PASSIVE VOICE MASTERY OF THE SECOND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IN SANATA DHARMA UNIVERSITY

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Carolina Wardhanie

Student number: 081214023

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Approved by

Agustinus Hardi Prasetyo, S.Pd., M.A.

Date
June 15, 2012
A Sarjana Pendidikan Thesis

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Defended before the Board of Examiners on 16 July 2012 and Declared Acceptable

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Yogyakarta, 16 July 2012
Faculty of Teachers Training and Education
Sanata Dharma University
Dean

Rohandi, Ph.D.
Don’t put off till tomorrow what you can do today ...

There is a will, there is a way ...

We will never know if we never try ...

This thesis is dedicated to my father, my mother, my sisters and my brother for their love and encouragement that keep me struggling and being tough ...
STATEMENT OF WORK’S ORIGINALITY

I honestly declared that this thesis, which I have written, does not contain the work or part of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, July 16, 2012

The writer

Carolina Wardhanie
081214023
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Carolina Wardhanie
NIM : 081214023

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Yang Menyatakan

(Carolina Wardhanie)
ABSTRACT


The use of passive voice becomes one of the problems for Indonesian people who learn English. The second semester students of English Language Education Study Program in Sanata Dharma University, who were chosen as the participants, also face such a problem.

This study explored the second semester students’ mastery in the use of passive voice focusing on three research problems: 1) How much have the second semester students of English Language Education Study Program in Sanata Dharma University mastered the use of passive voice? 2) What are the students’ difficulties in mastering passive voice? 3) What are the possible causes of the difficulties? To answer those questions, a test consisting of multiple choice and fill in the gap items was administered to 80 second semester students 2011/2012 academic year. To select a representative sample, the cluster sampling was used.

This research applied a quantitative research method. To answer the first questions, the researcher applied quantitative research. Meanwhile, to discover the students’ difficulties and students’ errors, the researcher explored the descriptions of observations which are not ordinarily expressed in quantitative terms.

It was found that the students’ mastery of the use of passive voice was good. The mean of their achievement score was 15.46 which fell on the category of good (13-16). This score was above the minimum passing score (11). The writer found out that the students have mastered the three requirements of mastering the language: mastering the form, meaning, and function. The students achieved the average 98.75% of correct answers in the first part of the test which emphasized the form and the meaning. In the second part of the test, which emphasized on the use of passive voice, the students achieved the average 87.50% of correct answers, which was above the minimum standard of mastery (56%).

However, the writer found out that the students had difficulties in mastering the use of passive voice using Past Perfect Tense. The students only achieved 31.25% of correct answers on this item. Their difficulties were caused from three possible causes, namely the nature of passive voice, the nature of the learners, and the context of learning.

Based on the test result, there are several suggestions. First, the lecturers of the English Language Education Study Program were recommended to teach passive voice with further explanation because of the complexity they have. Second, the students should be more active and creative in using their time to study in order to improve their mastery. Third, the future researchers who have concerns with passive voice may continue this research by giving more items on the instrument.

Key words: passive voice, mastery, students, English.
ABSTRAK


Walaupun dianggap sederhana, penggunaan kalimat pasif masih menjadi masalah bagi orang Indonesia yang belajar bahasa Inggris, tidak terkecuali mahasiswa semester dua Pendidikan Bahasa Inggris, subjek penelitian ini, yang dianggap sudah menguasai bahasa ini. Sebagai calon guru seharusnya mereka dapat memberikan contoh penggunaan bahasa yang baik dan benar, terutama mengenai kalimat pasif.


Penelitian ini menerapkan metode metode kuantitatif. Pertanyaan pertama dijawab dengan menggunakan metode kuantitatif. Sedangkan untuk menjawab pertanyaan kedua dan ketiga, peneliti memaparkan deskripsi dari hasil kuantitatif tersebut.


Berdasarkan hasil tes, maka penulis memberikan beberapa rekomendasi. Kepada para dosen Program Studi Pendidikan Bahasa Inggris disarankan untuk mengajarkan materi ini secara lebih mendalam. Akan lebih baik apabila para dosen memberikan waktu yang khusus dalam mata kuliah Structure untuk mengajarkan materi ini. Kepada para mahasiswa program Pendidikan Bahasa Inggris, mereka disarankan untuk bisa menggunakan waktu mereka secara aktif dan kreatif diluar waktu belajar diluar kelas, karena terbatasnya waktu yang mereka punya untuk belajar didalam kelas. Dan rekomendasi ini juga diberikan kepada para peneliti yang melakukan penelitian lebih lanjut mengenai topik ini, untuk dapat memperdalam instrumen yang digunakan.

Kata Kunci: pasif, penguasaan, mahasiswa, bahasa Inggris.
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First of all, I would like to express my gratitude from the bottom of my heart to My Lord Jesus Christ for all the things He had given to me. Without his blessing and guidance, I believe that these pages would still be empty pages with no single letter written here.

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I would like to express my gratefulness to Christina Kristiyani S.Pd., M.Pd., and Maria Septiyani, S.Pd. for letting me interrupt their classes to conduct my test. For the second semester students academic year 2011 of English Language Education Study Program in Sanata Dhrama University, I would like to thank them for the willingness to do the test.

My special gratitude was for my parents, Albertus Wiwoho and Susana Evilina for raising me until now. I also appreciate my sisters, Victoria Marvianti and Advina Risa Wijayanti for their support and care. I would like to appreciate someone who once helped me to find myself, Gregorius Marciano Yudhistira. He really gave me more spirit to finish my study.

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Carolina Wardhanie
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CHAPTER I

INTRODUCTION

1.1 Research Background

One of the basic problems for the students of English Language Education Study Program (ELESP) in Sanata Dharma University Yogyakarta is the use of passive voice. Azar (1992) points out that in a passive sentence, the object of an active verb becomes the subject of the passive verb. In the other words, the subject of the clause is the one who does the action, for example:

1. Andi cleaned the blackboard. (active sentence)
2. The blackboard was cleaned by Andi. (passive sentence)

In brief, the writer who is going to make a passive sentence has to change the active verb into past participle in making a passive sentence.

From the writer’s observation, the writer realized that the ELESP students in Sanata Dharma University, who are trained to be English teachers, showed that they had a problem in making passive voice. They were still confused in making passive sentences. When the students made a passive sentence, they did not change their sentence into passive sentence correctly. However, the students as teacher candidates need to be a good language model for their future students. They are expected to be able to use the language correctly and fluently. In addition, they should not produce a sentence that violates the grammar because the students will imitate the teachers.
Therefore, it is important for them to master their language skills and elements, including passive voice. Passive voice is one of grammatical points that have to be mastered by the students ELESP in Sanata Dharma University Yogyakarta because according to Hewings (1999), the use of passive voice really affects the result of the students’ writing whereas writing is also one of essential parts in language skills in learning English, especially for ELESP students.

In this study, the researcher conducted a research on the students’ mastery in using passive voice. Their mastery would be analyzed through a test. The test result may show the students’ mastery in making passive voice. Fries (1948) states that there are three requirements of mastering the language: mastering the form, meaning, and function.

The ELESP students in Sanata Dharma University learned passive voice in semester two. Having that condition, the researcher chose to conduct the research after the ELESP students in Sanata Dharma University learned passive voice. It would be very useful for the students to know their mastery of passive voice right after they learn passive voice in semester two, since it helped the students not to make mistake again when they use passive voice on the following semester. Furthermore, the researcher also examined the students’ difficulties in using passive voice. The aim was to realize the students’ difficulties in making passive voice. In addition, the researcher also tries to find the possible causes of the students’ errors. This will help the students to avoid making errors.
1.2 Research Problem

Considering the previous explanation, the problems were formulated as follows:

1. How much have the second semester students of English Language Education Study Program in Sanata Dharma University mastered the use of passive voice?
2. What are the students’ difficulties in mastering passive voice?
3. What are the possible causes of the difficulties?

1.3 Problem Limitation

This research dealt with the students’ mastery in the use of passive voice in ELESP students. The researcher chose passive voice because passive voice is one of essential parts in language elements. The researcher wanted to examine the students’ mastery in using passive voice from the very beginning. It was because the researcher realized that the students of ELESP in Sanata Dharma University still make mistake in using passive voice.

This research was conducted in the second semester students 2011/2012 academic year of ELESP in Sanata Dharma University. This research helped the students to realize their difficulties in the use of passive voice so that the students will not make mistake in using passive voice in the following semester. In addition,
finding the students’ difficulties of making passive voice in their second semester can help the students not to make mistake in making passive voice.

1.4 Research Objectives

This research was aimed to answer three research questions in the problem formulation. Thus, the objectives of this research were to find out:

1. How much the second semester students of English Language Education Study Program in Sanata Dharma University have mastered the use of passive voice.

2. The students’ difficulties in mastering passive voice.

3. The possible causes of the students’ difficulties.

1.5 Research Benefits

This research was expected to give benefits for ELESP students as the English teacher candidates and also the readers of this research. In brief, the benefit of this research was that it was an attempt to know the students mastery in using passive voice. The result of this research could also help the students to realize their difficulties in making passive voice. Therefore, the students will not make mistake in making passive voice. In addition, the writer also examined the possible causes of errors so that the students could know their errors in making passive voice. Moreover, the result of this research could be beneficial for the teaching and learning processes. This research helped the teachers to know the students’ difficulties in using passive
voice. To sum up, this research is useful for the learners and also the lecturers to increase the students’ ability in using passive voice.

1.6 Definition of Terms

1.6.1 Passive Voice

In this study, this term refers to a way of phrasing the sentence so that the subject does not refer to the person or thing responsible for the action. In passive voice, the direct or indirect object of the active sentence becomes the subject of the corresponding passive voice (Quirk et. al., 1973). Azar (1992) emphasizes that in a passive sentence, the object of an active verb becomes the subject of the passive verb.

1.6.2 Mastery

In this study, the writer focuses on the mastery of the structure of the language. It means that passive voice is the part of the structure of the language. Fries (1948) points out that there are three requirements of mastering the language: mastering the form, the meaning, and the function. Therefore, the students are expected to:

a. know the forms and the rules underlying them
b. know the meaning of those forms
c. know how to use it correctly and appropriately.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the theories which are related to this research. There are two main topics in this chapter: theoretical description and theoretical framework. The theoretical description explains the relevant theories that support the writer’s research. It also elaborates the framework summarized and synthesized from the discussion of the theories in the theoretical description.

1.1 Theoretical Description

In this part, the writer elaborates the passive. In the beginning, the writer explores the active and also passive voice. Then, the writer specifies the explanation into explanation of passive voice. The writer also discusses the form of passive voice. Finally, the writer states the use of passive voice.

