suggestion

1. As it was found the extreme number of scores from the test, it was suggested to next researcher to conduct a survey research to find out students need and learning strategies of passive voice.
2. To educators, it was suggested that even though the successful of teaching is read by the whole numbers as in average of class, it is better to pay attention to extreme number of scores got by students.

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