

## A CASE STUDY OF THE STUDENTS' UNDERSTANDING OF PASSIVE VOICE IN SECOND SEMESTER STUDENTS OF ENGLISH EDUCATIONAL PROGRAM AT INSTITUT PENDIDIKAN NUSANTARA GLOBAL

Masyudi<sup>1</sup>, M. Wahyu Hadi<sup>2</sup>, Atika Salman Paris<sup>3</sup>

Program Studi Pendidikan Bahasa Inggris, Institut Pendidikan Nusantara Global, Praya - Indonesia 83511

Corresponding author email: [amaqmasyudi@gmail.com](mailto:amaqmasyudi@gmail.com)

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### ABSTRACT

*This research deals with the grammar skill that is the students understanding of passive voice. This research is aimed to investigate the students understanding of passive voice at the second semester students of English educational Program at Institut Pendidikan Nusantara Global in academic year 2022/2023, the title is taken by the writer because he wants to answer the statement of problem that stated do the students have understanding of passive voice. Therefore, the writer proposed to find out whether the second semester students of English educational Program at Institut Pendidikan Nusantara Global have understanding passive voice. In this research the writer gave two kinds of test to the students, the grammar test in multiple choice and modified test is changing the active sentence into passive sentence, the writer took the second semester students as the population that consist of four classes with the total students until 10 students and the writer took all of students as the sample. The result of the investigation showed from 23 students, the students who was classification as good were 8 students and 15 students were classification as low. Arriving at the end of this writing the writer restates the conclusion of research, the achievement level of second semester students of English educational Program at Institut Pendidikan Nusantara Global do not have understanding on passive voice*

**Keywords:** *Case, study, Understanding, Passive, Voice*



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## LATAR BELAKANG

Learning English as a foreign language is different enough from learning English as a second language. Chaer (2021) stated that Learners who learn English as a foreign language is usually emphasized to be able to communicate or use the language. While the learners who learn English as a second language is emphasized to be able to know about the language. It means that the foreign language learners must master the four skills. Such as Listening, Speaking, Reading, and Writing.

In listening, the learners have to learn about the pronunciation of the speaker and this is included to speaking skill and reading skill. While, reading skill is related to the mastering of vocabulary and the grammar of English. As consequences, the important device in a language is word. According to Hornby (1986), the total number of words, which (with rules for combining them) make up language, is called vocabulary. Vocabulary of language in communication must be understood and recognized, because without understanding and recognizing the vocabulary of the target language, the verbal communication will not run well for the learners who are in this effort to master or understand the rules of vocabulary of the target language (Michael, 1993).

The government has been trying hard to overcome this problem by including English is the curriculum as one of the important subjects. To support this program, it was declared by the minister of education and culture No.0486/4/1984, that English is one of main subject in senior high school (Depdibud,1984)

Two factors have a role in learning a foreign language. They are psychology and social factors. Psychology factor means that the intellectual process which involves the

understanding of the grammatical structure and its rules. Grammatical subsystem is divided into morphology and syntactic. Morphology subsystem includes word, its part and occurrence. While syntactic subsystem includes the large units of words, such as: phrase, clause, sentence and its relation with the units.

Structure or grammar is one of the elements of language that must be learnt and mastered, because it is one of the essential parts of language (Andrew, 2019). Structure is really emphasized especially in writing because writing is depending on the structure. Moreover, writing is usually used in formal communication between one and the others. Therefore, it can be stated that structure or grammar will determine the quality of an article or writing, and it will influence the level of the readers understanding (Ajar, 2018).

As mentioned in the curriculum, the main guidelines of teaching program English instruction in Indonesia have directed to greater emphasized on the whole aspects of language rather than the only certain language skill such as listening, speaking, reading and writing. In junior high school, teaching structure is important to support the students' ability in mastering English language (Craig, 2006).

Structure is not a subject on its own. There are some teaching techniques used an exercise that draw the students' attention to particular of grammar or structure (Robins,1992). One of the parts of the structure or the grammar is passive voice. Some students find many difficulties in understanding passive voice. Because of my experience when I taught, my students in English course that making some errors in doing the exercise of passive voice material

(Bull, 2008). They thought that the verb in the passive voice is always meant as past even or activity. It is shown by the score that they got in the kinds of the test given by the researcher in which large number of the students got around poor and very poor score in which poor score is marked by 60 and very poor is marked by under 60. Only a few of the students got excellent and good score. The students still have problem in understanding the change of irregular verb and the formula of passive voice for each tense (present, past and future tense). for example, the word there are some students made mistake in making the past participle form of the word "think". in this case they used "think" as the past participle form of the word "think". Therefore, in relation with the description above of this study. The writer would like to focus on analyzing the students understanding of passive voice at second semester students of English educational Program at Institut Pendidikan Nusantara Global pendidikan nusantara global.

## **METODE PENELITIAN**

Research design is the all process needed in planning and conducting research. In a narrow definition research design is only about collecting and analyzing the data. While in a wide definition research design involve the all aspects in research process (Nazir, 2003:84), in this research the writer has employed descriptive method, in which focuses on describing the students' understanding of passive voice.

### **Population**

Population is defined as a set of elements at least the same category. The population in this research is all of the second semester students of English educational Program at Institut Pendidikan

Nusantara Global. In which total numbers of students for those four classes consist of 10 students. The reason of choosing the population is that, all of the population will be in the second semester, in mean they have similar characteristic in term of knowledge. In this case (Arikunto,2011) stated that population is a number of individuals that at least has similar characteristic (Arikunto,2020). Another reason of choosing the population is that the second semester students had learnt about passive voice.