1.1.1 Voice

Quirk et al. (1972) defines voice as a grammatical category which makes it possible to view the action of a sentence in two ways, without change in the facts reported:

*The butler murdered the detective.*

*The detective was murdered by the butler.*
In those examples, sentence (a) is active, and sentence (b) is passive.

In the definition above, Quirk does not exactly state the difference between active and passive voice. However, House et al. (1957) defines voice as the modification of a transitive verb which indicates whether the subject is acting or being acted upon. When the subject of the verb represents the actor or agent the voice is called to be active. When the subject receives or denotes the object to which action is directed, the verb is said to be in a passive voice.

The example:

*John killed the bird.* (active voice)

*The bird was killed by John.* (passive voice)

From the definition above, the writer concludes that voice refers to the form of the verb which shows whether the subject is acting (active voice) or being acted upon (passive voice).

### 1.1.2 The Active and Passive Voice Form

In an active voice, the subject of a clause is the one who does the action. Murcia and Freeman (1999) emphasizes that the subject of a clause is most often the agent, or doer of some action.

* e.g. *Darwin studied the fauna of the Galapagos Islands.*

If that sentence is changed into passive, the direct or indirect object of the active sentence becomes the subject of the corresponding passive sentence, and the subject appears after the verb in a by-phrase.
e.g. *The fauna of Galapagos Islands was studied by Darwin.*

Quirk (1973) argues that the active and passive have different verb phrases. The difference is the passive has an additional auxiliary: a form of the auxiliary *be* followed by an -ed participle.

The example of corresponding active and passive verb phrases:

<table>
<thead>
<tr>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>loves</td>
<td>is loved</td>
</tr>
<tr>
<td>sold</td>
<td>was sold</td>
</tr>
<tr>
<td>is reading</td>
<td>is being read</td>
</tr>
<tr>
<td>has written</td>
<td>has been written</td>
</tr>
<tr>
<td>will buy</td>
<td>will be bought</td>
</tr>
<tr>
<td>may have take</td>
<td>may have been taken</td>
</tr>
</tbody>
</table>

On the other hand, Azar (1992) emphasizes that only transitive verbs (verbs that are followed by an object) are used in the passive. When we are going to make a passive voice, “by phrase” is included only if it is important to know who performs an action. In brief, the passive is a way of phrasing the sentence so that the subject does not refer to the person or thing responsible (directly or indirectly) for the action.

In line with Quirk, Azar (1992) also states that it is possible to use intransitive verbs in passive voice such as happen, sleep, come, and seem. It means that the passive form of the sentence does not use a “by phrase”. This kind of passive is most frequently used when it is not known or not important to know exactly who performs an action.
For example:

*The accident happened.*

*Rice is grown in Indonesia.*

*Our house was built in 1890.*

In addition, Quirk (1973) also agrees that there are some passive sentences that do not contain the by-phrase. He states that it is felt to be unnecessary to identify the person (perhaps because irrelevant or obvious) or it is felt to be tactless to do so.

*Snakes were being skinned outside our restaurant.*

*Most of the buildings were destroyed.*

*The decision has already been taken.*

1.1.3 Forms of English Passive Voice

2.1.3.1 The Passive with Tense and Aspect

Curme (1931) explains that the use of *to be* depends on the person and number of the subject as well as the tenses. The form of *be* which occurs in the passive sentence is the same as the form of the main verb in the corresponding active sentence.

The following table shows example of verb forms related to the different tenses both in active and passive, with the main verb “write.”
The following table shows example of verb forms related to modals and similar expressions:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>write/writes</td>
<td>am/is/are written</td>
</tr>
<tr>
<td>Present Progressive</td>
<td>am/is/are writing</td>
<td>is/am/are being written</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>has/have written</td>
<td>has/have been written</td>
</tr>
<tr>
<td>Simple Past</td>
<td>wrote</td>
<td>was/were written</td>
</tr>
<tr>
<td>Past Progressive</td>
<td>was/were writing</td>
<td>was/were being written</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>had written</td>
<td>had been written</td>
</tr>
<tr>
<td>Simple Future</td>
<td>will/shall write</td>
<td>will/shall be written</td>
</tr>
<tr>
<td>Future Progressive</td>
<td>will/shall be writing</td>
<td>will/shall being written</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>will/shall have written</td>
<td>will/shall have been written</td>
</tr>
</tbody>
</table>

**THE PASSIVE VOICE: modal + be + past participle**

a) Tom will be invited to the picnic,

b) The window can’t be opened.

c) Children should be taught to respect their elders.

d) May I be excused from class?

e) This book had better be returned to the library before Friday.

f) This letter ought to be sent before June 1st.

g) Mary has to be told about our change in plans.

h) Fred is supposed to be told about the meeting.

**THE PAST-PASSIVE FORM: modal + have been + past participle**

i) The letter should have been sent last week.

j) This house must have been built over 200 years ago.

k) Jack ought to have been invited to the party.
2.1.3.2 Other Passive Verbs

It is common for us that the auxiliary verb of passive verb is *be*. However, there are still some possible verbs to be used in passive voice.

2.1.3.2.1 Get

*Get* is an informal auxiliary verb. It is an alternative to be in passive voice. This is the example:

*Barry got invited to the party.*

*Our house is getting painted.*

*I’m getting hungry.*

The difference between *be*-passive and *get*-passive is when those kinds of passive are used in negatives and questions. *Get* does not function as a true auxiliary in questions and negatives the way that *be* does. In *get*-passive, it needs *do* when it is changed into negatives or questions. According to Murcia and Freeman (1999), *do* serves as an operator for *get* in questions and negatives.

*Be-passive*  
*A: Was Bruno arrested?*  
*B: No. He wasn’t even caught.*

*get-passive*  
*A: Did Bruno get arrested?*  
*B: No. He didn’t even get caught.*

Another difference between *be*-passive and *get*-passive is that the latter can occur more readily with the perfect progressives:

*His plans have been getting sidetracked for years.*
2.1.3.2.2 Be (in complex passive)

The be passive can also interact with complements such as that-clauses and infinitives producing complex passives.

For example:

*That he will get the job has been decided.*

*John is thought to be intelligent.*

2.1.3.2.3 Have

It is also possible for have to function as a passive auxiliary.

For example:

*Mary had her purse snatched.*

The tenses used in this research are:

1. Simple Present Tense
2. Simple Past Tense
3. Present Progressive Tense
4. Past Progressive Tense
5. Present Perfect Tense
6. Past Perfect Tense
7. Simple Future Tense
8. Modal
The writer discusses the tenses which are commonly used in their daily conversation. This enables the writer to relate and compare the differences and similarities between each tense.

2.1.3.3 Simple Present Tense

Azar (1985) defines simple present tense is something which is true in the past, true in the present, and will be true in the future. It is used for general statement of fact. In addition, it is also used to express habitual or everyday activities.

My sister really likes writing. One of her writing is published in Rider Digest.

The example above shows the present happening which is also true in the past and will be true in the future. This example is the use of passive voice in Simple Present Tense.

2.1.3.4 Simple Past Tense

Based on Azar’s opinion, simple past tense indicates that an activity or situation began and ended at a particular time in the past (1985).

Those two books were bought by my mother 2 days ago.

One of those books was read by my sister yesterday.

Those two examples are two activities which happened at a particular time in the past.
2.1.3.5 Present Progressive Tense

The present progressive expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future (Azar, 1978).

The next novel *is being written* by Mary this year.

This novel *is being read* by my younger sister.

Those two activities are in progress. There is a continuation on that activity.

2.1.3.6 Past Progressive Tense

When I went to Bali, my homework *was being done* by my sister.

While my bedroom *was being cleaned*, I studied in the living room.

In that example, both actions occurred at the same time, but one action began earlier and was in progress when the other action occurred (Azar, 1985).

2.1.3.7 Present Perfect Tense

Azar (1985) points out that the present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.

My boarding house has been visited by my parents.

My room has been cleaned by the servant.

Those two activities happened at an unspecified time in the past.
2.1.3.8 Past Perfect Tense

The past perfect expresses an activity that was completed before another activity or time in the past (Azar, 1985).

My house had been locked by mother before she went out.

After that book had been bought by my mother, my sister read it.

In example above, there are two activities in each sentence. The first activity was completed before another activity.

2.1.3.9 Simple Future Tense

Azar (1985) states that the simple future tense expresses an activity which happens in the future.

That red blouse will be bought by my sister next week.

My briefcase will be taken by my father tomorrow.

2.1.4 The Meaning

Curme (1931) argues that based on the meaning, there are two kinds of verb: actional and statal passive.

2.1.4.1 Actional Passive

Actional passive is the action expressed in the verb. This form is made up from the progressive form of the verb be and the perfect participle of the verb be to present as an act as going on.
The example:

*My motorcycle is being sold.*

*My house is being repaired.*

### 2.1.4.2 Statal Passive

This form refers to state the result of the action expressed in the verb.

The example:

*He is annoyed.*

*My room is painted.*

*I am surprised.*

### 2.1.5 The Use of Passive Voice

According to Quirk et. al. (1973), the most common reason for using passive voice is to avoid referring to the person performing the action. That may be used because the identity of the person is not known or because it is felt to be unnecessary to identify the person or it is felt to be tactless to do so.

Newman (1981) gives explicit explanation of the use of passive: “The passive is used when the attention is directed to the action or even and not to the agent responsible for it.” In addition, he also states the six uses of passive construction as follows:

1. The most common use of the passive is to replace indefinite pronoun such as one, somebody, anybody, etc.
17

*Example: A number of kinds of people can be seen in Yogyakarta.*

2. When the person does the action obvious, it is necessary to mention the doer.

*Example: Marcel has been jailed for murdering.*

3. When the person who does the action is not important or is unknown.

*Example: This school was built when I was a child.*

4. It is used to stress the thematic subject. Generally, the most important idea should be put first, where it is in a sentence, a letter or a composition, so that the real subject is clearly known by the teacher.

*Example: The women education in the past was improved by R.A. Kartini.*

5. It is used to avoid an acquired change of the subject in the middle of a sentence.

*Example: The pop singer arrived at Adi Sucipto Airport where she has been mobbed by her fans.*

6. It is used to disclaim responsibility for an unwelcome announcement.

*Example: Increase of ten percent of the school fee will be introduced in the following semester.*

### 2.1.6 Language Errors

In this part, the writer explains the theory of errors. It will be useful to help the writer in answering the second research problem. The theory of errors will be used in the chapter four.
2.1.6.1 Definition of Errors

There are so many theories about language errors. In this study, the writer uses only one theory. Dulay, Burt, and Krashen (1982) propose that:

Errors are flawed side of learners’ speech or writing. They are parts of conversation or composition that deviate from some selected norm of mature language performances (p.259).

In brief, the errors are the violation of the syntactic rules of the language. The errors itself may happen in the learners’ speech or writing.

2.1.6.2 The Cause of Errors

There are many possible answers dealing with the cause of errors. Lado points out that most errors are resulted from the interference of the learners’ first language or mother tongue. An analysis, which is known as contrastive analysis, talks about comparison between the learners’ mother tongue and the target language. The learners will not have any difficulties in learning the target language if there are similarities between the native and the target language being learned. On the other hand, the differences will cause problems, and the result in errors.

Brown (1994) reveals that there are three causes of errors. The first one is Interlingual Transfer or Interferences. It means that the errors happen because the learners’ first language interfere the process of learning the second language. The system of the second language is not familiar for the learners. Therefore, the learners draw the linguistics system that they really know, that is the first language. In this
case, the errors commonly happen in the early stages of the learning process. The errors can be easily detected by the learners’ speech.

The second cause of errors is Intralingual transfer. This error happens on the target language itself. It happens when the learners acquire the language. The examples of this error are “John writed”, “Do John write?”, “I don’t know where are you.”

The last cause of errors is the context of the learning. The context here means the outside factors of the language, for example the teacher, the classroom, and the textbook. The teacher can be the source of errors if the teacher gives incorrect explanation of the language. In the other hand, the textbook can be the source of errors if there is mistake or misprint in the book.

In conclusion, there are three sources of errors. The first source is from the learners themselves. In this case, the learners have had their own linguistics system of their first language. When they learn the target language, the system of their first language influences their thought in learning the target language. The second cause is from the target language, which is English. English has so many new rules for the learners. The last cause is the external factors: the teacher, the classroom, and the textbook.

2.2 Theoretical Framework

Passive voice is an essential part of English grammar. When the students are expected to master English, the students have to master English grammar, including
passive voice. Fries (1948) indicates the students can be said that they master the language if they master the sound system and the structure of the language. Firstly, the students have to understand the utterances and the production of the language well. Secondly, the students should be able to make the structure of the target language matters of automatic habit. It means that the students have to use correct structure of the language in the utterances.

The focus of this study is the students’ mastery of the use of passive voice. There are three main points for the students to master the target language: the form, the meaning, and the use. The first is the form. This form deals with the seven types of tenses that have to be mastered by the student: Simple Present, Present Progressive, Present Perfect, Simple Past, Past Progressive, Past Perfect, and Simple Future. In addition, there is one construction: modal. The second is the meaning. In this case, the students have to really master the meaning of those forms of passive. The last one is the use. It means that the students have to be able to acquire the passive.

In this study, there are three research problems regarding the second semester students’ mastery in the use of passive voice. The writer got the data from the test. In this case, the test was used to answer those three research problems. The first problem of this study is how much the second semester students of English Language Education Study Program in Sanata Dharma University have mastered the use of passive voice. To answer this question, the writer gave the statistical computation. The writer was able to determine the students’ mastery through this statistical
computation. The result of the computation was then compared to the standard of the mastery stated in the academic regulation of Sanata Dharma University. The students’ mastery could be then determined. Secondly, the writer tried to find out the students’ difficulties in mastering passive voice. The students’ score of the test on each part can determine the students’ difficulties in using passive voice. From their scores in the test, the writer found out their mastery on each tense. These scores then compared to the minimum standard of mastery stated in the academic regulation of Sanata Dharma University. If their achievement in one of the tense is low according to that academic regulation, it means that they still have difficulties in mastering passive voice. If their achievement on that tense is high, it can be said the students have mastered it or they do not have difficulties in mastering it. The third problem is the possible causes of errors made by the students in using passive voice. The writer tried to identify the causes so that the students are able to know their difficulties.
CHAPTER III

RESEARCH METHODOLOGY

1.1 Research Method

This research applied quantitative research method. In this part, the researcher explained the characteristics of this method.

In this research, there were three research problems: 1) how much the second semester students of English Language Education Study Program in Sanata Dharma University have mastered the use of passive, 2) the students’ difficulties in using passive voice and 3) the possible causes of the students’ difficulties. To answer the first question, the researcher applied quantitative method. The researcher got the data from the test result. Meanwhile, to answer the second and third question, the researcher analyzed the data based on the result in the test in a form of words. In brief, the writer explained the detailed information of the method on the following paragraph.

Best and Khan (1986) note that quantitative research is the objective measurement and statistical analysis of numeric data to understand and explain phenomena. In this research, the researcher got the data from the test. The research analyzed the data by counting the percentage of the students’ correct answers. Therefore, the data of the first research problem was numeric.
To sum up, this research applied quantitative research methods in analyzing the data. To answer the first research question, the researcher used quantitative method. The researcher converted the data into percentage. On the other hand, the researcher explored the description of observations which is not ordinarily expressed in quantitative terms.

1.2 Research Setting

This research was conducted in the second semester students of English Language Education Study Program in Sanata Dharma University Yogyakarta 2011/2012 academic year.

1.3 Research Participants/Subjects

The sample of population was the second semester students of English Language Education Study Program in Sanata Dharma University 2011/2012 academic year. There were two reasons of choosing the second semester students. First, in the second semester, the students learned passive voice. The researcher wanted to measure the students’ mastery of passive voice right after they learned about it. It was very useful for the students if they could realize their difficulties in using passive voice. Therefore, the students will not make mistake in using passive voice in the following semester.

Second, the ELESP students in Sanata Dharma University were trained to be English teachers. They will be the model for the students. Therefore, the students
have to master the language skills and elements in English so that the students can imitate the language correctly.

Because of the time limitations on conducting the research, to select the representative sample, the researcher applied cluster sampling technique. Best and Khan (1986) explains that cluster sampling was employed when the researcher chooses to investigate a group which is naturally together to participate in the research. The researchers then selected a sample with assumption that a portion of the research participants was quite representative to study the second semester students’ mastery of the use of passive voice. Then, the researcher generalized the results obtained from the sample of the population. The researcher drew a sample from two different classes of Structure II. The tests were conducted in class B and C. Then, a sample of eighty (80) participants was drawn from the two classes, class B and C. The researcher took those 80 participants with the consideration that they had represented the population of the second semester students 2011/2012 academic year. Furthermore, the two classes of the second semester students 2011/2012 academic year of English Language Education Study Program in Sanata Dharma University were assumed to share the same level of mastery in using passive voice because they had learnt about passive voice in the same semester. Those two classes were considered as a group which is naturally together since they started their study in the same year. They also shared the same curriculum which means they learnt the same materials. This type of sampling was easy to apply because the researcher obtained several data at once and did not need to give instruction for the test takers. Another
consideration in choosing this technique of sampling was that the classes had various language capabilities resembling the population. Class A and B were chosen since the students had different Grade Point Average (GPA) that the combination of the result would represent the result of all classes.

1.4 Instruments and Data Gathering Technique

In this research, the researcher used test as the instrument in collecting data. Brown (2004) states that a test is a method of measuring a person’s ability, knowledge or performance in a given domain. The test consisted of two parts. The first part of the test was the fifteen items of multiple-choice type of test. The objective of this part of the test was that the students were able to recognize the form of passive voice. Moreover, the students had to know the meaning of those forms to be able to answer the questions. Therefore, if the students know the form and also the meaning, the students’ answers will be correct. In the second part, the students were asked to fill in the blanks with the suitable form of the active or passive voice. The objective of this part was that the students were able to use passive form correctly and accurately.
Table 3.1 The Distribution of the Test Items

<table>
<thead>
<tr>
<th>No.</th>
<th>Tense</th>
<th>Tense Item Number</th>
<th>Total Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple Present</td>
<td>A 1, 2</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Simple Past</td>
<td>B 1, 2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Present Progressive</td>
<td>3,4, 5</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Simple Future</td>
<td>6, 9, 10</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Present Perfect</td>
<td>7, 8</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Past Perfect</td>
<td>- 10</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Modal</td>
<td>- 4, 8</td>
<td>2</td>
</tr>
</tbody>
</table>

The scoring system used 1-0 scale, one (1) was the correct answer and zero (0) for the incorrect answer.

Most items of the tests were taken from English grammar textbooks. There were some criteria in constructing a test:

1.4.1 Validity

Gronlund as cited by Brown (2004) defines validity as the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. This research was conducted to measure the mastery of the second semester students in using passive voice.

There were some types of validity based on the evidence’ sources: content validity, construct validity, face validity, and criterion validity.

1.4.1.1 Content Validity
Brown (2004) proposes that content validity can be clearly defined by the achievement that is measured. It referred to the content and format of the instrument. In this research, the researcher made the content appropriately aimed to be able to measure the students’ mastery.

1.4.1.2 Construct Validity

Brown (2004) argues that a test has construct validity if the goals of the test are covered in the test construction. In this case, the aim of constructing the test was to know the students’ mastery in using passive voice. Therefore, the test was in written form. The written test could help the students to recall their memory of passive voice in doing the test. This written test was really appropriate to be used for measuring the students’ mastery in using passive voice.

1.4.1.3 Face Validity


the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers (p.432).

Relating to face validity, the researcher showed the test to the lecturer. The researcher asked for the lecturer suggestions and comments about the test. In addition, the researcher also did the pilot test. After that, the researcher also revises the test.
1.4.1.4 Criterion Validity

Criterion validity refers to the relationship between scores obtained using the instrument and scores obtained using one or more other instruments or measures (Fraenkel & Wallen, 1993).

1.4.2 Reliability

After fulfilling the validity of the test, the researcher found out the test reliability. Fraenkel & Wallen state that reliability is the consistency of the scores obtained.

In the test, the researcher gave some questions about passive voice to be answered by the respondents. The test was used to measure the students’ mastery on form and function. Therefore, the students should be able to understand the form of passive voice to master it. In brief, after designing the test, the researcher administered the test to the students of ELESP 2011/2012 academic year in Sanata Dharma University. To sum up, in answering the questions, the respondents should be able to understand the function of subject and object in a sentence. By doing so, they would not be confused in making an active or passive sentence.

There are three methods that can be used to measure the reliability of the test: test-retest method, equivalent-forms method, and internal consistency method. In this research, the researcher used split-half procedure which is included in consistency method.
The split-half procedure involves scoring two halves (usually odd items versus even items) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores (Fraenkel & Wallen, 1993).