### **Sampling**

After determining the population of the research above, the next step should be done by determining the sample of the research. Arikunto (2011) stated that the sample is the representative of population that will be analyzed. Furthermore, Arikunto (2020) suggest that if the population is less than a hundred, it is better to take the population as the subject of the research, but if the number of populations is more than hundred, it is suggest to take 10%-25%. In this research, writer take all of the students as sample.

### **Procedure of Data Collection**

In this study, the data of the students' score were collected through grammar test. The test was about the using of passive voice, and the main data of this study were students' result. The process of collecting could be drawn as follows:

1. The students were asked to answer 30 items of the test which related to the use of passive voice in 60 minutes.
2. After finishing doing the test, the answer sheet was collected.
3. The answer sheets were scored as the data of the research.

### **Data Analysis**

The aim of the study was to find out

the second semester students of English educational Program at Institut Pendidikan Nusantara Global in understanding passive voice. To determine whether the second semester students are regarded successful, at least 75% must get score of 60 or more. But if less than 75% of the students receive this score, they are considered to have failed.

After collecting the data, the next step was to analyze them carefully, computing the formula does the analysis are as this:

$$a. \frac{\sum S}{100\%N} \times$$

$$b. \frac{\sum F}{N} \times 100\%$$

Where:

$\sum S$  = Number of students got score  $\geq 60$

$\sum F$  = Number of students got score  $< 60$

$N$  = number of students

**Instrument of Research**

Instrument of this study was the grammar test that consists of multiple-choice type and modified type. The students were only required to write down their answer at the sheet provided. Each of the 20 test items of multiplechoices scores 2.5 point and of the 10-test item for essay test scores 5.0 point. So, to highest possible score of the students were 100 and the lowest score is 0. To obtain the information concern with the ability of the students, the study determiners a table of percentage scale and classification as follow:

**Table 1. Students Percentage Scale**

Percentage scale	Qualification
70- 100	Good
50- 69	Sufficient

0-49	Low
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(Source: Murcia: 2000)

**HASIL DAN PEMBAHASAN**

The students’ result of passive voice would be the main data of the investigations. The result of the second semester students of English educational Program at Institut Pendidikan Nusantara Global in understanding passive voice were completed.

Before the writer analyzes the data, it needs to test the hypothesis. In this case, the writer would calculate the percentage of the students’ score by using this following formula:

$$a. \frac{\sum S}{N} \times 100\% = \frac{8}{23} \times 100\% = 35 \%$$

$$b. \frac{\sum F}{N} \times 100\% = \frac{15}{23} = 65 \%$$

Where:

$\sum S$  = Number of students got score  $\geq 60$  (8)

$\sum F$  = Number of students got score  $< 60$  (15)

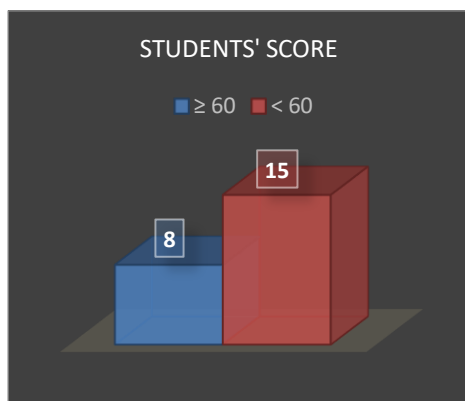
$N$  = number of students (23)

**Table 2. Students’ Score**

No.	Student’s Name	Score
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1	RWY	70
2	FAL	55
3	HGR	45
3	USA	60
3	YUR	65
5	ETN	75
7	GUD	60
8	DIN	70
9	MSW	56
10	MTA	70
11	ENV	55
12	MJD	45
13	EVS	66
14	KRH	50
15	FZH	50
16	HSH	45
17	ENR	51
18	IJN	53
19	MYH	55
20	IRY	43
21	NMF	57
22	STN	55
23	IWN	56

Chart 1. Students' Score



Inferences are taken from the result of the means score of the students' ability in understanding of passive voice. Based on the means score above, it can be concluded that: the students got score  $\geq 60$  are good on understanding of passive voice and the students got score  $< 60$  still poor on

understanding of passive voice.

As stated by Depdikbud, DirjenDikti, 1983/1994, PPS, & 15 with its guidelines to determine whether students are regarded successful, at least 75% must get score 60 or more, if less than 75 % students get this score, they are considered failed. So in this research, the writer concluded that the second semester students of English educational Program at Institut Pendidikan Nusantara Global do not have understanding of passive voice.

**KESIMPULAN**

The second semester students of English educational Program at Institut Pendidikan Nusantara Global do not have understanding on passive voice. The reality from 23 students of sample, 8 students (35 %) and 15 students (65%) were classification as low. It can be concluded that the second semester students of English educational Program at Institut Pendidikan Nusantara Global do not have understanding on passive voice.

The conclusion proved the alternative hypothesis which stated the second semester students of English educational Program at Institut Pendidikan Nusantara Global have understanding on passive voice was rejected. While the null hypothesis, which stated the second semester students of English educational Program at Institut Pendidikan Nusantara Global do not have understanding on passive voice was accepted

From the last score of the students on understanding of passive voice, the writer used three categories namely: good, sufficient, and low. After the writer gave the total score of the students' understanding of passive voice, the writer proved that the students' understanding of passive voice were poor.

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