After the results were collected, the items in the test were divided into two comparable halves, the first half was the odd-numbered items (X) and the second half was even-numbered items (Y). The students’ scores on each half were then counted. To determine the correlation between the two set of scores, the writer used Pearson Product Moment. The formula is as follow:

\[ r_{xy} = \frac{\sum (X - M_x)(Y - M_y)}{N S_x S_y} \]

Where:
- \( r_{xy} \) = Pearson product-moment correlation efficient
- \( X \) = each students’ score on Test X
- \( M_x \) = mean on Test X
- \( S_x \) = standard deviation on Test Y
- \( Y \) = each students’ score on Test Y
- \( M_y \) = mean on Test Y
- \( S_y \) = standard deviation on Test Y
- \( N \) = the number of students who took the two sets

This computation was the reliability of the half test. To determine the reliability of the full test, the writer employed the Spearman-Brown prophecy formula. The formula is:
Reliability of scores = \[
\frac{2 \times \text{reliability for } \frac{1}{2} \text{ test}}{1 + \text{reliability for } \frac{1}{2} \text{ test}}
\]

Best in his book *Research in Education* (1983) interprets the coefficient in several criteria:

<table>
<thead>
<tr>
<th>Coefficient (r)</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>.00 – .20</td>
<td>negligible</td>
</tr>
<tr>
<td>.20 - .40</td>
<td>Low</td>
</tr>
<tr>
<td>.40 - .60</td>
<td>moderate</td>
</tr>
<tr>
<td>.60 - .80</td>
<td>Substantial</td>
</tr>
<tr>
<td>.80 – 1.00</td>
<td>High to very high</td>
</tr>
</tbody>
</table>

The table above presented the interpretation of the reliability coefficient of the test which was based on Best’s book. The range of each criterion is 0.20. If the coefficient is only 0.20 - 0.40, the test is not reliable or has a minimum reliability. In other words, the test should be revised. If the coefficient is between the ranges 0.20 – 0.40, the reliability is still low which means that the test needs to be revised. Meanwhile, if the test reliability coefficient achieves 0.40 – 0.60, it means the test is moderate. In other words, the test is acceptable, yet it still needs revision. A good test may have a reliability coefficient between the ranges 0.60 – 0.80. The test with that coefficient was already reliable, yet the test with 0.80 – 1.00 as the reliability is better. The last two criteria do not need any significant revision.

The data gathering procedure was conducted in Structure classes of the second semester students 2011/2012 academic year. The students were asked to do the thirty items in 45 minutes. The test was administered on April 18, 2012. After they had finished the test, the results were collected.
1.5 Data Analysis Technique

Before scoring the students’ test, the writer selected the sample using the Cluster Sampling Technique. There were 80 respondents in this research.

The writer counted the correct numbers of the students’ work. To measure the students’ mastery on the use of passive voice, the writer performed statistical computation. The writer also found out the students’ difficulties in doing the test.

Next, the writer tried to identify the possible causes of the students’ difficulties based on the test result and also the theories on Chapter II.

1.6 Research Procedure

The writer selected the sample using the Cluster Sampling Technique. There were 80 students who were considered the representative samples of the population. After that, the researcher conducted the test. The writer scored the students’ work in which the standard used to determine whether the answer is correct or incorrect was the authoritative English grammar textbooks and also on the review of the literature.

Then the writer counted the students’ correct answers in the whole test and also in each part of the test. Based on the findings, the writer found out the percentage of correct answers. To know the students’ mastery on the use of passive voice in each tense, the writer performed necessary statistical computation. The result of computation as then compared to the minimum standard of mastery stated in the Peraturan Akademik Universitas Sanata Dharma (1998). The students’ mastery
could then be determined. Then the writer found out the students’ difficulties in mastering passive voice. From their scores in each part of the test, the writer found what difficulties the students had in mastering passive voice, whether they were in the forms, meanings, or the uses of passive voice on each tense. The writer also found out the students’ mastery on each tense. First the writer counted the total number of items of each tense. Then the writer counted the total number of errors items of each tense. After that, the writer divided the total number of the students’ errors items by the total number of item of each tense. The writer obtained the percentage of errors items. From this percentage, the writer obtained the percentage of correct answers of the students. If the percentage is above the minimum standard of mastery (56% of correct answers), then it can be said that they do not have difficulties in that tense or they have mastered that tense. And if their percentage is lower than 56%, then it can be said that they still have difficulties in mastering that tense.

Next the writer identified the possible causes of the students’ difficulties, based on the test result and referred to the theories presented previously in Chapter II.
CHAPTER IV

RESEARCH RESULTS AND FINDINGS

In this chapter, the writer presents the research findings and discussion. The first section of this chapter presents the data collected from the survey. The writer describes the data using tables. The second session of this chapter focuses on answering the research problems of this research. There were three research problems in this research: (1) How much have the second semester students of English Language Education Study Program in Sanata Dharma University mastered the use of passive voice? (2) What are the students’ difficulties in mastering passive voice? (3) What are the possible causes of the difficulties? After analyzing all the tests given to the students, the writer classified the results according to the grades to see the mastery of passive voice. To see the type of errors made by the students, the writer also presents error classification and its percentage.

4.1 Data Presentation

The data collected in this study was from the test administered to the second semester students in the academic year of 2011/2012. The test, as it is explained in Chapter 3, had two parts, and each part had its own objective. There were two objectives of the first part of the test. The first objective was that the students were able to know the forms of passive voice. The second objective was the students were
able to interpret the meaning of passive voice. Here the students were required to know the meaning of each form, otherwise their answers will be incorrect. In the second part of the test, the students were asked to fill in the blanks with the suitable forms of the verbs. The objective of this part was the students were able to demonstrate their ability to use passive voice appropriately. They had to be able to use the right form of passive voice.

The achievement in the whole part of the test is presented in table 4.1 below.

Table 4.1 The Students ‘Achievement in the Whole Part of the Test

<table>
<thead>
<tr>
<th>Percentage of Correct Answers</th>
<th>Number of Students Achieving Percentage of Correct Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>26</td>
</tr>
<tr>
<td>80 – 89</td>
<td>20</td>
</tr>
<tr>
<td>70 – 79</td>
<td>16</td>
</tr>
<tr>
<td>60 – 69</td>
<td>10</td>
</tr>
<tr>
<td>50 – 59</td>
<td>3</td>
</tr>
<tr>
<td>40 – 49</td>
<td>2</td>
</tr>
<tr>
<td>30 – 39</td>
<td>3</td>
</tr>
<tr>
<td>20 – 29</td>
<td>-</td>
</tr>
<tr>
<td>10 – 19</td>
<td>-</td>
</tr>
<tr>
<td>0 – 9</td>
<td>-</td>
</tr>
</tbody>
</table>

Most of the students (26 students) achieved the highest percentage (90 – 100 %) of correct answers. The students’ lowest achievement fell in the range 30 – 39, and there were 3 students who achieved it.

In the following tables, the writer presents the students’ achievement in each part of the test.
Table 4.2 The Students’ Achievement in the First Part of the Test

<table>
<thead>
<tr>
<th>Percentage of Correct Answers</th>
<th>Number of Students Achieving Percentage of Correct Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>61</td>
</tr>
<tr>
<td>80 – 89</td>
<td>9</td>
</tr>
<tr>
<td>70 – 79</td>
<td>4</td>
</tr>
<tr>
<td>60 – 69</td>
<td>4</td>
</tr>
<tr>
<td>50 – 59</td>
<td>1</td>
</tr>
<tr>
<td>40 – 49</td>
<td>-</td>
</tr>
<tr>
<td>30 – 39</td>
<td>1</td>
</tr>
<tr>
<td>20 – 29</td>
<td>-</td>
</tr>
<tr>
<td>10 – 19</td>
<td>-</td>
</tr>
<tr>
<td>0 – 9</td>
<td>-</td>
</tr>
</tbody>
</table>

In this table we can see that in the first part of the test that emphasized the form and meaning, most of the students (61 students) achieved the highest percentage. The highest achievement fell on the range 90-100.

Table 4.3 The Students’ Achievement in the Second Part of the Test

<table>
<thead>
<tr>
<th>Percentage of Correct Answers</th>
<th>Number of Students Achieving Percentage of Correct Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>11</td>
</tr>
<tr>
<td>80 – 89</td>
<td>20</td>
</tr>
<tr>
<td>70 – 79</td>
<td>13</td>
</tr>
<tr>
<td>60 – 69</td>
<td>12</td>
</tr>
<tr>
<td>50 – 59</td>
<td>14</td>
</tr>
<tr>
<td>40 – 49</td>
<td>1</td>
</tr>
<tr>
<td>30 – 39</td>
<td>4</td>
</tr>
<tr>
<td>20 – 29</td>
<td>3</td>
</tr>
<tr>
<td>10 – 19</td>
<td>2</td>
</tr>
<tr>
<td>0 – 9</td>
<td>-</td>
</tr>
</tbody>
</table>

In table 4.3, it can be seen that most of the students (20 students) achieved 80% correct answers in the part of the test that emphasized the function. These are
one range low than the first part of the test. The lowest percentages fell on the range 10-19. It was achieved by two students.

4.2 Data Analysis

This section focuses on analyzing the data of the research to answer the research problems. To answer the first research problem, the writer performed necessary statistical computation. Before that, the writer presented the computation of the reliability of the test to show that the test used in this study was reliable.

4.2.1 The Reliability of the Test

As it is explained in the previous chapter, the writer used split-half method to test the reliability of the test. The writer divided the twenty items into two equal halves, odd-numbered items and even-numbered items. The writer then counted the students’ scores on each half. To determine the correlation between the two sets of scores, the writer used Pearson-Product Moment formula. The result, the coefficient correlation, was 0.26. That was the reliability of the half test. For the reliability of the full test, the Spearman-Brown Prophecy formula was used, and the result was 0.41. According to John W. Best, this result indicates that the test had moderate reliability (Best, 1975).
4.2.2 Presentation of Descriptive Statistics

This table presents descriptive statistics of the data obtained in the study. This descriptive statistics is necessary to answer the first problem of the research that is how much the second semester students have mastered the use of passive voice. The descriptive statistics provides the score of mean, mode, median, range, and standard deviation.

4.5 The Descriptive Statistics

<table>
<thead>
<tr>
<th>No.</th>
<th>Variables</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td>15.46</td>
</tr>
<tr>
<td>2.</td>
<td>Median</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>Mode</td>
<td>18</td>
</tr>
<tr>
<td>4.</td>
<td>Range</td>
<td>14</td>
</tr>
<tr>
<td>5.</td>
<td>Standard Deviation</td>
<td>15.54</td>
</tr>
</tbody>
</table>

From the table above, the average score (mean) the students achieved in the test is 15.46. This score shows the students' mastery in the use of passive voice. To determine the students’ mastery in the use of passive voice, the writer referred to the academic regulation of Sanata Dharma University. There are three measurement systems that can be used to determine the students’ mastery on certain material (Peraturan Akademik 1998:14). The first is the Sistem Penilaian Acuan Patokan or PAP (Criterion-referenced measurement systems). With this system, firstly we have to determine the minimum passing score as the minimum standard of mastery the students must achieve. The second is Sistem Penilaian Acuan Norma or PAN (Norm-referenced measurement systems). In this system, the students’ achievement is
compared to expected achievement, then the minimum passing group is determined. The measurement system that is suitable with the Communicative approach and is used in Sanata Dharma University is the adjusted criterion-referenced measurement system. This system requires the teacher to first determine the minimum passing score as the minimum standard of mastery. The minimum passing score is 56% of the highest score the students can achieve in the test. The students who achieve 56% of the highest score enter the category of sufficient (C). If the students can only achieve 50% of the highest score, then they fall on the category of insufficient. The minimum score for the category good (B) and very good (A) are determined by the teacher by considering the score distribution above the minimum passing score (56%).

Referring to the academic regulation above, the writer then set the score category that was applied in this study. The highest score the students could achieve in the test was 20. The 56% of this score is 11. This is the minimum passing score. If the students’ score fall among 9-12, it means they enter the category of sufficient (C). The following is the score category.

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>Very good</td>
</tr>
<tr>
<td>13-16</td>
<td>Good</td>
</tr>
<tr>
<td>9-12</td>
<td>Sufficient</td>
</tr>
<tr>
<td>5-8</td>
<td>Insufficient</td>
</tr>
<tr>
<td>&lt;4</td>
<td>fail</td>
</tr>
</tbody>
</table>
The students’ average (mean) score was 15.46. This score fell on the category of good. Obviously, the second semester students’ mastery in the use of passive voice was considered good according to the academic regulation of Sanata Dharma University. The table below presents the students’ score in relation to the category.

### 4.6 The Students’ Score in Relation to the Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Scores</th>
<th>Number of Students Achieving the Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>17-20</td>
<td>39</td>
</tr>
<tr>
<td>Good</td>
<td>13-16</td>
<td>30</td>
</tr>
<tr>
<td>Sufficient</td>
<td>9-12</td>
<td>7</td>
</tr>
<tr>
<td>Insufficient</td>
<td>5-8</td>
<td>4</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt;4</td>
<td>-</td>
</tr>
</tbody>
</table>

The table above shows there is no student enters the category of fail. There are 5% of the students enter the category of insufficient. 8.75% of the students enter the category of sufficient. 37.5 % of the students enter the category of good. Most of them (39 students or 48.75 %) enter the category of very good.

### 4.2.3 The Analysis on the Students’ Achievement in Each Tense

In this section, the writer analyses the students’ achievement in each tense. First, the writer counted the students’ errors items of each tense in each part of the test (part A and B of the test). Those items were then divided by the total number of items of the tenses. The writer obtained the percentage of errors items. From this percentage, the writer obtained the percentage of correct answers the students
achieved in each tense. The students’ achievement in each tense is presented in the following tables.

### 4.7 The Students’ Achievement of Passive Voice in Simple Present Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Total Number of Items</th>
<th>Number of Errors Items</th>
<th>Total Number of Errors Items</th>
<th>Percentage of Errors Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present Tense</td>
<td>320</td>
<td>A 18  B 64</td>
<td>82</td>
<td>25.63 %</td>
</tr>
</tbody>
</table>

Data in the table above shows that the students answered incorrectly 25.63% of the total items of simple present tense. They achieved 74.38% of correct answers. Their errors were mostly in the second part of the test.

### 4.8 The Students’ Achievement of Passive Voice in Simple Past Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Total Number of Items</th>
<th>Number of Errors Items</th>
<th>Total Number of Errors Items</th>
<th>Percentage of Errors Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Past Tense</td>
<td>240</td>
<td>A 22  B 21</td>
<td>43</td>
<td>17.91 %</td>
</tr>
</tbody>
</table>

The students’ achievement of the correct answers in this tense is higher than that in Simple Present Tense. The students only answered incorrectly 43 of the total 240 items of Simple Past Tense. That means they achieved 82.09% of correct answers. The errors in the first part of the test were almost the same as that in the second part of the test.
### 4.9 The Students’ Achievement of Passive Voice in Present Progressive Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Total Number of Items</th>
<th>Number of Errors Items</th>
<th>Total Number of Errors Items</th>
<th>Percentage of Errors Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Progressive Tense</td>
<td>240</td>
<td>A 9</td>
<td>B 17</td>
<td>26</td>
</tr>
</tbody>
</table>

In this item, the students’ achievement of correct answers in this item was quite good. They achieved 89.17% of correct answers. The students’ errors in the second part were more than those in first part of the test.

### 4.10 The Students’ Achievement of Passive Voice in Simple Future Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Total Number of Items</th>
<th>Number of Errors Items</th>
<th>Total Number of Errors Items</th>
<th>Percentage of Errors Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Future Tense</td>
<td>240</td>
<td>A 9</td>
<td>B 3</td>
<td>12</td>
</tr>
</tbody>
</table>

The students’ achievement in the use of passive voice in simple future tense is good. The students’ achievement of correct answers on this item was the highest of all. The students only answered incorrectly 5 % of the total items of the test. That means the students achieved 95% of the correct answers.

### 4.11 The Students’ Achievement of Passive Voice in Present Perfect Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Total Number of Items</th>
<th>Number of Errors Items</th>
<th>Total Number of Errors Items</th>
<th>Percentage of Errors Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perfect Tense</td>
<td>240</td>
<td>A 24</td>
<td>B 35</td>
<td>59</td>
</tr>
</tbody>
</table>
The students’ achievement was almost the same as that in the Simple Present Tense. The students answered incorrectly 59 items of the total 240 items of Simple Perfect Tense. The errors were also mostly on the second part of the test.

### 4.12 The Students’ Achievement of Passive Voice in Past Perfect Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Total Number of Items</th>
<th>Number of Errors Items</th>
<th>Total Number of Errors Items</th>
<th>Percentage of Errors Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Perfect Tense</td>
<td>80</td>
<td>A  B</td>
<td>55</td>
<td>68.75%</td>
</tr>
</tbody>
</table>

This is the lowest achievement in the whole test. There were 55 incorrect answers in this item. The students’ achievement of correct answers was only 31.25%.

### 4.13 The Students’ Achievement of Passive Voice in Modality

<table>
<thead>
<tr>
<th>Tense</th>
<th>Total Number of Items</th>
<th>Number of Errors Items</th>
<th>Total Number of Errors Items</th>
<th>Percentage of Errors Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modal</td>
<td>160</td>
<td>A  B</td>
<td>47</td>
<td>29.38%</td>
</tr>
</tbody>
</table>

This is the lowest students’ achievement. The students achieved 70.62% of the correct answers. The 47 items of total 160 items were incorrect.

From the students’ achievement above, the students’ achievement in the use of passive voice is good. Most of them are above the minimum standard of mastery (56%). However, the students’ achievement on passive voice using Past Perfect Tense is below the minimum standard of mastery. The tenses used in passive voice were Simple Present Tense (the students achieved 74.37% of correct answers), Simple Past
Tense (82.09%), Present Progressive Tense (89.17%), Simple Future Tense (95%), Present Perfect Tense (75.42%), Past Perfect Tense (31.25%), and modal (70.62). In the next part, the writer elaborated the students’ difficulties in each form.

4.3 Discussion

The result of the research has been presented. Considering the result, the writer discussed the answers of each research problems. The writer related the results of the research with some theories. The following explanation discusses each problem of the research.

4.3.1 The Students’ Passive Voice Mastery

All the data presented previously show that according to the academic regulation of Sanata Dharma University, the students’ mastery on the use of passive voice was good. Their average score was 15.46 and it entered the category of good. It means that the students’ achievement was satisfactory.

Table 4.1 presents the students’ achievement in the whole part of the test. The test had two parts, in which each part had its own objective. Table 4.2 and 4.3 presents the students achievement in each part of the test.

Table 4.2 shows the students’ achievement in the first part of the test. There were two objectives in the first part of the first part of the test. The first objective of the test was that the students were able to identify the form of Passive Voice. The second objective was the students were able to interpret the meaning of the form of
passive voice. Most of the students achieved 98.75% of the correct answers. According to the academic regulation of Sanata Dharma University, the result was considered very good because it was above the minimum passing score (56%). It means that the students’ achievement was satisfactory.

However, the students still made some mistakes. There were some factors that caused the students made some mistakes. First, they were not familiar with the form of passive voice. In this study, there were seven tenses in passive voice forms: simple present tense, simple past tense, present continuous tense, simple future tense, present perfect tense, past perfect tense, and modals. This was clearly shown by the students’ answers in the test. The writer explored further in the next section. In this case, the students had to also know about the meaning of form of the tense. Therefore, if the students were not familiar with the form and meaning would find problems in answering the test because the students were required to know the form and also the meaning.

The result of the second part of the test was different from that of the first part of the test. The second part of the test was intended to find out how well the students demonstrated their ability to use tenses with passive voice. The second part of the test was in a form of filling in the blank with appropriate form of passive voice. The writer had provided the verb for the students. Then, the students had to make the appropriate form of passive voice. In this part of the test, the students achieved 87.5% of the correct answers. According to the regulation of Sanata Dharma University, this achievement was above the minimum passing score. It means that the students was
successfully enough to use passive voice. They had mastered the use of passive voice. Although the students’ mastery on the use of passive voice was satisfactory, the students still made some mistakes on it.

The following are the students’ errors:

1. Rachel : Mom, my room has been painting well. Thank you mom.
   Mom : You’re welcome dear.

2. Chris : Have you paid your school fee?
   Rachel : It should be paid by my father this morning.

3. Mom : Rio, would you please open the window?
   Rio : I tried, but the window can’t opened.

4. Marry : Did Lucy borrow your novel?
   Rachel : Yes, she did. When I went to her house, it is being read by her.

5. This room was cleaned by Clara before her mother asked her.

The first sentence should be Mom, my room is painted well. The student’s first sentence was incorrect because the use of Present Perfect Progressive here was ambiguous. It was clear that the test focused on the use of passive voice. However, in this part, the student used Present Perfect Progressive Tense with no passive form. It meant the student did not use passive voice as well. In addition, from the context it was clear that the tense should be in passive. The doer was not the room. The doer must be a person, not a thing.

The second sentence was incorrect because the use of modal “should” implies the advice for someone. In this second sentence, Chris did not ask Rachel’s advice
about the payment. Chris asked about whether Rachel has paid the school fee or not. Although the student used passive form with modal correctly, that answer was not appropriate with the sentence. The answer should be *it has been paid by my father this morning*.

The third sentence was almost correct. The students did not put *be* in this sentence. As we all know, the use of modal must be followed by Verb 1 or *be*. However, in this sentence the students used past participle after modal. The correct one should be *I tried, but the window can’t be opened*. The fourth sentence was structurally correct. The student used passive voice with Present Progressive Tense correctly. However, in this context, the students should use passive voice with Past Progressive Tense for the main clause. In this sentence, the sub main clause used past tense and also used conjunction of when. It was clear that the students had to use passive voice with Past Progressive Tense for the main clause. While in the last sentence, the use of passive voice with Past Tense was incorrect. It was because the sub main clause of this sentence used Simple Past Tense. Therefore, the main clause should use Past Perfect Tense in a form of passive. The activity of the mother called Clara in this sentence happened after the previous activity: This room had been cleaned by Clara.

4.3.2 The Students’ Difficulties in Passive Voice Mastery

This section discusses the students’ difficulties in mastering the use of passive voice. The discussion discusses the students’ errors on the use of passive voice in
which the students’ achievement was below and also above the minimum standard of mastery. The writer first presents the number of errors items of the use of passive voice. Then the writer presents each of those errors items, followed with the discussion on the students’ errors answers on those items. For it is not possible to present the item as complete as it is in the test, the readers are advised to refer to Appendix 1 (the test). The students’ errors answers are written in Italic. The following are the detailed discussion on the students’ difficulties in mastering passive voice in each tense.

4.3.2.1 The Students’ Difficulties of Passive Voice in Simple Present Tense

Data in table 4.7 shows that the students only achieved 25.63% of incorrect answers. The students answered incorrectly 82 items of total 240 items of Simple Present Tense. The 82 errors items consisted of 15 errors in item number 1 part A, 3 errors in item number 2 part A, 14 errors in item number 1 part B, and 50 errors in item number 2 part B. Their errors are as follows:

1. Item number 1 part A:
   My sister is a student of English Study Program. She really likes reading poems. One of her poems … in Rider Digest.

   Most of the students (20 of 21 errors answers made by the students) chose option E (was published) as the answer of this item. This answer was incorrect because this sentence means the condition of a fact. There is no specific time mentioned in the sentence. In this case, Simple Past Tense can’t be used to
show a fact. We have to use Simple Present Tense to state a fact. The correct answer of this item is option D, *is published*.

2. Item number 2 part A: Today is Rachel’s birthday. All of her friends … to her birthday party.

There were only 3 students who answered this item incorrectly. The students chose option A (*is invited*). It was clear that this was not the correct answer because the subject of this sentence is more than one. Therefore, the students can not use *is*. The correct answer is option B (*are invited*).

3. Item number 1 part B:

My father gives me money for my pocket money. However, I don’t always use it to buy unimportant things. The money … (save) in my bank account in every end of the month.

In this item, there were 17 incorrect answers. Most of the students answered this item using Simple Past Tense. The students should not use Simple Past Tense because it was clear that the two previous sentences used Simple Present Tense. This was surely not the best answer. The students have to answer this item by using Simple Present Tense. The correct answer is *is saved*.

4. Item number 2 part B:

Rachel: Mom, my room … (paint) well. Thank you mom.

Mom : You’re welcome dear.
There were 47 incorrect answers in this item. Most of the students’ answers used Present Perfect Tense. This answer was incorrect because this sentence is a fact. Therefore, the students have to use Simple Present Tense. My room is painted here means the painting is done. Now, the room is painted, in which the room has new color.

From the explanation above, there were only some students who had problems in mastering the form and meaning of passive voice in Simple Present Tense. It means that the students had no serious problem in mastering the use and meaning of passive tense in Simple Present Tense. However, the students had problem in using this tense. Some of them still made mistake in using this term. The students were not aware of the other sentence provided to help the students to answer the questions. It seems that the students did not read the whole sentence carefully.

4.3.2.2 The Students’ Difficulties of Passive Voice in Simple Past Tense

From the total 240 items of Simple Past Tense, the students answered incorrectly 43 items. It means the students achieved 82.09% correct answers. These errors consisted of 15 errors in item number 3 part A, 6 errors in item number 4 part B, and 22 errors in item number 5 part B.

1. Item number 3 part A:

   Joe: Alex, do you know a novel entitled Black Beauty?

Most of the students (12 of the 15 errors answers) answered option C (is written). This answer is incorrect because the action in this sentence has specific time. The action happened in the past time, in 1976. Therefore, the correct answer uses Simple Past tense. The answer must be was written (option D).

2. Item number 4 part A:

   Carol: Hi Jane, you look so nice with your new bag.

   Jane: Thank you Carol. This bag … by my sister yesterday.

   There were only 4 incorrect answers in this tense. Two students chose option C (is given). This answer was incorrect because it was clear that the adverb of time provided in this sentence is yesterday. Therefore, the answer must be in Simple Past Tense. The correct answer for this item is was given (option D).

3. Item number 5 part B:

   Yesterday, Maria’s parents died because of the car accident. She decided to live with her aunt. This decision … (take) 2 days a go.

   There were 22 errors in this item. Most of the students’ answers (12 answers) used Past Perfect Tense. As we all know, past perfect tense expresses an activity that was completed before another activity or time in the past. In this item, there was no activity happened before the decision was taken. There was only one main sentence in this item. Therefore, this tense was incorrect. In the other hand, there were 5 students who answered this item
using modal with Present Perfect Tense. The students’ answer was *should have been taken*. This answer was incorrect because this sentence was not about asking advice. This item was about someone’s experience in the past time. In addition, there were also 5 incorrect answers using Present Perfect Tense. The students’ answer was *has been taken*. We can use Present Perfect Tense to express the idea that something happened before now, at an unspecified time in the past. The exact time it happened is not important. In this item, the time used is specific. The time is two days ago. Those three kinds of tense were incorrect. The correct answer of this item is *was taken*. This answer must use Simple Past Tense.

The students’ mastery in the use of passive voice in Simple Past Tense is better than that in Simple Present Tense. The students’ errors in this tense was 17.91%. The students’ mastery in the form, meaning, and use was almost the same. The students made 22 errors in part A of the test and 21 errors in part B of the test. In this part, the students’ mastery in the use of passive voice in Simple Past Tense was a bit better than the mastery in the form and meaning. In mastering the use and meaning, the students were not really aware of the adverb of time used in the sentence. Therefore, the students made mistake in answering the questions.

### 4.3.2.3 The Students’ Difficulties of Passive Voice in Present Progressive Tense

From the data showed in Table 4.9, the students’ achievement was better than that in Simple Past Tense. The students answered incorrectly 26 items of total 240
items of passive voice in Simple Past Tense. It means they achieved 89.17% of correct answers. The total 26 errors items consisted of 3 errors in item number 5 part A, 6 errors in item number 6 part A, and 17 errors in item number 3 part B.

1. Item number 5 part A:

Richard: Have you done reading chapter II of this book? We have to finish it soon.

Rachel: I’m still reading it. What about chapter III?

Richard: Chapter III … by Anthony now.

There were only 3 errors in this item. Two students chose option E (was being read). This answer is incorrect because this activity doesn’t happen in the previous time. The other student chose option C (is read). This answer is also incorrect. In this item, the activity of reading is happening. It can be seen in the adverb of time used in this sentence. Therefore, the correct answer uses passive voice with Present Progressive Tense. It is because the activity happens in the present time and still in progress at the moment of speaking. The correct answer is is being read (option D).

2. Item number 6 part A:

Teacher: Sammy, what are you doing now?

Sammy: I’m doing number 5 miss.

Teacher: Who is doing number 4?

Sammy: It … by Alex now.
The students answered incorrectly 6 items of total 240 items. There were 3 students choosing option E (*was being done*). This answer is incorrect because it was clear that the activity happens in the present time, it was surely incorrect if the students used Past Progressive Tense. This error is the same as that in item number 5 part A. The students do not understand about the time used in the sentence. The other three students chose option D (*have done*). The correct answer of this item is *is being done* (option C). It uses passive voice with Present Progressive Tense because the activity happens in the present time and still in progress at the moment of speaking.

3. Item number 3 part B:

Ray is reading a comic now. On the other hand, Andi is reading a magazine now. The newspaper that you’re looking for … (read) by my mother.

In this item, there were 17 incorrect answers of total 26 errors items. Most of the students’ incorrect answer used passive voice with Simple Present Tense. The students answered *is read*. This answer is incorrect because the action in this sentence is in progress at the moment of the speaking. Therefore, the correct answer must use passive voice with Present Progressive Tense. The correct answer is *is being read*.

From the above explanation, the students’ mastery in the use of passive voice with Present Progressive was better than that in Simple Past Tense. The students’ error was only 10.83%. The students’ mastery in the use and meaning of passive
voice is good. There were only 9 errors in part A, which means the students master has no significant problem in mastering those two parts. However, the students made more errors in using passive voice. There were 17 errors in part B. The students do not really master the use like those in mastering the form and meaning.

4.3.2.4 The Students’ Difficulties of Passive Voice in Simple Future Tense

From the data showed in table 4.10, the students’ achievement in this tense is the best of all. The students only answered incorrectly 5% of the total 240 items of the test. The total errors items consisted of 3 errors in item number 9 part A, 6 errors in item number 10 part A, and 3 errors in item number 6 part B.

1. Item number 9 part A:
Although Mr. David is sick, we will still have the examination. It … next week.

There were only 3 errors in this item. Two students chose option E (is held) and 1 student chose option D (will held). In this item, it was clear that this activity happens in the future. It can be seen in the time used in this item. This sentence uses next week, that’s why the passive voice must use Simple Future Tense. The correct answer is will be held (option A).

2. Item number 10 Part A:
Try to speak English slowly when you deliver your presentation. If you don’t, your speech …
In this item, there were 6 errors of total 12 errors. The students chose option D (would hear). This answer is surely incorrect. It is clear that the test is on passive voice. However, option D is an active sentence. The answer must be in a form passive voice with simple future tense. The correct answer for this item is *will not be heard* (option B).

3. Item number 6 part B:

John is a naughty boy. He always disturbs his friends. If the teacher knows about his attitude, he … (will+punish).

There were only 3 errors of total 12 error items. In this item, the students’ incorrect answer was *would punish*. This incorrect answer is not a passive sentence. The correct answer must be *will be punished*.

From the explanation above, the writer can conclude that the students’ mastery in the use of passive voice with simple future tense is the best of all. The students’ achievement in this tense was 95%. It is almost perfect. The students only made 12 errors of the total 240 items of simple future tense.

4.3.2.5 The Students’ Difficulties of Passive Voice in Present Perfect Tense

From total 240 items of passive voice in present perfect tense, the students answered incorrectly 59 of them. It means the students achieved 75.42% of correct answers. The total 59 errors consisted of 13 errors in item number 7 part A, 10 errors in item number 8 part A, and 36 errors in item number 7 part B.

1. Item number 7 part A:
Teacher: Have you decided which university that you’re going to apply, John?

John: I think I’m going to study at Sanata Dharma University. It … by mother when I ask her this morning.

Teacher: I’m happy to hear that. If your mother has suggested it for you, I’m sure that your mother knows the best for you.

The students answered incorrectly 12 items of total 59 errors items. Most of the students answered incorrectly in this item chose option D (have suggested). This is not the correct answer, because this option is an active sentence. It was very clear that this test emphasizes on passive voice. The correct answer for this item is option A (has been suggested).

2. Item number 8 part A:

Mom: Lucky, have you done washing the dishes?

Lucky: It … by Cynthia this afternoon mom.

There were 10 errors in this item. Five students chose option D (have been done). It was incorrect because the subject of this sentence is I. The students have to choose has. In this case, the students chose have. It was surely incorrect if the students chose option D. The correct answer for this item is option C (has been done).

3. Item number 7 part B:

Chris: Have you paid your school fee?

Rachel: It … (pay) by my father this morning.
In this item, there were 37 incorrect answers made by the students. Most of the students answered this item using Simple Future Tense. Their incorrect answer is *will be paid*. This answer is incorrect because the action has been done by someone. In an active voice, the subject of a clause is the one who do the action. According to Murcia and Freeman (1999), the subject of a clause is most often the agent, or doer, of some action.

It is not about the plan to pay the school fee. The fact is the school fee has been paid. The other incorrect answers used passive voice with simple past tense (*was paid*). It was also incorrect. The students can easily answer the question correctly if the students pay attention on the previous sentence provided in this item. Therefore, the correct answer for this item uses passive voice with Simple Present Tense. The correct answer is *has been paid*.

From the explanation above, it shows that the students’ mastery in passive voice with Simple Present Tense was lower than that in Simple Present Tense, Simple Past Tense, Present Progressive Tense, and Simple Future Tense. The students achieved 75.42% of correct answers. In this tense, the students can master the form and meaning well. The students made more errors in using this tense. The students answered incorrectly when the students use this tense in part B. The students do not pay attention on the previous sentence provided in this item. It seems that the students directly answer the question without looking at the supporting sentence in this item. The writer also realized that the students still confused in differentiating the use of
simple past tense and present perfect tense in passive voice. The students do not master well how to use those kinds of tenses.

4.3.2.6 The Students’ Difficulties of Passive Voice in Past Perfect Tense

The students answered incorrectly 55 items of total 80 items. The students’ achievement in this item is the lowest of all. The students only achieved 31.25% of correct answers. The students’ error is in item number 10 part B.

1. Item number 10 part B:

   This room … (clean) by Clara before her mother asked her.

   Most of the students (30 of total 55 errors answers) who answered incorrectly in this item answered using simple past tense (was cleaned). It was incorrect because this action did not begin and end at a particular time in the past. This sentence does not use specific time. The other students answered incorrectly using present perfect tense. They answered has been cleaned. The students used this tense because the students did not pay attention on the activity which happened after the first activity. There is another activity after the first activity had done in the past. In the other words, the activity was completed before another activity or time in the past. Therefore, the correct answer used past perfect tense. The correct answer is had been cleaned.

   From the explanation above, the students did not master this tense well. The students only achieved 31.25% of the correct answers. In this tense, the writer only gave one question because this kind of tense is rarely used in passive voice. The
writer only used passive voice in past perfect tense in past B of the test. It was obvious that the students were not familiar with this tense used in passive voice. They do not know how to use this tense correctly and appropriately.

4.3.2.7 The Students’ Difficulties of Passive Voice in Modality

From the total 160 items of passive voice in modality, the students answered incorrectly 47 items. It means the students achieved 70.62% of correct answers. The 47 errors items consisted of 13 errors in item number 4 part B and 34 errors in item number 8 part B.

1. Item number 4 part B:
   Your son has a good ability in painting. His ability in painting … (should+encourage).

   Most of the students (7 of the 13 errors answers) answered should encourage. This answer is incorrect because this answer is an active voice, while this test focuses on passive voice. However, the doer in this sentence is not someone’s ability, but the son himself. There were students answering is should encourage. This is surely incorrect. It seems that the students do not master the form of passive voice well. The other three students answered should have been encouraged. This answer was also incorrect. If the students use present perfect tense, the modal is not should. This sentence is about someone’s advice given to a mother. Therefore, the correct answer is should be encouraged.
2. Item number 8 part B:

Mom : Rio, would you please open the window? It’s very hot.

Rio : I tried, but the window … (can+open).

There were 34 errors in this item. Most of the students (20 errors of 34 total errors answers) answered *is can’t opened*. It means that the students do not master the form of passive voice with modal. There were 12 students answering *couldn’t be opened*. This answer is incorrect because this action does not happen in the past. The item is in a form of conversation. The other 2 students answered incorrectly *can’t be open*. It seems that the students did the test carelessly. The students did not use passive voice in modal carefully. In this item, the correct answer is *can’t be opened*.

From the explanation above, the students did not use passive with modal correctly. In those two items, most of the students made the same errors. The students put *is* before modal instead of put *be* after modal. In this test, the students’ mastery in passive voice with modal was is the second lowest of all. The students are very weak in mastering this item. However, the students’ achievement of correct answers in this item is not too bad. The students achieved 70.62% of correct answers.

4.3.3 The Possible Causes of the Students’ Difficulties in Passive Voice Mastery

In this section, the writer presents the possible causes of the students’ difficulties in mastering the use of passive voice. The teacher and the students themselves should pay attention to these difficulties because they are probably the
sources of errors. There are various opinions of the sources of the errors, as it was stated on Chapter II. In this study, based on the research result, there were mainly three categories of sources of errors: the first was the nature of target language, in this case, the nature of passive voice. The second was the nature of the learners themselves and the third was the context of learning. The following are the detailed discussion on those three possible causes of errors.

4.3.3.1 The Nature of Passive Voice

The students committed errors in the item of the test that assessed their ability in the forms, the meanings, and the uses of passive voice. The characteristics (the nature) of passive voice cause problem for the students.

It is obvious that from the analysis above, the students have good knowledge about the rules underlying the use of passive voice. The passive voice has its own rules underlying its form, has its own meanings and uses. They can be separated and discussed one by one without relating each one to other. Since they have their own forms, meanings, and uses, they can also create problems for the students. The students were probably confused to use passive voice with each tense correctly. Before they know the combination between passive voice and each tense, they have to master the use of each tense first. The students may make errors if they do not master the meaning of each tense.

Sometimes the meanings of passive voice overlap one to another. These circumstances may cause difficulties to the students. The overlapping meaning in
It is also possible that the students borrowing the language pattern from their mother tongue (L1) to produce their utterance in L2.

4.3.3.2 The Nature of the Learners

The learners themselves could become the factors that cause difficulties which then resulted in errors. As we all know, learning process (especially learning a language) does not happen only formally. It means the learning process does not only take place in the classroom. A good student always learns actively both outside and inside the classroom. He or she always tries to learn more, to know more, than what the teachers or lecturers have taught to him or her. He or she always tries to find more new things. According to the syllabus of structure class of English Language Education Study Program in Sanata Dharma University, the students discuss Passive Voice in semester two. The textbooks that are used do not provide further explanation about the use of passive voice. The result is that the students are not aware of using passive voice. Although the result of the test is quite good, the students still make some errors on it. There were 39 students who achieved the category of very, 30 students achieved the category of good, and 7 students achieved the category of sufficient. However, there were still 4 students achieved the category of insufficient.
4.3.3.3 The Context of Learning

The third possible cause of the students’ difficulties is the context of learning. The word context refers to the factors outside the learners, for example the textbooks, the teachers or the lecturers, and the classroom. In this study the writer finds that the textbooks and the lecturers serve as the main possible sources of the students’ difficulties in terms of the context of learning. The first is textbook. Most of the textbooks used in their learning process do not discuss the use of passive voice in detail. It only shows a brief explanation. The second is the lecturers. They do not try to make the learners aware or know that there are still more explanation about passive voice. Since it is not discussed in the textbooks and not included in the syllabus. That is why the students made some errors in the test.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the writer presents three major topics that conclude the study. First, the writer presents the conclusions drawn from the research result and data analysis. Second, the writer proceeds with the discussions on the implications which are the consequences of the conclusions. In the last section of this chapter, the writer proposes recommendations to the lecturers, the learners, and to the further research.

5.1 Conclusions

There are four conclusions that can be drawn from the research result and data analysis. They are as follows:

The second semester students’ mastery on the use of passive voice was considered good according to the academic regulation of Sanata Dharma University. Their average score is 15.46, which entered the category of good and which was 95% of the highest possible answer the students can achieve in the test (76). It can be said that the students’ achievement in the use of passive voice was satisfactory. Their mean could pass the minimum passing score.

Based on the result of the research, the difficulties that the students had in mastering passive voice were in the use of passive voice especially in Past Perfect
Tense. Although the students’ mastery in passive voice entered the category of good, the students still made some errors.

The second semester students still found difficulties in mastering some of the tenses used in passive voice. They still found difficulties in the use of passive voice in past perfect (they only achieved 31.25% of correct answers).

The difficulties that they had resulted from three main possible causes. The first was the Intralingual Transfer. It means that the errors happen on the nature of passive voice. Each tense has its own form, meanings, and uses, and the students have to master them before they master their passive voice. Moreover, the meanings of passive voice in each tense may overlap one to another. The second was the Interlingual Transfer or Interferences. It means that the errors happen because of the nature of the learners. The learners themselves may become the sources of their difficulties. They were not aware or knowing the form passive voice in each tense. The third possible cause was the context of learning. The word context refers to the factors outside the students, namely the lecturers, the textbooks, and the classroom. The lecturers became the sources of errors because they did not give enough explanation about the use of passive in some tenses clearly. They did not make the students aware of the correct form of passive voice. The textbooks also became the sources of errors because of its inadequate explanations on the further explanation of the use of passive voice.
5.1.2 Implications

The result of the study shows that the students’ mastery on the use of passive voice was considered good. Their mastery was satisfactory. However, the lecturers still need to give further explanation about the use of passive voice and the students need to learn more about passive voice. It is because the students still made some errors in this test.

Based on the result of the test, it can be stated that the students’ highest achievement was on the first part of the test which focused on the form and meaning of passive voice. Compared to the result of the second part of the test, the students’ achievement on this part was lower than the first one. It shows that the students still had some difficulties in using passive voice correctly and appropriately. The lecturers and the students should pay more attention to the use of passive voice in each tense.

Another thing to which the lecturers and students need to pay attention is the fact that the students’ achievement was very low in one tense, namely Past Perfect Tense. This students’ low achievement implies that they still had difficulties in mastering this tense. Considering the result of the test then, the first thing the lecturers have to do is to make the students aware or know about the use passive voice in each tense. The students should be given enough exposure to the forms, meanings, and uses of passive voice in each tense. The students should be active and creative in using their time to study and practice outside the class, because of the limited time they have to practice and study inside the class. Both the lecturers and
the students should realize that they have an equal responsibility to the success of teaching and learning process.

5.2 Recommendations

Based on the conclusions and implications above, the writer proposes some recommendations that can hopefully contribute to the success of teaching and learning process.

5.2.1 Recommendation to English Lecturers of Sanata Dharma University

Lecturers of English Language Education Study Program should teach passive voice more details. Because of their complexity (each form with each own meaning and uses and also their overlapping meaning), it will be much confusing if the lecturers teach them to the students all at once. It is much better and advisable for the lecturers to give additional time in grammar or structure class to teach this material considering the complexity they have.

As it is stated previously, the students are considered to have mastered passive voice if they are able to identify the forms of passive voice, interpret the meaning of passive voice, and use the passive voice correctly and appropriately. Based on the result of the test, the students’ mastery on those three parts was good. However, the test’s result emphasizing the use of passive voice is lower than those in the forms and meanings. To overcome this problem, the lecturers should give the students many
examples and exercises to make the students really understand the use and familiar with it.

5.2.2 Recommendations to English Students of Sanata Dharma University

The students have responsibility to the failure of their study. Since the limited time allocated in the class, the students should be active and creative in using their time to study outside the class. The students should be aware that they need to study further and more than what the lecturers have taught to them or what is written in the textbooks used in the class. They should be aware that what is not taught by the lecturers and not written in the textbooks are also important for their study.

5.2.3 Recommendation to Other and Further Research on the use Passive Voice

This study still needs many criticism, modifications, and improvement from the readers who are interested in passive voice or from those who are interested in conducting a research on it. The other researchers are recommended to develop a test with larger numbers of items. With larger number of items, the reliability of the test and the research will be increased. They will get a lot of data which will be useful for their data analysis. Of course, they should consider the time needed by the subjects to do the test and also the resources (time, money, and energy) needed to score it.

This study on the students’ mastery on passive voice resulted that their mastery was enter category good. Though it was good, there are still some difficulties
that the students had. Further research then is recommended to know how to teach
passive voice more effectively so that the students’ mastery will improve.
BIBLIOGRAPHY


APPENDICES
Appendix 1: Test

The Test

Part I. Choose a, b, c, d, or e to complete the sentences with passive verb!

1. My sister is a student of English Education Study Program. She really likes making poems. One of her poems … in Rider Digest.
   a. publish  c. published  e. was published
   b. publishes  d. is published

2. Today is Rachel’s birthday. All of her friends … to her birthday party.
   a. is invited  c. invites  e. invited
   b. are invited  d. invite

3. Joe : Alex, do you know a novel entitled Black Beauty?
   a. write  c. is written  d. have written
   b. wrote  d. was written

4. Carol : Hi Jane, you look so nice with your new bag.
   Jane : Thank you Carol. This bag … by my sister yesterday.
   a. give  c. is given  e. have given
   b. gave  d. was given

5. Richard : Rachel, have you done reading chapter II of this book? We have to finish it soon.
   Rachel : I’m still reading it. What about chapter III?
   Richard : Chapter III … by Anthony now.
   a. reads  c. is read  e. was being read
   b. read  d. is being read

6. Teacher : Sammy, what are you doing now?
   Sammy : I’m doing number 5 miss.
   Teacher : Who is doing number 4?
   Sammy : It … by Alex now.
a. do c. is being done e. was being done
b. does d. have done
7. Teacher : Have you decided which university that you’re going to apply, John?
John : I think I’m going to study at Sanata Dharma University. It … by mother when I ask her this morning.
Teacher : I’m happy to hear that. If your mother has suggested it for you, I’m sure that your mother knows the best for you.

a. has been suggested c. have suggested e. suggested
b. have been suggested d. has suggested
8. Mom : Lucky, have you done washing the dishes?
Lucky : It … by Cynthia this afternoon mom.

a. does c. has been done e. is done
b. do d. have been done
9. Although Mr. David is sick, we will still have the examination. It … next week.

a. will be held c. will hold e. is held
b. would be held d. will held
10. Try to speak English slowly when you deliver your presentation. If you don’t, your speech …

a. Will be heard c. will hear e. would hear
b. Will not be heard d. would not be heard

Part II. Complete these sentences with appropriate passive verb!
1. My father gives me money for my pocket money everyday. However, I don’t always use it to buy unimportant things. The money ____________________________ (save) in my bank account in every end of the month.
2. Rachel : Mom, my room ____________________________ (paint) well. Thank you mom.
Mom : You’re welcome dear.

3. Ray is reading a comic now. On the other hand, Andi is reading a magazine now. The newspaper that you’re looking for ________________ (read) by my mother.

4. Your son has a good ability in painting. His ability in painting ________________ (should+encourage).

5. Yesterday, Maria’s parents died because of the car accident. She decided to live with her aunt. This decision ________________ (take) 2 days ago.

6. John is a naughty boy. He always disturbs his friends. If the teacher knows about his attitude, he ________________ (will+punish).

7. Chris : Have you paid your school fee?
   Rachel : It ________________ (pay) by my father this morning.

8. Mom : Rio, would you please open the window? It’s very hot.
   Rio : I tried, but the window ________________ (can+open).

9. Marry : Did Lucy borrow your novel?
   Rachel : Yes, she did. When I went to her house, it ________________ (read) by her.

10. This room ________________ (clean) by Clara before her mother asked her.
Appendix 2: The Key Answer

A. Multiple Choice
1. D  6. C
2. B  7. A
3. D  8. C
4. D  9. A
5. D  10. B

B. Fill in the Blanks
1. is saved
2. is painted
3. is being read
4. should be encouraged
5. was taken
6. will be punished
7. has been paid
8. can’t be opened
9. was being read
10. had been cleaned
Appendix 3: The Reliability of Half Test

\[ r_{xy} = \frac{\sum (X - Mx) (Y - My)}{NSxSy} \]

Where:
- \( r_{xy} \) = Pearson product-moment correlation efficient
- \( X \) = each students’ score on Test X
- \( Mx \) = mean on Test X
- \( Sx \) = standard deviation on Test X
- \( Y \) = each students’ score on Test Y
- \( My \) = mean on Test Y
- \( Sy \) = standard deviation on Test Y
- \( N \) = the number of students who took the two sets

\[
\begin{align*}
  r &= \frac{4890 - (630)(607)}{80} \\
  &= \frac{\sqrt{(5854 - (630)^2)(4797 - (607)^2)}}{80} \\
  &= \frac{109.875}{\sqrt{892.75}(191.3875)} \\
  &= 0.26
\end{align*}
\]

From the formula, the Pearson r was 0.26
Appendix 4: Reliability of Full Test

The reliability of full test was computed using the Spearman-Brown Prophecy Formula.

The formula is as follow:

\[ r_1 = \frac{2 \cdot r_{\frac{1}{2}}}{1 + r_{\frac{1}{2}}} \]

Where:

- \( r_1 \) = the reliability of full test
- \( r_{\frac{1}{2}} \) = the reliability of half test

\[ r_1 = \frac{2 \cdot 0.26}{1 + 0.26} \]
\[ = 0.46 \]

The reliability of full test is 0.46
Appendix 5: The Students’ Scores

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|   | 9  | 7  | 7  | 6  | 10 | 6  | 8  | 7  | 9  | 8  | 10 | 10 | 7  | 6  | 9  | 4  | 9  | 10 | 2  | 10 | 9  | 10 | 10 | 10 |
|   | 7  | 8  | 8  | 8  | 8  | 8  | 10 | 8  | 8  | 10 | 9  | 10 | 7  | 7  | 7  | 81 | 9  | 10 | 36 | 6  | 100| 100| 100| 100|
|   | 81 | 49 | 49 | 36 | 100| 36 | 64 | 49 | 81 | 64 | 100| 81 | 49 | 49 | 36 | 81 | 16 | 81 | 36 | 100| 100| 100| 100|
|   | 49 | 64 | 64 | 48 | 64 | 64 | 64 | 49 | 64 | 49 | 49 | 64 | 49 | 42 | 49 | 49 | 9  | 63 | 4  | 12 | 80 | 100| 100| 100|

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
**Appendix 5: Descriptive Statistic**

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Nomor : 115/Pnlt/Kajur/JBPS/IV/2012
Hal : Permohonan Ijin Penelitian

Kepada


Dengan hormat,

Dengan ini kami mohon izin bagi mahasiswa kami,

Nama : Carolina Wardhanie
No. Mahasiswa : 081214023
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : VIII (delapan)

Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/ Makalah, dengan ketentuan sebagai berikut:

Lokasi : Universitas Sanata Dharma
Waktu : April - Juni 2012
Judul : THE STUDENTS’ MASTERY IN THE USE OF PASSIVE VOICE AMONG THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN SANATA DHARMA UNIVERSITY

Atas perhatian dan izin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 16 April 2012
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Tembusan Yth:
1. ____________________________
2. Dekan FKIP
Nomor : 118/Pnlt/Kajur/JBPS/11/2012
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Ibu Maro Sephyani, S.Pd.

Dengan hormat,
Dengan ini kami mohon ijin bagi mahasiswa kami,
Nama : Carolina Wardhanie
No. Mahasiswa : 081214023
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
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Yogyakarta, 16 April 2012
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Tembusan Yth:
1. __________________________
2. Dekan FKIP
PASSIVE VOICE

Name: Ayo Wulan Kurniawati  
St. # : 112 4106  
Class : 90

Part I. Choose a, b, c, d, or e to complete the sentences with passive verb!

1. My sister is a student of English Education Study Program. She really likes making poems.
   One of her poems ... in Reader's Digest.
   a. publish  c. published  e. was published
   b. publishes  d. is published

2. Today is Rachel's birthday. All of her friends ... to her birthday party.
   a. is invited  c. invites  e. invited
   b. are invited  d. invite

3. Joe : Alex, do you know a novel entitled Black Beauty?
   Alex : Yes, of course. It ... by Ann Sewell in 1976.
   a. write  c. is written  d. have written
   b. wrote  e. was written

4. Carol : Hi Jane, you look so nice with your new bag.
   Jane : Thank you Carol. This bag ... by my sister yesterday.
   a. give  c. is given  e. have given
   b. gave  d. was given

5. Richard : Rachel, have you done reading chapter II of this book? We have to finish it soon.
   Rachel : I'm still reading it. What about chapter III?
   Richard : Chapter III ... by Anthony now.
   a. reads  c. is read  e. was being read
   b. read  d. is being read

6. Teacher : Sammy, what are you doing now?
   Sammy : I'm doing number 5 now.
   Teacher : Who is doing number 4?
   Sammy : It ... by Alex now.
1. Yesterday, Maria’s parents died because of the car accident. She decided to live with her aunt. This decision __had been taken__ (take) 2 days ago.

6. John is a naughty boy. He always disturbs his friends. If the teacher knows about his attitude, he __will be punished__ (will+punish).

7. Chris : Have you paid your school fee?
   Rachel : It __has been paid__ (pay) by my father this morning.

8. Mom : Rio, would you please open the window? It’s very hot.
   Rio : I tried, but the window __cannot be opened__ (can+open).

9. Marry : Did Lucy borrow your novel?
   Rachel : Yes, she did. When I went to her house, it __was being read__ (read) by her.

10. This room __had been cleaned__ (clean) by Clara before her mother asked her.

   T = 2
   C = 18
   Score : 90